71st ANNUAL ILA CONFERENCE PROCEEDINGS

International Conference

on

Transforming Library Services in the AI Era: Library Services, User Engagement and Community Impact

Chief Editors

Dr. Dharam Kumar

Editors

Dr. Abhijeet Sinha
Dr. Niranjan Singh
Dr. Vineeta Jain
Dr. O. S. S. Prasad
Dr. Rupesh Gaur
Dr. Veeresh Hanchinal

Organised by

Indian Library Association, New Delhi,
and

Swami Vivekanand Central Library
Kendriya Hindi Sansthan, Agra
(Ministry of Education, Government of India)
2026

Transforming Library Services in the AI Era: Library Services, User Engagement and Community Impact

Proceedings
71st Annual ILA Conference

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5th – 7th February 2026

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Indian Library Association
A/40-41, Flat No. 201, Ansal Building,
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2026

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ISBN: 978-81-956643-6-8

Price: India: ₹ 3500/-; Overseas: US$ 175; Printed at: Anand Sons, Delhi-92

FOREWORD

The Indian Library Association (ILA), a strong and long-standing professional organization, has been working tirelessly for decades for the advancement of library professionals and the development of libraries at the national level. The Association is organizing its **71st Annual Conference** from **5th to 7th February 2026** at **Agra, Uttar Pradesh**, in collaboration with the **Swami Vivekanand Central Library, Kendriya Hindi Sansthan, Agra (Ministry of Education, Government of India)**. The theme of the conference is "**Transforming Library Services in the AI Era: Library Services, User Engagement, and Community Impact**."

Libraries play a central role in educational, research, and government institutions. With ongoing social and technological changes, the size, nature of services, and physical appearance of libraries are continuously evolving; however, their fundamental role remains unchanged. An institution without a library is like a body without a soul—an observation endorsed by various expert commissions and committees constituted by the Government from time to time.

A review of the history of library development reveals that libraries have transformed from ancient repositories of knowledge to modern digital and virtual libraries. This journey has witnessed several revolutionary changes, and today libraries are experiencing rapid advancement through the application of Artificial Intelligence. AI has a tremendous impact on library operations and services. Library professionals must adapt and sustain themselves and their institutions amid this technological revolution; otherwise, allied professions, particularly IT professionals, may encroach upon our domain. Therefore, it is essential to uphold and strengthen the fundamental principles of Library and Information Science while embracing emerging technologies.

The Indian Library Association, through its **71st Annual Conference**, provides a valuable platform to deliberate on how libraries of the future can be effectively positioned for sustainable transformation. Both young and experienced library professionals have contributed insightful papers to the conference proceedings on various latest topics.

It is hoped that the papers presented during various technical sessions of the conference will generate meaningful discussions and provide guidance to the new generation of professionals in ensuring the sustainability of libraries in the future.

I sincerely appreciate the contributions made by both young and experienced library professionals in enriching the academic content of this conference. I extend my very best wishes for the **grand success of the 71st Annual Conference of the Indian Library Association**.

Dr. Pardeep Rai

President, Indian Library Association and
Librarian, Maitreyi College, University of Delhi

PREFACE

The 71st annual Conference of ILA is one of the notable events as the association has completed 92 years of its existence, since it was established in the year 1933. It is organizing 71st International Conference on a very appropriate and exciting theme "**Transforming Library Services in the AI Era: Library Services, User Engagement and Community Impact**". The theme and all the subthemes selected for the conference are very appropriable and apt to present situation. It provided a very good platform for Library and Information Professionals to participate in discussions on various issues related to Technological Applications in Libraries and Information Services. Total ten themes were identified on various issues related to emerging Technologies and their application, primarily concerned with the theme of Transformation of Library Services in the Context of Artificial Intelligence. Conferences had been providing a wide platform for Library & Information Professionals to present their ideas and views. Out of total 156 received research communications total 127 were accepted through peer-review process. During conference the researchers would find great opportunity to express their research ideas and explorations through this nationwide platform of LIS profession. All the accepted papers were distributed under the following sub-themes for the purpose of presentation in the conference in Offline and Virtual mode.

1. Artificial Intelligence, Smart Libraries & Emerging Technologies
2. Digital Libraries, Automation & Electronic Resources
3. Digital Literacy, ICT, Information Literacy & Research Skills
4. User Studies, Engagement, Community Impact & Library Services
5. Libraries, Accessibility and Social Inclusion: User-Centric Perspectives
6. Bibliometrics, Scintometrics, Content & Web Analysis
7. Policy, Management, Sustainability & Professional Development
8. Automation of Libraries, Vernacular Language (Hindi Medium)

The advent of Artificial Intelligence and other related technologies has great impact on technological applications of libraries e.g. AI based User Services and Content Development. The Integrated Library Management Systems are now integrating discovery facilities with the use of AI and the Digitization of Library Resources has gradually started removing the compartmentalization of different types of libraries. Artificial Intelligence as popularly understood as Machine Learning,

mimics human cognitive functions. AI seeks to enhance pattern recognition and statistical analysis, and provides basic learning and problem-solving capabilities. The wide-ranging expected impact of Artificial Intelligence promises to improve existing goods and services, and, by enabling automation of many tasks, to greatly increase the efficiency with which they are produced. It has also great impact on economy by serving as a new general purpose 'new method of invention'. The new technology has taken place in the leadership and we have to build the capabilities among our professionals to handle the new technologies effectively and efficiently for sustainability. The digital age has unlimited potentiality to import technologies and social media facilities into library services. The library professionals have been facing challenges of managing hybrid resources. The users' needs are also changing as more young users have gained technological knowledge and discovered enough capabilities that can offer them improved and point to point services. The patterns of library use are also on the verge of new demands and horizons. Keeping this in mind, the conference choose topic has been chosen which is contemplated over again and again. The professionals are supposed to face new challenges under the sub- themes, Information Access and Equity, Change Management in Libraries, Automation of Libraries in Vernacular Languages, Collection Development, Community Engagement, Green Partnership, Architecture and Design Big Data Management and others. Libraries have been adopting technologies since their early days and therefore technological advances, which have been embedded in the spirit of adoption to changes. These changes demand new services and to manage the new information and knowledge resources to suit the changing needs of the users. The impact of emerging technologies on libraries and the growth of web and digital resources needs to augment the users with relevant skills and the demand for information literacy is growing from a very early stage. The quality of services needs some benchmarking and to adopt best practices. The papers included in this volume and the authors of these papers have addressed these issues and this International Conference has provided them with a suitable platform for proposing these issues for discussion by the learned delegates.

The organizers of this conference, especially the Indian Library Association, New Delhi and Swami Vivekanand Central Library, Kendriya Hindi Sansthan, Agra (Ministry of Education, Government of India), need special mention for selecting this wonderful and thought-provoking theme for 71st Conference of the ILA. It is time to look forward on this auspicious occasion to see the transformation of library and information Science Profession in the AI Era and digital age as its future has many challenges and equally opportunities to discover new professional avenues.

The Editorial Committee has spent their useful hours in reviewing/editing the papers and offering their support to organize the papers theme-wise. The Editors acknowledge their help and thank them profusely in this context. We thank all the authors for contributing to this International Conference of ILA and enriching professional knowledge with their scholarly papers. Thank you one and all and our special thanks are due to Dr. Pardeep Rai, President Indian Library Association for his all-time support and guidance.

Place: Delhi

Date: 5th February 2026

Editors

Dr. Abhijeet Sinha
Dr. Niranjan Singh
Dr. Vineeta Jain
Dr. O. S. S. Prasad
Dr. Rupesh Gaur
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Theme-1

Artificial Intelligence, Smart Libraries & Emerging Technologies

Library Workflows Driven by AI, ML and Automaton

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ABSTRACT: In the modern digital society, people expect their resource centres to provide current information. In this regard, libraries should be in a position to offer this information to their clients. This is an era in which libraries are expected to provide the most up-to-date services and facilities to their patrons. Thus, libraries should also be updated to address the needs of their users. AI technology nowadays encompasses a lot of fields, and libraries cannot be an exception. Thus, in the era of AI, libraries should not be afraid to take on the challenge of offering the newest technology-driven facilities and services. The 24/7 services and facilities are essential for library users who are busy in their fields. Researchers need to be informed about their topics at any moment, and digital services can provide this information through AI technology that assists them in delivering proper and timely services. Research libraries, in particular, are beneficiaries of AI technology, which makes them more efficient and productive for their users. The use of AI technology in libraries is strongly welcomed in this paper.

KEYWORDS: AI-Driven Libraries, Modern Technologies in libraries, AI in libraries, Library Automation. Automated Libraries.

1. Introduction

Libraries are the providers of information to society, and as such, they are expected to provide reliable and accurate information. That is why library systems should be robust to provide accurate information. Modern technology can be used to improve the capabilities of libraries. Recent technologies include machine learning and AI, which can be introduced into libraries to make them more capable of fulfilling the requirements of their users. Automation and AI technology can help libraries further enhance their services, as they are an essential aspect of library operations. Such technologies are helpful and convenient for augmenting capacity in the facilities sector. With the world turning digital, libraries must stay current; therefore, traditional library services must be enhanced with modern technologies, such as AI and automated services.

Today, everyone can find a wealth of information on a single issue, and questions have become increasingly challenging. The AI technology can provide users with relevant information at their discretion. Intelligent services and automated

libraries can also utilise AI to provide the correct information to their users upon request. AI assists researchers in identifying relevant information based on their previous searches and offers precise and accurate recommendations. The databases found in libraries are enormous, and it is hard to retrieve the correct and relevant information. Thus, it is a solution enabled by AI and automated technology.

2. Objectives

- The Impact of AI and ML on Libraries.
- To study the role of AI in library workflows.
- To study the role of technology in library services and facilities.
- To identify technology products for use in the library.

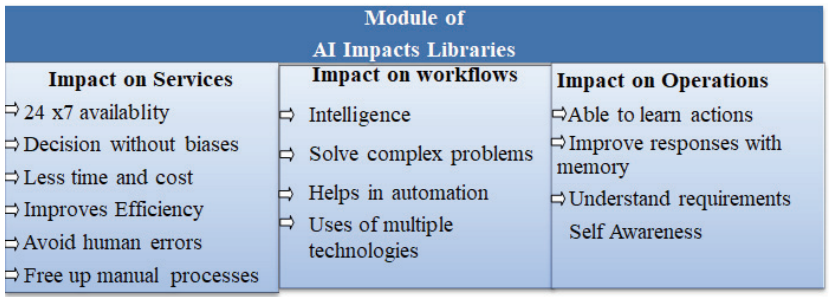
3. Methodology

This study used qualitative research methodology. All the information was collected from textbooks, published articles, databases, and websites. These methods were employed to gain a deeper understanding of the topic's concept.

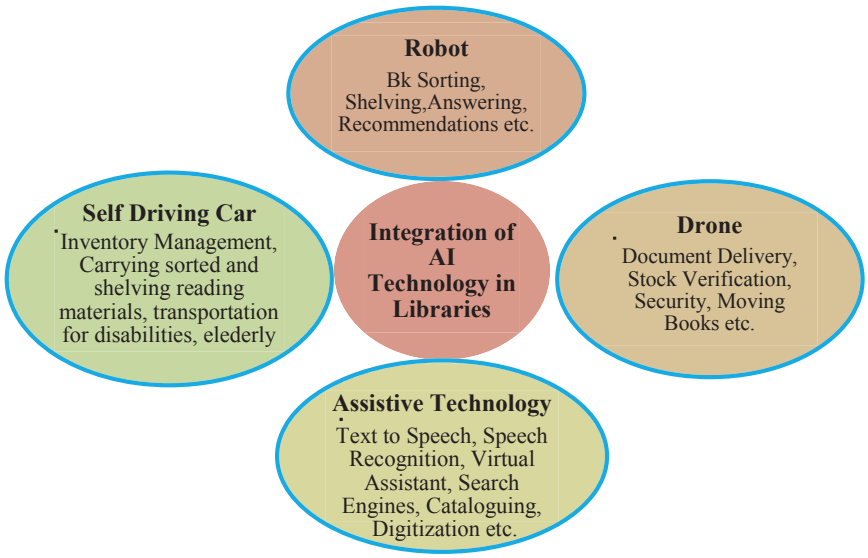
4. Integration of AI in Library Workflows

In the 21st century, traditional library services are no longer working due to changing user demands. This is the digital age, so libraries' work styles also need to change. Continuous development is crucial for libraries to meet user needs. Therefore, integrating artificial intelligence (AI) into libraries is a necessity to meet user demands promptly. The integration of artificial intelligence (AI) in libraries will improve efficiency and accuracy, and also help solve complex library problems.

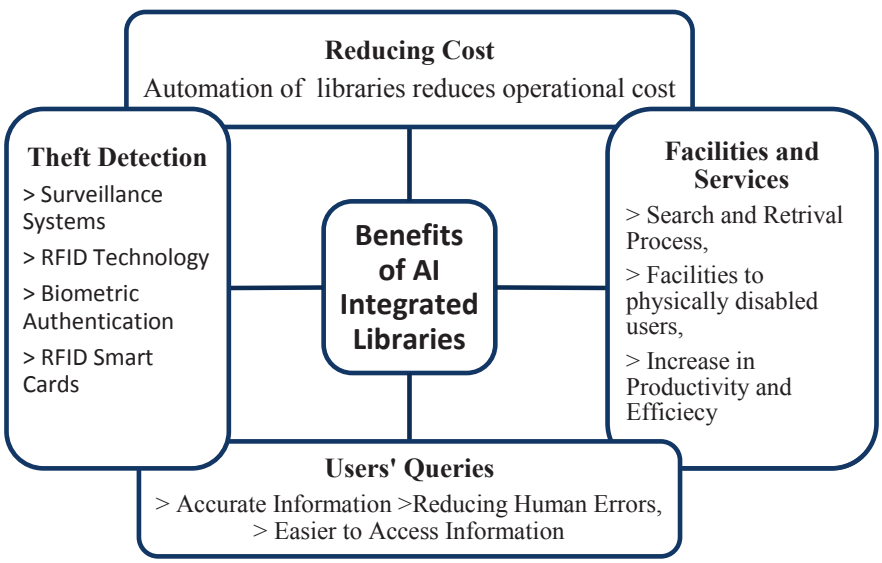
4.1 AI Impact Libraries



4.2 Integration of AI Technology in Libraries



4.3 Benefits of Integration of AI Technology in Libraries

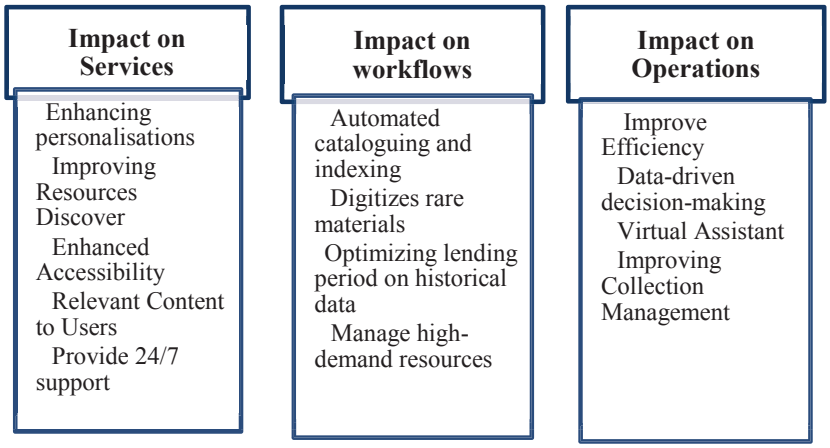


5. Integration of Machine Learning in Library Workflows

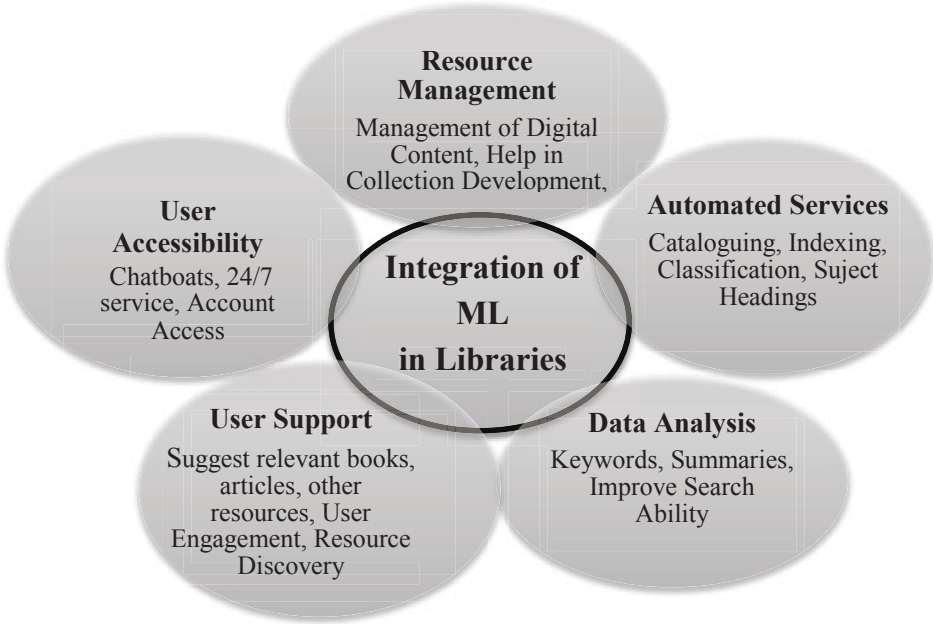
In today's technological age, libraries require technological stability. Machine learning is crucial for solving day-to-day, real-time problems and enhancing library services. Machine learning is a subset of artificial intelligence that enables

libraries to strengthen their systems. Integrating machine learning into libraries is crucial for dissecting data to identify specific patterns of user demand. It identifies patterns and then makes predictions and decisions. Based on past data, machines provide more accurate and exact data for their users. They help libraries enhance services and facilities by analysing their users' data and behaviour. They also automate tasks in abstracting, searching, and reference services.

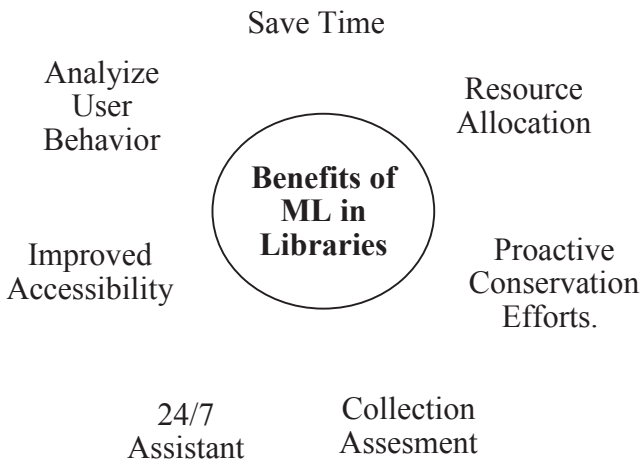
5.1 Module of Machine Learning Impacts Libraries



5.2 Integration of Machine Learning in Libraries



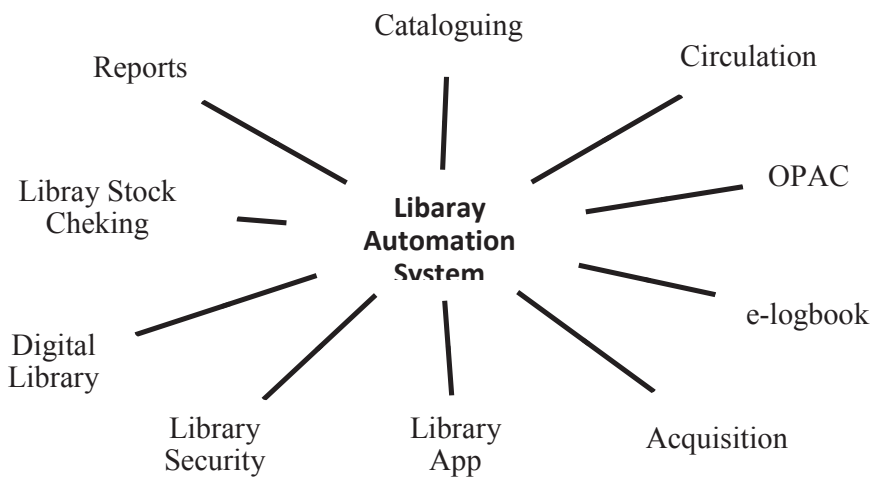
5.3 Benefits of Integration of ML in Libraries



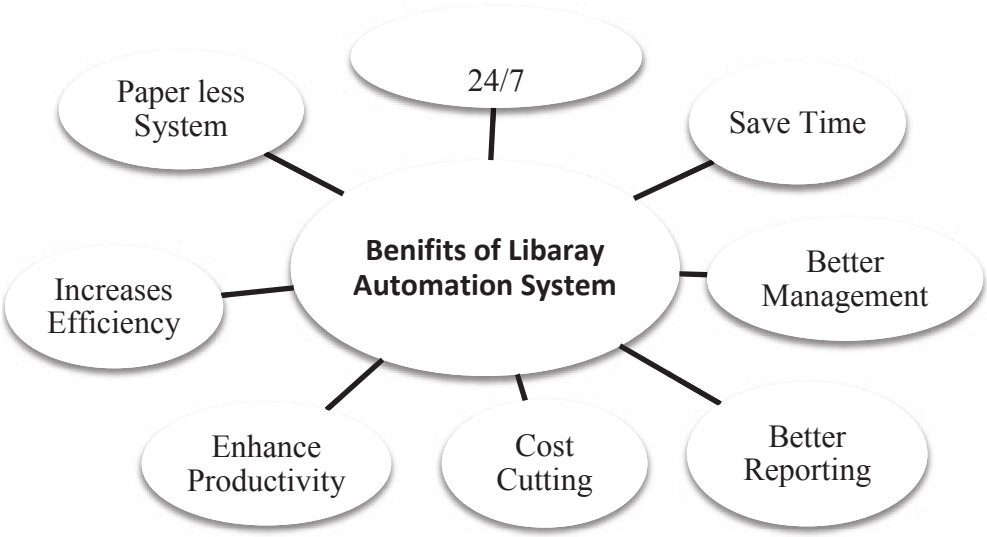
6. Automation in Library workflows

Automation has become a crucial part of today's libraries due to the changes in services brought about by this technological era. Automation refers to enhancing traditional activities with the aid of technology. It makes the work of libraries easier in terms of services, activities, records, and other aspects. It involves managing library workflows with the aid of computers and innovative technology. Automated library workflows are based on modules that perform various functions to oversee all operations related to incoming and outgoing materials.

6.1 Module of Automaton in Library Workflows



6.2 Benefits of Automation in Libraries



Conclusion

In this paper, the use of technology in the library workflow is discussed, with references to its influence, modules, and advantages. The paper is devoted to the field of artificial intelligence (AI) and its associated technologies, as well as their implementation in libraries. It also discusses ways in which libraries can improve their efficiency and capacity to serve customers through the use of technology. These technologies are addressed, along with their applications in libraries. There are other technologies that libraries can adopt to increase their productivity and usefulness.

It is essential to adopt the latest technology to enhance the process of delivering library services, which is the primary concern of this paper. The appropriate technology in the current digital era that libraries require is AI, as it will enhance services and facilities, sustain the position of libraries, and make them more valuable and effective in boosting services.

The adoption of modern technology will enable library staff to make their work easier than it would be in the traditional way. The adoption of the new technology will provide staff and users with a multitude of tools to access and share information. In today's technological world, all libraries must integrate AI technology into their workflows to provide better services and facilities. Libraries can use AI to address the complicated issues associated with queries, automated

processes, and services, among others. The future of libraries also lies in AI, given their vast amount of information.

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The Rise of Intelligent Libraries: IoT-Driven Transformation in Medical University Library Systems

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ABSTRACT: The introduction of Internet of Things (IoT) technologies into library systems is transforming the way academic institutions handle, provide, and exchange information. The libraries of medical universities, which have hitherto been viewed as physical resources, are now beginning to evolve into smart knowledge bases with intelligent shelves, RFID, and automated service and user analytics. In this paper, the author will discuss how IoT-driven innovations are transforming the current situation of medical university libraries in Jaipur District, making them more accessible, efficient, and user-engaging. It argues about the transformational nature of IoT in library settings, with a focus on how these technologies support evidence-based learning, real-time resource management, and personalized academic resources. The article highlights that the use of IoT is not only the next technological step but also a next-level shift in the philosophy of libraries - the transition toward storing information to make knowledge intelligent.

KEYWORDS: Smart Libraries, Internet of Things (IoT), ICT, Medical Universities, Library Innovation, Digital Transformation.

1. Introduction

Libraries have been the intellectual hubs of institutions, forming one of the most important centres for learning, research, and dissemination. They have traditionally been in the position of guardians of information, storehouses of scholarship and facilitators of intellectual inquiry. The role of a library is now undergoing a significant transformation in the 21st Century. The advent of Information and Communication Technologies (ICT) and the groundbreaking potential of the Internet of Things (IoT) have revolutionised the way libraries operate, engage

with, and interact with their users. Libraries that used to be passive repositories of information are now transforming into living, intelligent web systems that not only store knowledge but also forecast and react in real-time to the demands of their users. In the Internet of Things (IoT), this term represents a network of interconnected devices that exchange data, share it, and operate without requiring human intervention to work directly with information. In the case of library science, IoT is associated with an unprecedented degree of automatization, connectivity, and decision-making based on data. Cataloguing, circulation, access control, and information retrieval are also some of the legacy library functions being merged with intelligent technologies, such as RFID (Radio Frequency Identification), sensors, cloud computing, and machine learning algorithms (Steiger et al., 2024). These tools enable libraries to be smarter information facilities, where digital and physical resources coexist and work together in harmony.

1.1. The Shift from Traditional to Intelligent Libraries

The old-style library, which is characterised by manual cataloguing, paper-based lending, and the use of physical resources, cannot be sustained to meet the needs of modern academia. The digital explosion and the availability of journals on the internet or in online research databases have created a surge in user expectations. Instant access and remote access, as well as personalised services, are the requirements that students, researchers, and faculty expect the library to address as they seek to meet these needs. Conventional library systems are poorly suited to serve this purpose. The IoT technologies can solve these problems by developing a smart library system in which systems and devices are interconnected. Smart shelves recognise the necessity to update inventory automatically; RFID enables self-checkout and theft prevention; sensors monitor the environment and preserve rare materials; and embedded cloud systems update digital catalogues, allowing users to access updated information in real-time. With these opportunities, the IoT not only boosts efficiency in its operation but also enhances the user experience - it makes libraries responsive, interactive, and user-centred.

Furthermore, the implementation of the IoT aligns with global trends toward smart campuses and online universities (Bakar et al., 2025), in which automation, artificial intelligence, and real-time analytics should be integrated into every aspect of academic life. Here, libraries play a crucial role as gateways to information and laboratories that foster innovation in universities. They are innovators who bridge the gap between technology and scholarship, filling the space between digital systems and the intellectual endeavours of human beings.

1.3. IoT as an Enabler of Efficiency and Accessibility

Ensuring efficiency, accuracy, and accessibility can be considered one of the greatest contributions that IoT has made to a library. An example of this is the circulation, which is simplified through RFID-enabled systems, where an individual can borrow or return books independently, and the books are sold in real-time via the backend systems. The environmental parameters, including temperature, humidity, and lighting, can be monitored and controlled to ensure that archives, manuscripts, and other fragile materials are stored in the best possible conditions, utilising smart sensors. Real-time tracking of resources is another important strength. IoT helps libraries gain a clearer understanding of which materials are used the most, during which hours they are most active, and which digital services are the most used. These insights enable administrators to make informed decisions regarding purchases, area allocation, and service design. Libraries equipped with such data-driven management are transformed into learning analytics centres, rather than service providers, where they can find support to make evidence-based decisions regarding libraries and academic departments (Anyah et al., 2025). Moreover, IoT enhances the accessibility of various user groups. Cloud-based services and mobile applications offer the convenience of browsing catalogues, reserving books, or accessing digital repositories from anywhere and at any time. This aspect is particularly acute in medical and academic libraries, as it ensures access to the latest medical research, journals, and reference resources in real-time, benefiting not only learning but also professional activity.

1.4. IoT and the Personalised Learning Environment

In addition to efficiency, the most significant contribution of the IoT is the ability to provide personalised and adaptive learning. The IoT will be used to make personalised suggestions by analysing user interaction data and predicting user patterns and interests. To illustrate, if a medical student searches for information about clinical pharmacology, the library's intelligent system can automatically propose related journals, books, or e-resources. The personalisation concept is also extended to the physical environment. Connected libraries will be capable of adjusting the lighting, temperature, and seating layout in response to occupancy or individual preferences. Smart devices, including voice-assistance programs or AR applications, can also be used to facilitate information search, allowing users to browse through large collections or complicated digital data content and organise it naturally. Essentially, IoT establishes a symbiotic relationship between the ecosystem and the library's users. The library serves not only as a resource

for seeking knowledge, but also as an interactive learning and discovery partner. IoT-based libraries can be utilised in medical universities, where interdisciplinary research and access to real-time data are crucial, to bridge the gap between clinical practice and research (Masenya & Chisita, 2025), as well as education, enabling informed decisions and evidence-based studies.

2. Literature Review

2.1 Conceptual Evolution of Intelligent Libraries

The new era of intelligent library systems marks a milestone in the digitalisation of the tertiary education system, particularly in the transition of academic libraries. Earlier libraries held printed knowledge, and later, digital libraries gained access to online databases. The latest stage is the intelligent library, which combines the Internet of Things (IoT), Artificial Intelligence (AI), cloud computing, and data analytics to create an intelligent, automated, and user-driven space. Chandra and Nair (2022) define intelligent libraries in tertiary institutions of learning as self-regulating ecosystems that can sense, analyse, and react to the requirements of users in real-time. This model is also highly useful in medical schools and universities, where precision, quick access to required information, and access to the latest medical-related data directly impact the learning and study outcomes.

Intelligent libraries have some major characteristics, such as:

- Smart gateways, sensors, RFID Interconnected IoT devices (RFID, sensors, smart gateways).
- Automated analytics and data.
- User predictive and personalised services.
- A fluent relationship between tangible and intangible assets.
- Scalability and sustainability on the cloud.

One of the studies by Bhatia et al. (2023) indicates that 65% of academic libraries in Asia are expected to adopt IoT systems by 2026 (Adigun et al., 2024). Medical and technical facilities are among the first to implement this technology, as they require access to current scientific information.

2.2 Internet of Things (IoT) Applications in Medical University Libraries

Intelligent libraries are based on IoT technology, providing a structural and operational foundation. It connects both physical materials and digital resources, as well as interactions between users, into a single data network. When applied

to medical libraries, this approach enables real-time tracking, automation, and informed decision-making.

2.2.1 RFID and Smart Circulation Systems

The RFID (Radio Frequency Identification) tags can be used on books and materials, improving the automated issue-return system and minimising the number of staff required to work and the error rates. The pilot project conducted at the All India Institute of Medical Sciences (AIIMS, 2023) demonstrated that the installation of RFID-based IoT systems reduced the percentage of misplaced materials by half, and the time spent per user on transactions decreased by 70 per cent (Mascarenhas & Shinde, 2024). Similarly, RFID portals track the movement of resources, creating resource use analytics as a basis for collection development.

2.2.2 Environmental and Asset Monitoring

Medical library IoT-based environmental sensors ensure ideal conditions for valuable journals, microscopes and biological archives. According to a survey conducted by the Library Science Research Network (2024), the cost of maintenance for institutions that used IoT climate-control systems increased by 25 per cent and had an extended material life by 30 per cent (Lala & Vugar, 2025).

2.2.3 Smart Access and User Authentication

IoT-based devices, such as biometric or RFID card entry systems, offer secure and traceable access to study areas and online terminals. This plays a crucial role in healthcare settings, where medical research databases, which contain sensitive patient information, are limited and must be highly protected by authenticating them (Wakchaure, 2024).

2.2.4 Data Sharing and Inter-Library Connectivity

IoT enables synchronisation over networks in research. With smart data gateways, medical libraries can share access to e-journals, integrate with telemedicine resources, and enable real-time collaboration among other institutions.

The literature review suggests that the use of IoT-based intelligent libraries is transforming the education sector.

The introduction of the Internet of Things (IoT) technology into library systems has garnered significant research interest in recent years, particularly as a

means of creating a smart and adaptive library environment. There are various dimensions of IoT adoption, including automation, resource tracking, user authentication, and an intelligent recommendation process, which can lead to enhanced service efficiency and accessibility. Researchers have analysed these aspects. Patil and Sharma (2020) proposed an RFID-based sensor technology for an IoT framework to automate libraries. RFID tags were attached to each book to track its position, and the identity of users was verified using smart cards based on IoT. The model proved to be more effective in controlling the circulation of books and ensuring their security, but it was partly reliant on human supervision, which prevented complete automation. Zhou et al. (2021) investigated the application of deep learning and simulation to model the integration of IoT and user reading behaviour. The research employed the use of Cognitive RFID (CRFID) tags on each book that were used to record user-book interaction data. It was trained as a Recurrent Neural Network (RNN) that can be used to predict reader preferences, serving as the foundation for intelligent recommendation systems in smart libraries. Such systems might be very useful in the context of medical universities, where the dynamic availability of specialised literature is the key point. Kumar and Verma (2022) introduced an intelligent library system that works through an IoT connection to the cloud. This proposed system incorporated the use of passive RFID tags and a centralised database in real-time to track borrowed books and returned books. Although it accelerated operations and reduced manual intervention, it was not adaptive intelligence, as it failed to implement machine learning processes or user analytics. Li and Wang (2020) utilised blockchain technology and biometric authentication to secure libraries based on IoT systems. The authentication of users was based on a finger-vein recognition system, and all transaction data was stored on a blockchain registry. This model offered high storage of transparent and tamper-proof data, but it came at a high cost in terms of both money and technical expertise; therefore, it was not feasible for small academic institutions. In Gupta et al. (2021), the authors developed an emergency management system using an IoT-based approach in university libraries. The system was designed to be equipped with environmental sensors, an in-built data server and a smart evacuation protocol complemented with event detection through machine learning methods. This building was not only safer but also demonstrated how IoT could be utilised in non-conventional library services, such as disaster management. The risk submitted to Chen and Zhang (2022) utilised facial recognition and machine learning algorithms to authenticate users and monitor their presence in smart reading rooms. The system was equipped with cameras and sensors to regulate access and control the seating space via the IoT. Although this proved to be very effective in controlling crowds, some issues that

emerged included concerns over data privacy and energy consumption. Likewise, Iqbal et al. (2023) proposed an RFID-signal-based localisation system for books, refined using Multiscale Principal Component Analysis (MSPCA) and the Iterative Minimum Redundancy Maximum Relevance (IMRMR) feature selection models. The analysis demonstrated that integrating IoT sensor data with a machine learning approach enhanced the accuracy of book identification, particularly in large libraries. According to recent research, including that by Zhou (2024), the scope of IoT implementation has been expanded to include predictive maintenance and user analysis, in addition to tracking and authentication. Using IoT sensors in combination with cloud-based dashboarding libraries enables librarians to measure the atmosphere, correlate activity, and forecast trends in resource demand aspects, which have become increasingly relevant to medical libraries handling sensitive and high-demand research content. The literature review has therefore led to a point of understanding that IoT-based smart libraries constitute a paradigm shift in the field of academic information management. Nevertheless, there are challenges, including high implementation costs, scarcity of technical expertise, interoperability problems, and concerns about data security, which are present. Although the studies provide a solid foundation, none of them has strictly addressed medical university libraries that can offer advanced resource management, a continuous system of up-to-date medical information, and a streamlined digital infrastructure. The study will address this gap by examining the IoT-oriented changes in the libraries of Jaipur District medical universities, where the incorporation of IoT may bring about efficient, intelligent, and sustainable information ecosystems.

Table 1. IoT Adoption in Medical University Libraries (2024)

Technology	Primary Function	Adoption Rate (%)	Key Benefits
RFID Systems	Resource Tracking & Self-Service	68%	Reduced manual workload, faster circulation
Smart Shelving	Inventory Monitoring	54%	Real-time material location
IoT Sensors	Environmental Control	47%	Preservation of materials, lower maintenance cost
Smart Entry Systems	Access Authentication	42%	Enhanced security, usage analytics
Cloud-linked Databases	Resource Synchronization	51%	Seamless data sharing across faculties

Source: Compiled from AIIMS (2023), LSRN (2024), and Patel et al. (2023)

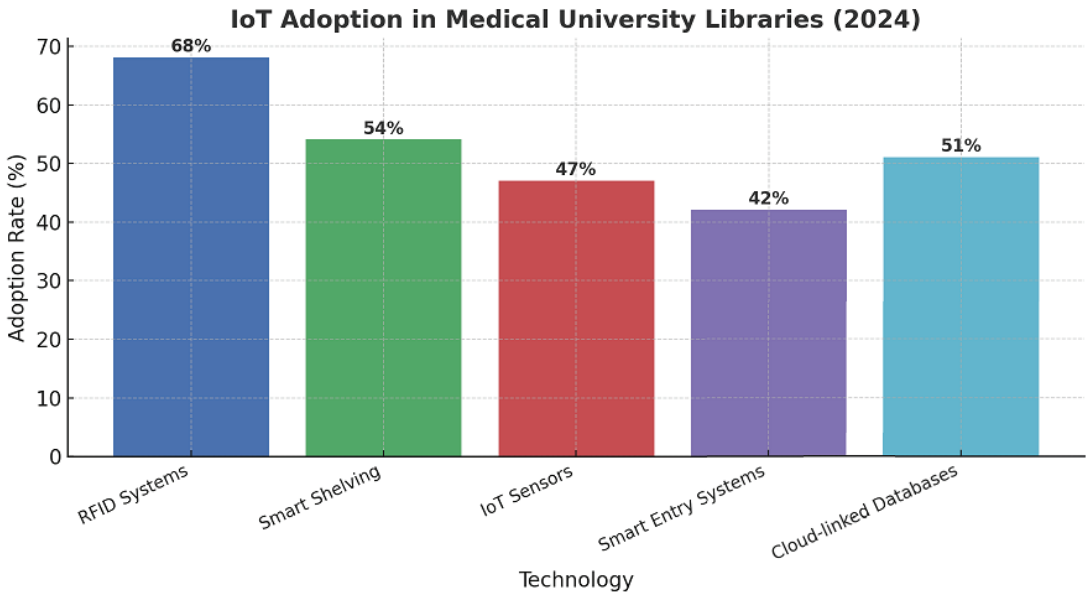


Fig. 1: IoT Adoption in Medical University Libraries

2.3 Cloud Computing and Data Management

Cloud computing provides the digital backbone for intelligent libraries, ensuring scalability, accessibility, and interoperability of medical information systems.

Cloud-based repositories allow simultaneous access to medical journals, case studies, and multimedia resources from anywhere, supporting both on-campus and remote learners. Systems such as Koha Cloud, Ex Libris Alma, and OCLC WorldShare have become integral to academic medical libraries, improving data availability by 40% and clinical practice and research (Nanda & Pillai, 2023; Bassey et al, 2024). Moreover, cloud-hosted Library Management Systems (LMS) support analytics-based decision-making. They track user preferences, manage licensing, and recommend acquisitions based on usage trends -- crucial for evidence-based collection development in medical research.

2.4 Artificial Intelligence and Predictive Analytics in Libraries

AI complements IoT by converting sensor and user data into actionable insights. Machine learning algorithms analyse borrowing patterns, research interests, and access frequency to deliver personalised recommendations and predictive maintenance alerts for devices and systems (Gbadebpow et al., 2024).

- **Recommendation Systems:** Suggest related journals and research materials based on prior queries.

- **Chatbots and Virtual Assistants:** Offer 24/7 query support for library users.
- **Predictive Maintenance:** Anticipate system errors in RFID gates or climate-control devices.
- **Usage Analytics:** Measure and forecast user needs for specific medical topics or disciplines.

According to Gandhi and Thomas (2024), medical libraries adopting AI-assisted search interfaces experienced a 32% improvement in research query accuracy and a 20% reduction in staff-assisted searches.

Table 2. AI and IoT Synergy Benefits in Medical Libraries

Functional Area	IoT Application	AI Enhancement	Outcome
Resource Management	RFID, Smart Shelves	Predictive Analytics	60% faster circulation
User Interaction	Biometric Access	Recommendation Engines	25% improved satisfaction
Environment Control	IoT Sensors	Adaptive Algorithms	Stable archival conditions
Knowledge Access	Cloud Database	Semantic Search AI	40% faster query response

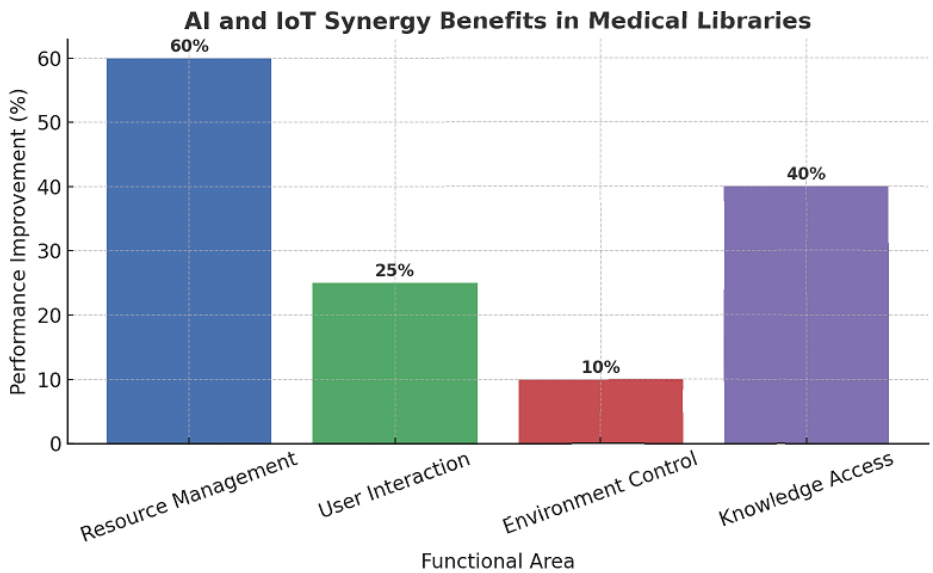


Fig. 2: AI and IoT Synergy Benefits in Medical Libraries

IoT and the Smart Library Concept

This Intelligent library involves the adoption of IoT technologies to increase automation, access, and analytics. Sensors are incorporated into devices, which then gather and analyze real-time data on user behaviour and environmental conditions, as well as resource movement:

- **RFID (Radio Frequency Identification):** RFID is utilised to track and move materials effectively.
- **Smart Shelving Systems:** That identify where misplaced books are and control the real-time inventory.
- **Automated Climate Control:** Keeping the medical manuscripts and archives safe.
- **Digital Assistance Systems:** Digital support systems include Chatbots and a real-time query resolution interface.
- **IoT-enabled Learning Spaces:** Intelligent Classrooms with Lighting, screens, and mobile collaboration devices.

The sharing of these systems makes libraries more interactive and data-driven, which are essential in ensuring the optimisation of resources and enhancing the user experience.

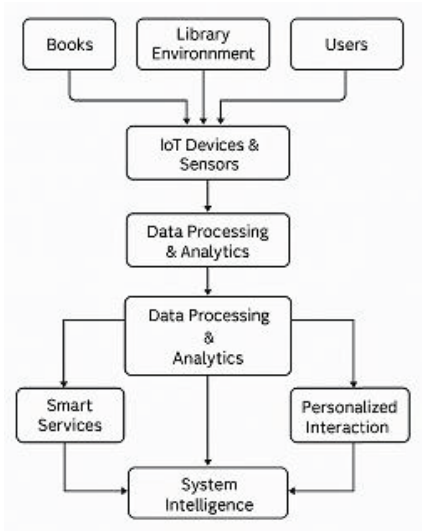


Fig. 3: Conceptual Framework of IoT-Driven Smart Library System

IoT in Medical University Libraries

Information access and management are being reformed in medical education, where precision, promptness, and the integration of disciplines are crucial.

IoT-based innovations are transforming the entire area. The medical university libraries in Jaipur are gradually incorporating digital resources, automated information vaults, and virtual reference services that connect medical research databases worldwide.

These smart libraries enable:

- 24-hour digital access to e-journals and research archives.
- Effective monitoring of resources with high demand.
- Assistance in improving academic networking via a data-sharing portal.
- Funding research and clinical education. Telemedicine and health informatics Education link research and clinical education.

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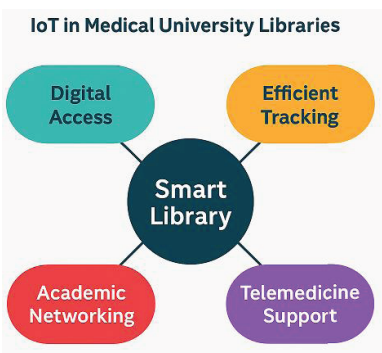


Fig 4: Graphical Representation Integration of IoT Technologies in Medical Library Ecosystems

Therefore, IoT does not simply digitalise the processes in libraries; it creates an academic ecosystem, which promotes educators and learners.

Challenges in Implementation

Although the Indian academic environment has seen barriers to the use of IoT, particularly in specialised institutions, the adoption of IoT is potentially transformative:

1. Lack of finances to set up the Internet of Things.
2. Lack of technical skills among library officials and employees.
3. Data Sharing and User Privacy Issues in Cybersecurity.
4. Absence of standard digital policy frameworks at the university level.

These issues can, however, be reduced through proper capacity building, joint partnerships and gradual technological integration.

Discussion

The introduction of IoT-based services in libraries represents a philosophical shift in the perception, accessibility, and utilisation of knowledge. This change has a greater impact on medical universities because learners and researchers are increasingly inclined towards modern, evidence-based knowledge. Smart libraries do not simply imply convenience- they represent the digital revolution of higher education, which can allow:

- Individualised access by way of user profiling and data analytics,
- Effective exploitation of tangible and virtual resources, and
- The institution is ready to converge technologies in the future, such as AI-based recommendation systems.

Simply put, the IoT can make libraries dynamic and living organisms with human curiosity connecting to machine understanding.

5. Challenges in Implementation

Although there has been a rapid development of Internet of Things (IoT) technologies in the academic ecosystem, the use of intelligent library systems in medical universities still has serious institutional, infrastructural, and ethical limitations.

5.1 Financial Constraints

The deployment of IoT-based systems, such as RFID networks, cloud servers, environmental sensors, and smart access controls, is financially intensive. The cost of acquiring high-quality automation equipment and maintenance agreements is expensive. It may require a significant amount of money due to restricted budgets in many medical universities, especially in publicly run institutions. The lack of centralised funding plans or government-sponsored digital transformation initiatives gives a significant disadvantage to large-scale implementation.

5.2 Technical and Human Resource Limitations

One of the key obstacles is the gap in technical knowledge between the library staff and administrators. Effective IoT implementation means having professionally trained staff who are knowledgeable on how various systems work together, sensor support and online analytics. Nevertheless, the vast majority of medical library users received training in conventional cataloguing and classification rather than in managing the system with data. The manual-smart system change has not yet been comprehensive and constant without specific upskilling (Nakaziba et al, 2024).

5.3 Data Security and Privacy Concerns

IoT technologies already store enormous amounts of user data, including browsing history, records of biometric authentication, and borrowing history. The lack of solid cybersecurity measures exposes such systems to intruders who compromise personal and institutional privacy. Data protection is even more crucial in medical institutions, where sensitive research databases and other databases containing patient information are accessed. The existence of non-standard encryption policies and well-established data governance systems makes it more vulnerable.

5.4 Interoperability and Infrastructure Gaps

IoT devices obtained from various vendors often lack uniform communication protocols, resulting in compatibility issues. Integration is a challenge in many libraries that attempt to integrate old databases with new IoT interfaces. Besides, the low quality of internet connections, poor power networks, and ageing local servers in certain offices hamper the reliability of using cloud-based systems (Al-Qudah et al., 2025).

5.5 Policy and Ethical Limitations

India lacks clear institutional principles or comprehensive country-wide policymaking models for IoT-based academic infrastructure. The case of

intellectual property, user consent, and transparency in AI-related decisions is not adequately debated. User autonomy and data ethics are also raised concerns about the ethical use of automated surveillance systems (e.g., facial recognition) on library premises.

6. Recommendations

To ensure the sustainable and efficient integration of the IoT in medical university libraries, a plan and a staged approach must be implemented. The following approaches can be recommended for use based on current studies and identified institutional needs:

6.1 Institutional Capacity Building

Colleges will need to invest in the training and certification of library specialists, including those in areas such as IoT systems management, cybersecurity awareness, and digital literacy. Collaborating with technology partners and other IT departments will help develop a competent workforce that can efficiently run and sustain smart library systems.

6.2 Public–Private Partnerships (PPP)

The strategic partnership with technology firms, IoT solutions providers, and cloud services vendors may help implement it most cost-effectively. PPP models facilitate common ownership of infrastructure and the availability of technical resources, but do not provide libraries with the opportunity to receive innovative solutions from the latest models without investing in infrastructure improvements.

6.3 Development of Standardised Protocols

There is an urgent need to establish national and institutional criteria for the implementation of IoT in academic institutions. These must involve device interoperability guidelines, data encryption and ethical data handling guidelines. Open-source IoT frameworks can confirm flexibility and scalability in a wide range of university settings.

6.4 Integration with National Digital Library Networks

The medical university libraries are to be combined into more significant digital libraries, such as the National Digital Library of India (NDLI) and the e-ShodhSindhu Consortium. An IoT integration into networks of this nature would also facilitate the smooth exchange of data, shared services of global research resources, and collaboration among multiple libraries.

6.5 Incremental and Modular Implementation

The modular approach to IoT should be adopted in universities, rather than a total overhaul of systems; it may begin with high-impact segments, such as RFID tracking, environmental monitoring, and the integration of digital repositories. Such a gradual change is less expensive and allows for continuous comparison of achievements.

6.6 Strengthening Cybersecurity Infrastructure

It should be required that strong, multi-layered security systems (including encryption, firewalls, biometric authentication, and periodic audits) be employed. Universities should establish data governance committees to oversee the ethical use of data, ensure that it does not violate national privacy Laws, and maintain transparency in AI decision-making processes.

7. Future Prospects

The convergence of IoT, AI, and cloud computing will enable medical university libraries to transform into adaptive and intelligent ecosystems that support high-level learning and research.

7.1 Integration with Artificial Intelligence and Machine Learning

Artificial intelligence-based analytics will become an increasingly valuable supplement to the Internet of Things data gathering, providing predictive measures of user behaviour, research trends, and requirements. The libraries of the future will automatically respond to environments, suggest books, and predict demand based on real-time patterns of user interaction (Singh et al., 2025).

7.2 Expansion into Virtual and Augmented Reality

Intelligent libraries are expected to incorporate VR and AR technologies into the next stage of their development to make learning more immersive. The IoT will enable medical students to recreate anatomy, visualise surgical complex processes, or view digital 3D archives through interactive devices (Vamaravalli et al, 2025).

7.3 Sustainable and Energy-Efficient Libraries

IoT may also be used to support green libraries through the optimisation of power, controlling lights, and automating efficient climate control. The needs of future library designs will align with a sustainable system by minimising the carbon footprint while increasing technological capabilities.

7.4 Cross-Institutional Research Collaboration

Cloud connectivity in the IoT will facilitate real-time collaboration between medical universities worldwide. Libraries will become centres of knowledge sharing; researchers will share datasets, conduct virtual experiments, and access international medical repositories.

7.5 Toward Fully Intelligent Learning Ecosystems

Ultimately, the integration of IoT in academic libraries will lead to self-learning systems that will evolve. These libraries will not only serve as resource managers but will also act as cognitive partners, interpreting data and identifying trends to support medical research and education.

Conclusion

The implementation of the Internet of Things (IoT) in the libraries of medical universities can be viewed as a revolution in the academic information system, as it unites previously closed circles of technology and education in a new way. Smart libraries powered by the IoT can not only optimise their work processes by automating and monitoring activities in real-time, but also enhance the learning and research experience of a particular medical topic by making it more accessible, personalised, and effective. These libraries are realising intelligent ecosystems and are already bringing together users, resources, and the environment in a harmonious way, thereby achieving 24/7 access to updated medical information, streamlined management of digital repositories, and better collaboration between researchers and clinicians. Nevertheless, to realise this potential fully, issues such as financial constraints, shortages in technical skills, and data security should be addressed through sophisticated training, standardisation of policies, and the establishment of sustainable funding. In the future, the combination of IoT, AI, and cloud technology will transform medical libraries into dynamic and self-educating information centres, facilitating innovation and promoting evidence-based practice, and becoming the digital backbone of contemporary medical education and research.

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Integration of AI, Machine Learning And Automation in Library Workflows

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Abstract: The emergence of Artificial Intelligence (AI), Machine Learning (ML), and automation is changing the workflow of libraries, and cataloguing and metadata creation will be even smarter and user-friendly. This paper will explore the applications of AI and ML to key library processes, including metadata management, information search, development of recommendation systems, and automated work. It also emphasises the benefits of these technologies in terms of efficiency, accuracy, and user-friendly interactions, while raising critical concerns about data privacy, algorithm biases, ethical considerations, and the need for continuous professional development. To ensure a well-thought-out and responsible implementation of such technologies within libraries, researchers propose a four-stage framework that involves input, processing, output, and evaluation. The results indicate that the use of these innovations can substantially enhance library services.

KEYWORDS: Artificial Intelligence, Machine Learning, Library Automation, Metadata Management, Digital Transformation, Smart Libraries

1. Introduction

Libraries are still transitioning to a place of relevance, and Artificial Intelligence, Machine Learning, and automation are currently redefining the means of information organization, access, and delivery. Technology is helping to evolve libraries into dynamic knowledge environments, transforming them from lifeless repositories. The growth and increasing complexity of online information have rendered manual cataloguing and metadata management too difficult; thus, there has arisen an interest in intelligent systems capable of automatically managing and optimizing the main operations.

Although AI can enable machines to emulate the human mind's logic and learning, ML facilitates optimisation based on the constantly supplied data-driven feedback. Collectively, these technologies facilitate and automate routine processes, such as cataloguing, circulation, and classification, to simplify and streamline the process with more efficient, precise, and accessible results. The combination of AI-based chatbots, natural language processing, and recommendation systems has revolutionised the process of information search and interaction between users and libraries, enabling them to respond to users specifically and promptly.

Amid these developments, several issues remain, including data privacy, transparency in algorithms, infrastructural preparation, and digital literacy among library practitioners. Recognizing these challenges can help library staff feel acknowledged and supported. These challenges will have to be addressed through a balance between technological advancements, ethical regulations, and human control.

The paper will discuss how AI, ML, and automation can be integrated into library processes, examining the benefits, obstacles, and implications that have emerged regarding the sustainability and user-focused aspects of libraries in the digital era.

2. Literature Review

The inclusion of AI, ML, and automation within library systems is a critical area of significance and has become one of the major issues of recent years. According to researchers, these technologies are continually changing conventional workflows to help libraries become more capable, data-driven, and user-centred.

It is hypothesised that AI-based cataloguing and metadata enable higher efficiency in minimising human errors, as well as increasing the precision of information retrieval (Murali Kumar and Simhachalam [1]). According to Ramachandran [2], intelligent automation can make library operations sustainable by ensuring that resources are utilised efficiently, eliminating redundancy and waste. Similarly, Mane [5] demonstrates that AI applications, such as chatbots, predictive analytics, and recommendation systems, facilitate easier management and communication with users.

In addition to automation, Bhorkar [4] points out that AI also plays a role in helping to formulate evidence-based policies by supporting decision-making through data analytics. Similarly, Machado, Meghanandha, and Naik [3] refer to recent literature

on the use of AI tools to basically reform user experience in result personalization, semantic searches, and adaptive search systems. Cox [16] and Hussain [14] further explore how such AI-enhancements, including text-to-speech and speech recognition, make the digital library more accessible to users with disabilities.

Nevertheless, several studies indicate that challenges persist in the implementation of AI. Kaur [5] and Adesina [13] caution against the bias and misuse of data in algorithms, as well as the lack of transparency in how machines make decisions. Bhorkar [4] and Okunlaya [15] are also aware of infrastructural constraints, inadequate professional training, and the lack of policies as key obstacles, at least in the developing countries. To address these issues, the current literature proposes applying XAI models, implementing stricter policies regarding data governance, and providing ongoing training in digital skills.

On the whole, the available literature indicates that a wide range of consensus exists that AI, ML, and automation can be utilised to enhance the efficiency, inclusivity, and effectiveness of library decision-making. Nevertheless, they will be successful within the institutions, depending on the preparedness, ethics of implementation, and digital adaptability of the library professionals.

3. Key Areas of Integration in Library Workflows

The AI, ML, and automation of library procedures are operational and user-friendly. Such technologies have redefined information management, processing, and delivery by libraries due to their smart processing of data, forecasting, and customised services. The most noticeable areas of integration include cataloguing and metadata management, information retrieval and recommendation systems, workflow automation, and accessibility improvements.

1. Cataloguing and Metadata Management

When it comes to traditional cataloguing tools, metadata entry was done manually, and controlled vocabularies were used. However, currently, AI-assisted tools can automatically retrieve metadata and categorise items semantically. Bhorkar and Mane explain how tools that apply NLP and image recognition produce high-quality metadata at much lower processing rates. Bibliographic records, identified as inconsistent by machine learning models, are refined to enhance the significance of the metadata and promote greater interoperability between repositories. This has led to more scalable, discoverable and consistent cataloguing systems.

2. Information Retrieval and Recommendation Systems

The search and discovery process has also evolved with the use of AI to implement semantic, context-aware models of retrieval that capture the user's intent. Such systems extend beyond keyword matching, as noted by Ramachandran [2] and Machado et al. [3]. They rely on machine learning algorithms, which analyse the end-user's behaviour, history, and preferences. The collaborative filtering system used in recommendation systems provides users with customised content recommendations, increasing user interest and satisfaction [11]. Moreover, chatbots based on AI have already become part of online reference services, providing 24-hour support and referring customers to the most accessible databases [13].

3. Workflow Automation and Resource Management

The automation solutions have helped back-office tasks such as circulation, acquisition and inventory management. Mane [5] asserts that robotic and RFID-based systems make regular procedures much faster, eliminating mistakes and reducing the amount of work. Predictive analytics helps administrators forecast resource demand and optimise collection development accordingly [10]. Automation liberates libraries from such mechanical tasks, allowing human skills to be engaged in teaching, research, and planning.

4. The AI-based technologies and their accessibility have generally benefited usage by the differently-abled. Cox [16] maintains that speech recognition, text-to-speech and adaptive display interfaces guarantee the concept of inclusion and equity in accessing information. Bhorkar [4] also notes that with virtual assistants and a customised dashboard, it is possible to achieve a high level of user engagement through interactive and user-specific recommendations and updates. These are truly making a library to serve the community with every tenet of universal access.

5. AI-driven analytics is being used more and more in Data Analytics and Decision Support Libraries to provide actionable information given user and resource data. The predictive models are applied based on borrowing patterns, frequency of use, and service performance to contribute to evidence-based decision-making for purchasing and policy planning [1, 5]. The above analytic capabilities are transforming libraries from repositories to active, data-oriented learning spaces.

To some extent, the integration of AI, ML, and automation into library processes is key to creating smart, responsive, and sustainable information ecosystems. All these technologies will enhance the efficiency of operations, inclusiveness and reinforcement of the new role of the library as a constantly evolving knowledge-making and knowledge-sharing centre.

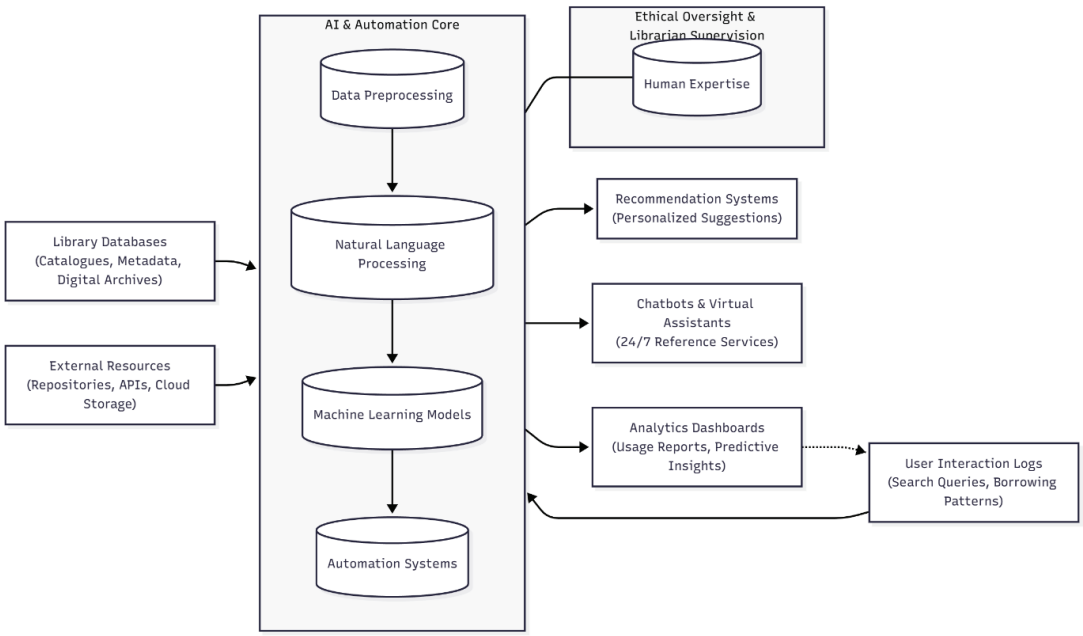


Fig. 1: AI and Automation in Library Workflows

4. Benefits and Value Proposition

Artificial Intelligence (AI), Machine Learning (ML), and the automation of library operations have yielded significant dividends, expanding the principles of operational optimisation that the institution has always employed, while also enhancing user involvement, decision-making, and sustainability. This combination of technologies has brought about the modernisation of libraries in the form of smart, dynamic, and user-oriented knowledge systems.

1. Operational Efficiency

Traditional library operations, such as cataloguing, generating metadata, and managing circulation, are simplified by AI and automation. Murali Kumar and Simhachalam [1] demonstrated that automated creation of metadata helps lower redundancy and provides more consistent consistency of bibliographic records. Bhorkar [4] also noted that AI tools improved the accuracy and interoperability of data between digital repositories, thereby reducing human error. This liberation of time for librarians will enable them to spend more time on areas of analysis and strategy, which in turn contributes to the increased productivity of the respective institutions.

2. Individualization and User Experience

The application of algorithms in ML enables libraries to deliver information services tailored to the user's preferences, behaviours, and search history. According to Machado et al. and Mane, AI-based recommendation systems are more engaging as they offer more contextual results. Similarly, chatbots and virtual assistants can provide 24/7 support, allowing library patrons to access information even when the physical library is closed. This type of personalisation will make the user experience more engaging and inclusive.

3. Data-Driven Decision-Making

A majority of libraries rely on the acquisition of resources and policy formulation through AI predictive analytics. Ramachandran [2] states that such systems utilise the information on borrowing trends, resource requirements, and utilisation to make evidence-based decisions. This is confirmed by Mane [5], who also notes that predictive insights play a significant role in aligning library services with institutional goals of strategic financial management and collection building. This will enable libraries to be more proactive, informed by data-driven strategies.

4. Inclusiveness and Accessibility

AI-powered assistive tools, such as text-to-speech conversion, speech recognition, and adaptive learning systems, would better address the various needs of differently-abled users. Cox argues that such technologies enable libraries to adopt the concept of equity and inclusion, as they provide different users with equal access to online content [16]. This is not only a good omen in achieving the social responsibility objectives but also strengthens the main missions of the libraries as an inclusive learning and knowledge-sharing information centre.

5. Sustainability and Strategic Modernisation

The wider benefit of introducing AI in such a model is that it will assist in the sustainable management of libraries. Automation makes the process more cost-effective and eliminates the need for human involvement in daily operations. Data-driven models, however, ensure even higher efficiency in resource utilisation [2] [5]. The adoption of AI libraries enables them to maintain strategic control over their position as innovative institutions that can adapt to changing information environments. Actually, AI is not about library automation but, as Ramachandran [2] elaborates, it is an instrument of reconsidering libraries as a shifting, future-proof, and dynamic part of digital learning spaces.

Altogether, the combination of AI, ML, and automation offers a value proposition linked to the potential improvement of efficiency, personalisation, inclusiveness, and strategic governance. Combined, these technologies can elevate libraries to the next level, transforming silent declarations of information into active and smart operations capable of drastically empowering both users and professionals in the digital age.

Challenges and Ethical Considerations

The implementation of Artificial Intelligence (AI), Machine Learning (ML), and automation has radically transformed the work of libraries; however, several ethical, technical, and institutional concerns are associated with it. Such technologies, in the context of sustainability, are related to the effectiveness of libraries in addressing problems such as data privacy, algorithmic transparency, financial constraints, and professional readiness.

1. Data Privacy and Security

The operations of AI systems strongly rely on user-generated data, such as borrowing history, search history, and behavioural analytics, to generate individual recommendations and predictive capabilities. This dependence raises serious concerns about the confidentiality of the data, authority, and security. Bhorkar [4] warns that without a proper sound data governance structure, libraries would be susceptible to violating the privacy of the users and their moral values. Mane [5] argues that a user has basic trust in privacy regulations, such as the General Data Protection Regulation (GDPR), and in the transparent practice of data handling.

2. Global Algorithms and Openness

The information set input to train AI models is usually biased, and hence, unequal information presentation or search results are obtained. This type of bias in algorithms, according to Adesina and Zubairu [13], may undermine inclusivity and neutrality, which are two pillars of librarianship. Kaur [5] and Ramachandran [2] also confirm that explainable AI (XAI) frameworks should guarantee the transparency and responsibility of the decision-making process. Algorithms should be fair to ensure that user trust and institutional integrity are guaranteed.

3. Money and infrastructure limitations

The adoption of AI technologies would require a significant investment in highly resilient computing infrastructure, high-quality connectivity, and skilled human

resources. Bhorkar [4] and Okunlaya [15] note that most libraries, particularly those in developing countries, are financially limited and have poor digital infrastructure that cannot support mass adoption. Maintenance and periodic upgrades of AI systems also contribute to the operational costs, making financial planning and external funding essential for sustainability.

4. Lack of professional skills and training

Introduction of AI can be effectively implemented only with the technical and analytical skills of library employees. Mane [5] and Hussain [14] emphasise the importance of continuous professional development in the fields of data science, programming, and digital ethics. Librarians are unlikely to be able to interpret AI-generated outputs without proper training, which makes automation efforts less effective. Capacity building, therefore, requires the integration of AI literacy into library science training programs and curriculum.

5. Implications of ethics and human roles

Automation has led to issues of job loss and a shift in the customary roles of librarians. Nevertheless, researchers like Ramachandran [2] and Machado et al. [3] believe that AI may be considered as supplementary to human knowledge instead of replacing it. The shifting status of librarians as curators of data and as moral brokers and agents of digital strategy indicates the necessity to strike a balance between technology and human discretion.

6. Over-Reliance on Technology

Over-reliance on AI systems can pose a threat to devaluing the humanistic and community values that characterise library services. Hussain [14] cautions libraries not to prioritise technological efficiency, but instead to focus on being sensitive and intellectual. A hybrid approach to AI, combining its accuracy with human wisdom, will help ensure that, despite automation, the library continues to focus on its social agenda and does not replace it.

To conclude, although AI, ML, and automation have not yet provided opportunities to innovate in any significant way, ethical and practical dilemmas should be addressed through transparent governance, responsible data handling, and regular professional adjustments. The long-term effectiveness of AI in libraries relies on striking a balance between the effectiveness of technology and the ethical underpinnings of librarianship.

6. Proposed Framework for Integration

The successful implementation of Artificial Intelligence (AI), Machine Learning (ML), and automation in the library processes needs a methodical and ethically sound framework. To make technology efficient, ethically compliant, and human-centric, an implementation is proposed in this study in a four-stage model, which consists of Input, Processing, Output and Evaluation. All the stages are essential elements in creating intelligent and sustainable library ecosystems.

1. Input Stage: Data Collection and Preparation

High-quality data is the basis of any AI system. The task at this stage is to gather both structured and unstructured data, based on catalogues, circulation records, user queries, and online repositories. To highlight the significance of standardised metadata schemas, Mane [5] and Ramachandran [2] propose that adopting standard metadata schemas is necessary to achieve consistency and interoperability. Preprocessing of data, including cleaning, annotation, and normalisation, is a step that makes algorithms more accurate. The ethical issues, such as informed consent and the anonymity of the user's data, are critical at this point, as they are necessary to maintain privacy and trust [4].

2. Processing Phase: Smart Analysis and Automation

At this phase, AI and ML programs are used to automate and optimise core library functions. According to Bhorkar [4], Natural Language Processing (NLP) can be used in metadata generation, semantic indexing and automatic classification. Machine learning applications analyse user preferences and behaviours to recommend tailored ideas, and robotic process automation (RPA) applications handle transactions and purchases. AI systems can utilise a continuous learning process to enhance their outputs over time, as more user-related requirements emerge. In this case, transparency and explainability are crucial for promoting accountability in automated decision-making [13].

3. Output Stage: Service delivery and Decision support

The output stage is about producing tangible results that help to improve user experience and efficiency of the administration. Discovery systems, chatbots, and recommendation engines based on AI provide users with the opportunity to access the appropriate resource effortlessly. A predictive analytics dashboard helps administrators assess resource usage, optimise purchases, and design future services [16]. Enhancing inclusivity in library service design, Cox [16] notes that adaptive interfaces are also designed to improve accessibility for users

with disabilities. The outputs of this level are supposed to uphold the accuracy of technology and ethical accountability.

4. Stage of evaluation: Monitoring, Ethics, and Continuous Improvement

The final stage involves reviewing the performance, fairness, and ethical compliance of the AI system. According to Mane [5] and Adesina [13], the KPIs should be developed that comprise accuracy of the system, user satisfaction and bias detection. Regular audits will ensure that AI applications are transparent, objective, and aligned with institutional values. This step should include the continuous training of library professionals to preserve their digital competence and adaptive learning skills [14][15]. The user and librarian feedback also provides a mechanism for enhancing the product over time, which is reliable and accountable in the long run.

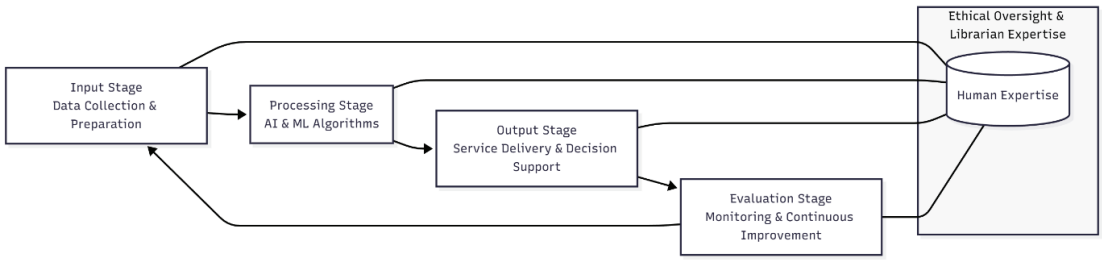


Fig. 2: Proposed Framework for AI Integration in Libraries

Framework Overview

The proposed structure transforms the library into a symbiotic ecosystem where machine intelligence and human expertise coexist. The human factor is integrated throughout all stages of the process to achieve ethical control, sense-making, and situational decision-making. The libraries may become a tool for the long-term, transparent, and user-focused adoption of AI through the integration of continuous assessment and continuous professional training.

7. Conclusion

Implementing Artificial Intelligence (AI), Machine Learning (ML), and automation into library workflows may be regarded as a paradigm shift in information organisation, retrieval, and processing. Such technologies have not been limited to theory alone, but have now been put into practice, proving extremely useful in enhancing the efficiency of operations, user interaction, and decision-making through the use of data. Intelligent cataloguing, metadata generation,

recommendation systems and workflow automation are making libraries dynamic and inclusive digital ecosystems.

However, successful adoption is only possible when solutions to problems related to data privacy, algorithm clarity, infrastructure preparation, and professional skill development are identified and implemented. To provide transparency and accountability, the moderation solution must be applied to libraries that combine technological development with ethical leadership.

The four-stage model, proposed as a framework for implementation, consists of Input, Processing, Output, and Evaluation, providing a systematic approach that is transparent and sustainable. It ensures that AI will not be a censor of human judgment, but rather a complement to it. In the long run, professional education, continuous professional training, ethical considerations, and periodic system assessment will be crucial in achieving success.

Lastly, smart, inclusive, and automated libraries that adequately implement AI, ML, and automation will emerge in line with the evolving needs of the digital information space. The same technologies not only make operations lean but also enhance the long-term mission of libraries to provide fair, ethical and intelligent access to knowledge to all persons.

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Artificial Intelligence for Library Services and Operations: A Systematic Review

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ABSTRACT: Artificial Intelligence (AI) is rapidly reshaping library environments by enhancing service delivery, information access, and operational efficiency. The purpose of this systematic literature review is to examine the application of AI in library services and operations since 2020, including the most widely used AI tools and techniques, as well as the challenges that influence their implementation. Based on the PRISMA 2020 model, 1,029 records were located in the Web of Science Core Collection. Following the screening and eligibility check, 20 studies were identified as fitting the inclusion criterion. Data were extracted and analyzed using R software and Microsoft Excel, incorporating bibliometric, thematic, and quantitative synthesis. The results indicate that there are five prevailing areas of AI application: user services, information retrieval, metadata and indexing, operational automation, and governance and decision-making. Personalized recommendations, semantic search, automated cataloguing, document processing, and strategic planning were heavily served by the use of machine learning, natural language processing, deep learning, predictive analytics and OCR, as well as expert systems. The discussion emphasizes the growing interest around the world, while also noting long-standing issues, including staff skill gaps, infrastructure deficiencies, ethical risks, incompatible datasets, and user acceptance. The review is based on the original value, as it combines bibliometric knowledge with thematic analysis to present a comprehensive understanding of the transformative role of AI in libraries. It emphasizes the importance of ethical governance, institutional preparedness, professional upskilling, and improved data quality to adopt AI sustainably.

KEYWORDS: Artificial Intelligence, Machine Learning, Information Retrieval, Automation, Systematic Literature Review.

1. Introduction

Artificial Intelligence (AI) is one of the most disruptive information technologies, providing a new direction for innovations, automation, and intelligent decision-making. Being knowledge-driven institutions, libraries are leveraging the potential of AI to deliver improved user services, enhance information retrieval, facilitate the creation of efficient metadata, automate repetitive workflows, and support evidence-based planning (Yoon, Andrews, and Ward, 2021; Hervieux & Wheatley, 2020). With the volume of digital resources constantly increasing, AI can help libraries manage complicated information environments with the help of machine learning, natural language processing, deep learning, and predictive analytics. Such technologies can generate personal recommendations, semantic search, auto-categorization, document processing and strategic management functions critical to the present library ecosystem (Vasishta, Dhingra, and Vasishta, 2024). This potential is increasing, but the use of AI in libraries remains disproportionate, uneven, and faces numerous challenges due to technical issues, insufficient infrastructure, ethical and privacy concerns, and other complex aspects (Lund et al., 2020; Narendra et al., 2025). Besides, the field of AI-driven research in library science has grown rapidly since 2020; however, the range of study topics, methodologies, and areas of application is diverse, resulting in a disjointed knowledge base. The given landscape demonstrates the necessity of having a unified picture of the current application of AI, the tools introduced, and the obstacles impeding successful implementation. Although individual studies have been conducted to investigate a single tool or service, there has been no comprehensive systematic review of the studies conducted during the 2020-2025 period, a time of immense technological growth. Thus, the present study is a systematic literature review (SLR) of 20 high-quality publications aimed at tracing trends in the research, determining essential AI applications, analyzing tools and techniques, and assessing issues and limitations to provide clarity and direction for researchers, practitioners, and policymakers.

2. Objectives of the Study

1. To analyze research trends and publication patterns on artificial intelligence in library services and operations (2020–2025).
2. To identify the major application domains of artificial intelligence in library environments based on the reviewed studies.
3. To examine the AI tools and techniques used in libraries and assess the key challenges affecting their adoption.

3. Methodology & Data Collection

This study employed a Systematic Literature Review (SLR) approach guided by the PRISMA 2020 framework to ensure methodological rigour and transparency. The Web of Science (WoS) Core Collection was selected as the primary database because it comprises a substantial volume of high-quality scholarly publications. A systematic search of the Web of Science database retrieved 1,029 records, with no duplicates identified. After applying initial filtering and relevance checks, 132 records were screened by title and abstract, of which 102 were excluded for not meeting the inclusion criteria. The remaining 30 articles were retrieved for full-text assessment. Following a detailed full-text review, 10 studies were excluded due to methodological or relevancy issues. Ultimately, 20 studies were included in the final synthesis." The process of data collection was based on identifying essential data such as the year of publication, nation, research design, AI tools, area of application, and significant findings with the help of a structured coding sheet. Data were organized, descriptively analyzed, and thematically analyzed by using R software and Microsoft Excel. The bibliometric summary of the data (Figure 1) demonstrates an excellent level of international collaboration (55%), an average of 22.75 citations per document, and an annual growth rate of 58.49, which implies an increased interest and academic influence of AI-related library research in the world.

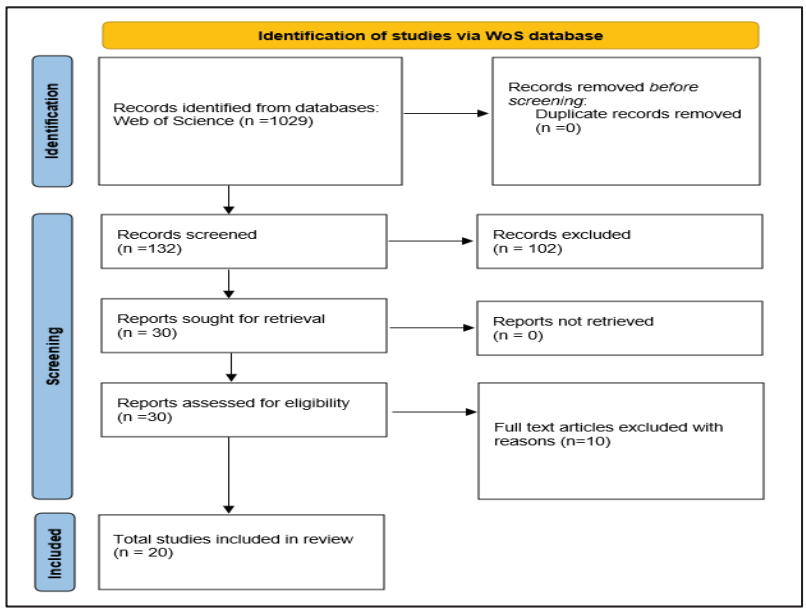


Fig. 1: PRISMA flow chart (Source: self-compiled)



Fig. 2: Bibliometric Summary of the Reviewed Studies (2020–2025)

4. Findings and Analysis

This section presents the key findings derived from the 20 included studies, organized into research trends, AI application areas, AI tools and techniques, challenges, and future research directions.

4.1 Research Trends on AI in Library Services and Operations (2020–2025)

4.1.1 Annual Publication Trends

The annual publication trend indicates that the research on AI in library services and operations has continued to grow every year from 2020 to 2025. Until 2020-23, the quantity of research was low, with 1-2 publications published annually, which also hints at the lack of scholarly activity at the initial stage. There is a conspicuous rise in 2024 (5 studies) and a tremendous growth in 2025 (10 studies). This steep increase in the recent two years indicates a swiftly growing interest, maturity of technologies, and enhanced academic attention to AI-driven library innovations in the upcoming years of 2024-2025.

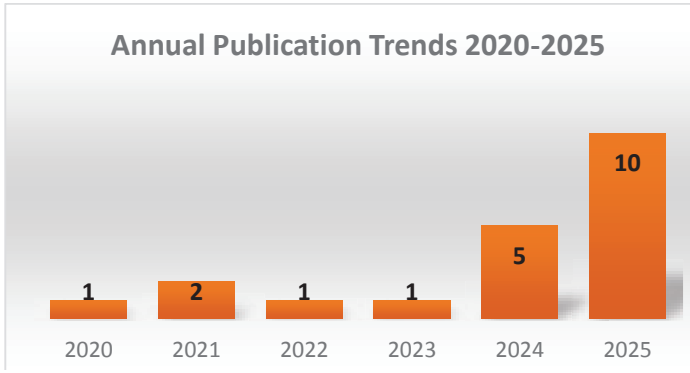


Fig. 3: Annual Publication Trends (Source: self-compiled)

4.1.2 Geographical Trends

The country-wise breakdown indicates that the research on AI in libraries is distributed in a geographically dispersed manner, but skewed. The USA and China dominate with 3 and 3 studies, respectively, with the UK having two studies. The rest of the nations, that is, Indonesia, Ghana, Singapore, Pakistan, France, Netherlands, Mexico, Iran, Spain, India, Hungary, and the UAE, provided a single study each. This trend shows that even though the use of AI in libraries is a worldwide research topic, a few countries control the production of scholarly work, and many countries produce scholarly works infrequently.

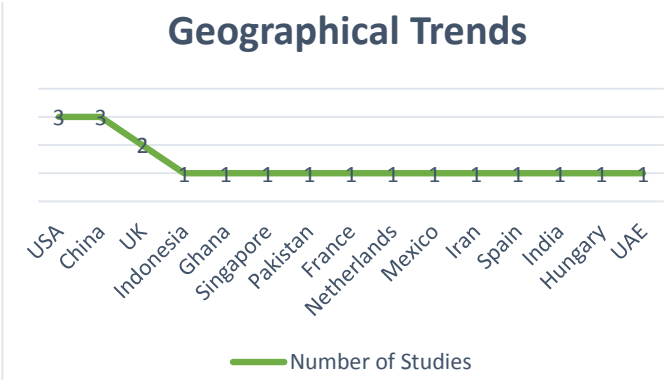


Fig. 4: Geographical Trends (Source: self-compiled)

4.2 AI Applications in Library Services and Operations

A thematic evaluation of the selected literature demonstrates that AI is being integrated into multiple dimensions of library practice. Table 1 outlines the principal application categories and highlights representative studies contributing to each area.

Table 1: Summary of AI Application Domains and Representative Studies

AI Application Area	Description	Representative Studies (Author, Year)
AI-Enhanced User Services	Personalized recommendations, AI-assisted user support, conversational systems, automated help services	Danquah et al., (2024)
AI in Information Retrieval	Semantic search, topic modelling, question answering systems, and intelligent discovery tools	Shahzad et al., (2024) Xu & Loo (2025)

AI Application Area	Description	Representative Studies (Author, Year)
AI for Metadata, Indexing & Classification	Named-entity recognition, automated metadata extraction, classification, and document processing	Humbel et al., (2021)
AI-Supported Library Operations	Robotics, workflow automation, circulation prediction, operational optimization	Asemi et al. (2021)
AI in Governance, Ethics & Decision-Making	Ethical AI, policy development, staff readiness, sociotechnical issues, AI literacy	Kell et al. (2024)
AI in Scholarly Communication & Research Support	AI-assisted screening, filtering of research, and scholarly workflow automation	Feng et al., (2022) Bawack & Bawack (2025)

AI applications in libraries touch upon a number of related fields. Within user services, AI is utilized to enhance personalization, accessibility, and responsiveness of services by providing recommendation systems, virtual assistant tools, and analytics, which enable the prediction of user demands (Danquah et al., 2024). The information search is also enhanced by AI, which improves semantic search, query interpretation, topic modelling, and intelligent discovery processes, allowing users to access relevant information more effectively. Within the metadata and document processing field, AI is applied to classify, extract metadata, perform name-entity recognition, and digitize documents using OCR, significantly decreasing the cataloguing effort and enhancing precision and discoverability (Xu & Loo, 2025; Humbel et al., 2021). Another important field where AI can help is operational management, which involves workflow automation, robotics, circulation forecasting, plagiarism detection, and repository upkeep, thereby increasing the efficiency of internal processes and minimizing manual errors (Shahzad et al., 2024). Lastly, AI is also influenced by governance, ethics, and other strategic decision-making processes, as they impact the policy creation process, overcome algorithmic bias, uphold ethical principles, and assess the organization to adopt AI (Payrovnaziri et al., 2020).

4.3 AI Tools and Techniques Identified in the Literature

The studies reviewed demonstrate the application of a diverse range of artificial intelligence tools and methods that facilitate service provision and internal processes in library settings. Support Vector Machines, Random Forest, and

Decision Trees were the most commonly used classes of machine learning (ML) models in prediction and automation workflows, as well as classification tasks, which helped libraries streamline their operations and enhance decision-making (Harisanty et al., 2023). Natural Language Processing (NLP) proved to be another significant method, which helped interpret queries, perform topic modelling, and extract text, as well as facilitate a conversational interface (Humbel et al., 2021). More complex challenges, such as image-based analysis and document recognition in digital collections, were addressed using Deep Learning (DL), particularly convolutional neural networks (Xu & Loo, 2025). The semantic clustering and topic discovery were made possible through text mining and topic modelling, which allowed for the development of more intelligent information retrieval systems (Bawack & Bawack, 2025). Although implemented earlier, expert systems have been proven to be helpful in decision support based on rules and knowledge organization (2021). The predictive analytics facilitated guidance on circulation and user behaviour forecasting, which helped inform evidence-based library planning (Danquah et al., 2024). Historical materials were digitized using optical character recognition (OCR) methods and text mined from unstructured documents. The use of conversational AI devices also increased the level of interaction with users by offering automated reference services (Bawack & Bawack, 2025).

Table 2: AI Tools and Techniques Identified in the Reviewed Studies

AI Tool / Technique	Description	Representative Studies (Author, Year)
Machine Learning Models	Used for classification, prediction, automation, and decision support. Includes SVM, Random Forest, and Decision Trees.	Harisanty et al., (2023); Shahzad et al., (2024)
Natural Language Processing (NLP)	Supports text analysis, query understanding, topic modelling, metadata extraction, and conversational systems.	Humbel et al., (2021)
Deep Learning (DL)	Applied for image recognition, document analysis, and complex pattern identification, especially in digital collections.	Graafsma et al., (2024)
Text Mining & Topic Modelling	Used for document clustering, semantic analysis, and discovery of thematic patterns in digital library content.	Bawack & Bawack (2025)

AI Tool / Technique	Description	Representative Studies (Author, Year)
Expert Systems	Rule-based systems for decision support, knowledge organization, and organized assistance.	Borgohain et al., (2024)
Predictive Analytics	Applied to forecast circulation, resource usage, and user behaviour trends.	Danquah et al., (2024)
OCR & Document Processing	AI-based optical character recognition facilitates the digitization and extraction of text from historical or unstructured documents.	Xu & Loo (2025)
Conversational AI / Chatbots	Used for automated reference services, enquiry handling, and interactive assistance.	Bridges et al. (2025)

4.4 Challenges Identified in AI Adoption

The studies reviewed have a common finding of various challenges that affect the implementation and practical application of artificial intelligence in libraries. One of the most significant obstacles is the lack of AI competency among library workers, who often do not receive formal education in data science, machine learning, and automated systems, which hinders their ability to effectively use and monitor AI tools (Danquah et al., 2024). The area of ethical tension is also associated with the privacy of data, biases in algorithms, and the responsibility of AI decision-making, which raises questions about user trust and institutional accountability. Additional barriers to implementing AI, such as inadequate hardware, limited digital infrastructure, and high implementation costs, hinder its adoption, particularly in developing regions (Harisanty et al., 2023). Some studies also note that data quality issues exist, including incomplete metadata, unstructured documents, and a lack of standardized datasets to properly model AI (Graafsma et al., 2024). Acceptance among users is also an issue, as some users do not trust automated systems or prefer to use more traditional services that humans control. Lastly, numerous institutions lack formal AI governance systems, ethical standards, and strategies to implement AI sustainably, transparently, and responsibly (Payrovnaziri et al., 2020). All these problems underscore the need for developing AI-related ventures in a holistic manner, with a focus on capacity building for the future.

Table 3: Key Challenges in AI Adoption in Libraries

Challenge Area	Description	Representative Studies (Author, Year)
Lack of Staff Skills & AI Competencies	Many library professionals lack training in AI, machine learning, and data analytics, which limits their ability to effectively implement these technologies.	Danquah et al., (2024)
Ethical, Privacy & Bias Concerns	Issues related to data protection, algorithmic bias, transparency, and responsible use of user data hinder AI adoption.	Xu & Loo (2025)
Infrastructural & Financial Limitations	Limited technical infrastructure, high implementation costs, inadequate hardware/software, and dependence on vendors are common challenges.	Harisanty et al., (2023) Shahzad et al., (2024)
Poor-Quality or Limited Datasets	Many AI models struggle with incomplete metadata, unstructured documents, or a lack of training datasets.	Xu & Loo (2025)
Low User Acceptance & Trust Issues	Users may distrust automated systems, prefer human support, or lack awareness of AI benefits.	Bawack & Bawack (2025)
Lack of Institutional Policies & Governance Frameworks	Absence of clear AI policies, ethical standards, and strategic guidelines constrains sustainable adoption.	Payrovnaziri et al., (2020)

5. Discussion

The findings of this review demonstrate a clear rise in scholarly attention toward AI in library services between 2020 and 2025, with the highest output occurring in 2024 and 2025. This trend is consistent with the technological development in the world and institutional attention towards digital transformation. Geographical distribution also indicates that the USA, China, and the UK are the most active countries, whereas the research activity in countries like Ghana, Indonesia,

Pakistan, and the UAE is also increasing but still unevenly distributed (Li et al., 2025; Danquah et al., 2024). In the studies, AI use was most common in user services, information retrieval, metadata processing, operational automation and governance. The tools that became the most popular to support such applications were machine learning, NLP, deep learning, topic modelling, and expert systems (Shahzad et al., 2024). They used the technologies to increase personalization, automate cataloguing, predictive analytics, and enhance decision-making (Bawack & Bawack, 2025). Nonetheless, there exist a number of limitations impeding practice. Lack of competencies of personnel, underdeveloped infrastructure, ethics, and unqualified datasets are the problematic issues (Payrovnaziri et al., 2020). Moreover, according to numerous studies, institutional AI policies, standard procedures, and user trust are missing, which influences the preparedness to adopt them. The other gap is the lack of large-scale empirical testing and real-world implementation, where most studies are conceptual or small in scale (Pirniakan et al., 2025). In general, the review shows that AI can greatly revolutionize services and operations, but to implement AI sustainably, it is essential to have better governance frameworks, greater professional training, more improved datasets, ethical management, and a long-term commitment by the institution.

6. Conclusion

This systematic literature review provides a comprehensive understanding of how Artificial Intelligence (AI) is transforming library services and operations between 2020 and 2025. The review of 20 high-quality studies examines that AI is progressively becoming a part of five key areas, including user service, information retrieval, metadata and indexing, operational automation, and governance and decision-making. The most popular technologies include machine learning, natural language processing, deep learning, predictive analytics, OCR, and expert systems, which have enabled libraries to enhance search functions, automate the cataloguing process, streamline workflows, and utilise data to inform planning. Amid such developments, the results indicate that there are still various challenges that hamper the adoption of AI in a sustainable way. These include a lack of competencies in staff, a lack of proper technical infrastructure, ethics of privacy and algorithm bias, flaky or substandard datasets, and a lack of user trust in an automated system. Additionally, in most cases, libraries lack clearly defined institutional policies and governance models to ensure AI practices are responsible and strategic. On the whole, the paper highlights that AI has huge potential to enhance the efficiency, accuracy, and quality of service in contemporary libraries. Nevertheless, it requires capacity building, ethical governance, improved data

handling, and institutional preparedness to realize long-term benefits. The review provides valuable evidence to guide the research, professional development, and policy-making in the LIS area in the future.

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Understanding the AI Shift: Key Themes in Recent LIS Studies

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ABSTRACT: Artificial Intelligence, in recent years, has created a paradigm shift in Library and Information Science in transforming how knowledge is created, curated, and disseminated. This paper analyses the trend in AI research in the LIS field due to the advent of AI. For this empirical study, researchers have critically analyzed a few articles from 10 per cent of LIS journals from the DELNET database for two years (2024 and 2025) This study demonstrates how libraries are shifting from passive repositories of information to dynamic knowledge centres grounded in AI Literacy, AI ethics, and machine learning.

KEYWORDS: Artificial Intelligence, Meta-Analysis, Trends. Literature Review.

1. Introduction

Libraries in the past played a crucial role in the collection of documents, their sharing and dissemination. In the pre-printing era, libraries were mainly learning centres where information was carefully preserved for future generations—they were the custodians of knowledge. With the invention of the printing press, libraries began not only to preserve information but also to actively share it with more people. Later, the rise of digital technologies and ICT shifted the focus even further, making it easier to access information anytime and anywhere. Today, libraries provide access to huge amounts of knowledge through online databases and digital resources.

Now, with the arrival of AI tools, machine learning, and AI chatbots for referencing, the role of libraries is changing once again. Getting information and recreating content is much easier now due to the advent of generative AI. Information in any format can be easily converted through AI tools. Image to text, text to video, and video to transcripts are possible with just a click of the button. Getting access to information is no longer the challenge. Today's challenge libraries are facing is to

help users understand AI ethics, develop AI literacy instruction, and identify the risks of AI-generated content, its bias, etc. Students and learners must train to evaluate the content generated by AI.

And the reliability of information produced by AI systems. Libraries of today have an advantage; they can use AI to transform their services. For example, chatbots can help answer questions, and AI tools can summarise or simplify complex information for users.

Recent researches and publications in LIS journals shows today's authors are taking a keen interest in the impact of AI in Libraries (Costa & Frigori, 2024). Today, the library system is much more than cataloguing, classification, or archiving. Libraries have become spaces where information is not just stored but also processed, generated, and delivered through AI and machine-learning systems.

(D'Souza, 2025). In this changing scenario, librarians play a crucial mediating role—standing between sophisticated information-generation technologies and human users, offering guidance and fostering AI literacy so that information is used responsibly and effectively.

2. Technological Transformation in LIS

AI application in LIS is spread in different areas, from metadata extraction to semantic search to recommendation of sources to research data analytics. Costra and Frigori (2024) identify that AI can be used for predictive analysis to forecast trends in LIS research and emerging research trends in the field.

Salnmi and Tapfuma (2025) describe in their article in the African context that AI can be integrated in the publishing field, transforming it into a fully integrated system, replacing a few human roles and automating tasks from manuscript submission to marketing of information.

Similarly, Williams and Ingleby(2025) demonstrate the use of adaptive AI tools in a survey system that creates questions based on the users ' responses. This will help in a qualitative study without human intervention.

D'Souza(2025) explains how the semantic web technologies are redefining scholarly communication. The research review tools, like knowledge maps, Research Rabbit, and Citation Gecko, are redefining the Area of Literature review and finding relevant information sources. Libraries are shifting from mere depositories to automated synthesizers of information and meta-analysis supported by AI.

3. Ethical and Governance Challenges

When technological adoption accelerates, ethics lag. When the ICT was implemented, Librarians were given the task to provide training in digital Literacy and media Literacy. Librarians accepted the role of an instructor of information Literacy, digital literacy, and media literacy as per the needs of the hour. Today, many countries are implementing AI technologies without a policy in place. Tsekea & Mandoga (2025) note that many African universities entered the AI era without any AI framework in place, leaving librarians vulnerable to bias in information, dealing with misinformation, data misuse, and intellectual property rights. Pei & Huang (2025) extend this criticism and observed that AI-driven Science growth is greater than the open science protocols, thus threatening the fairness of use of information, and thereby reproducing the information.

William(2024) Concerns over algorithmic bias, plagiarism, and "AI hallucinations" and identifies that overdependence of AI tools in Qualitative research will impact the interpretation of research findings. To address these issues, Hollister et al. (2024) propose that publishers should have clear, transparent policies regarding AI authorship, AI-assisted academic writing, and a system in place to detect AI assistance in research and academic writing. Del Castillo & Kelly (2025) similarly advocate for training students and faculty to use AI critically rather than using the AI output without analyzing its credentials. These studies point out that Ethics and Governance are the competency skills of this century, and the challenge lies not in resisting the implementation of AI but in embedding trust, transparency, and accountability across its implementation.

4. Educational and Professional Implications

AI infusion in the Library field and the Library Science curriculum redefines the professional identity of librarians across the Globe. The International Federation of Library Associations and Institutions (IFLA) has been actively involved in promoting AI Literacy within the Library discipline. IFLA outlines key considerations, policies, and recommendations issued in 2020, through its statement on Libraries and AI. AI Special Interest Group of IFLA supports implementing these recommendations, providing an international platform to increase AI awareness, education, best practices, and literacy (https://www.ifla.org/units/ai/). Globally, IFLA is the forerunner in establishing policies and frameworks for AI Literacy in the library sector. Recently, IFLA released its new report on Libraries and AI Literacy, releasing the findings of the Media and Information Literacy for Social Resilience (MILSR) project. In order to ensure informed and responsible use

of AI, to educate communities to engage with AI systems, AI literacy instruction by libraries is needed. Libraries can offer workshops, seminars, and short-term courses that educate users about AI technologies, their functionalities, and the responsible use of AI. Tsekea& Mandoga (2025) find that Librarians are required to undergo professional development and upskilling in AI ethics and Digital Literacy to mitigate AI, to understand bias, and AI misinformation. Cox (2025) highlights the role of the health information Librarian as Data Ethics Custodian, responsible for teaching algorithmic transparency. University College London's AI literacy framework (Young et al., 2024) embeds AI literacy and Citation Practices in Curriculum, reaffirming that AI Literacy skills are essential 21st-century skills now. Willenborg & Withorn (2025) introduce microlearning modules that train librarians to teach generative-AI awareness despite limited time and policy guidance.

All these articles emphasize that the librarian's role of instruction has now shifted from information literacy to AI literacy.

5. AI Competency Development and upskilling

Hollister, C. V. (2024) explains how the editorial team of Communications in Information Literacy developed a new policy on the use of generative AI tools in scholarly writing. The authors share their concerns about issues such as authorship, ethics, accuracy, and the responsible use of tools like ChatGPT in academic publishing. They emphasize that while AI can support researchers, it cannot replace human scholarly contribution, accountability, or critical judgment. The policy aims to give clear guidance to authors on using AI transparently, ensuring that the integrity of research and publishing is maintained.

Today, AI is part of everyone's lives. Students use AI to generate content for social media, writing emails, essays, and assignments. Teachers can use tools for teaching, learning and assessment. Researchers can use this tool effectively for literature review, summarising PDFs and generating reports. The growing use of AI in daily life necessitates people to develop both AI literacy and AI competency (Chiu, 2024)

Recognising this need, organisations such as the OECD, the European Commission, and UNESCO (2025) have introduced policies and frameworks for AI curriculum development. Although the two terms AI literacy and AI competencies are often used as if they mean the same thing, AI literacy and AI competency actually refer to different but closely connected levels of understanding and skill.

Zohu in 2025 reflected that Artificial Intelligence (AI) is not confined to a single area of study; it is designed by many fields such as mathematics, data science, ethics, media, computing, and language. To really comprehend AI, one must see how these areas connect, while the awareness of ethics and media literacy helps to use AI responsibly and constructively. (Zhou,2025)

Yusuf et al. (2025) in their research findings show a strong correlation (R = 0.78) between knowledge-management processes and librarians' AI proficiency in Nigerian academic libraries. The Librarians' AI readiness heavily depends on Infrastructure availability, organizational support, and skillset.

In the proposed Library AI Readiness framework, Fu et al. (2025) categorise prerequisites for successful AI adoption in libraries into three categories: Technological, organisational and environmental. This framework emphasizes the importance of an AI-ready infrastructure for computation, data management, and pilot experimentation facilities for safe AI experimentation.

Leo S. Lo's study reveals that academic library employees in the US are moderately confident in using AI and have limited practical use of AI tools. The findings point to conspicuous gaps in ethical understanding and collaborative use of AI, suggesting that staff are still learning how to engage with the developing technologies such as AI. Even though most respondents realize the value of AI for library work, many workplaces are not fully prepared to adopt these tools due to limited training opportunities and unclear institutional policies. To link these gaps, the study recommends a clear framework for AI literacy in libraries, highlighting the need for technical skills, critical thinking, ethical awareness, and supportive policy development.

6. Human–AI Collaboration and Trust Deficits

Due to unprecedented innovation, driven by AI libraries, they are redefining traditional LIS functions such as metadata creation, resource discovery, and user engagement (Chandrashekara & Mulimani, 2024). This includes automating routine tasks, thereby freeing up librarians to focus on More complex, value-added activities like research support and community engagement (Chandrashekara & Mulimani, 2024). This paradigm shift necessitates a strong framework for understanding and integrating AI, looking for not only the technological adaptation but also an ethical understanding of AI to critically examine its ethical implications and societal impact. (Islam & Hu, 2025). This paper reflects on how AI is reshaping the library landscape, examining its influence on service delivery, information management, and user experience (Kumar & Jyoti, 2024). The impact of AI on academic libraries

includes automating cataloguing, enhancing information retrieval, personalising user experiences, and optimising resource management (Islam et al., 2025). Libraries need to adopt AI workflows to improve the effectiveness and efficiency of their operations (Mallikarjuna, 2024). This integration requires librarians to develop competencies in AI literacy, data management and ethics to guide library users and thereby navigate the complex AI-driven information environments successfully (Kaur, 2024).

The wide-ranging application of AI in academic libraries, extending from search and discovery to digital preservation and chatbot services, AI adoption in LIS promises significant improvements in operational efficiency and user engagement in Libraries (Hussain, 2025).

User perception plays a pivotal role in the adoption of AI in Libraries. Much research was conducted on this Area, especially in the Technology Acceptance Model and users' readiness to adapt to AI, focused on user perception.

Recent studies show that while many students intend to use AI chatbots, doubts about accuracy remain strong. Dettman (2024) notes that although over 65% plan to use them, more than 60% question their reliability, and 83% still feel the need to edit the output.

Gramms (2024) adds that users value the speed of AI but still depend on librarians for judgment and the human touch, while Lewis (2024) observes that simply offering chatbot-enabled library services alone does not guarantee continued satisfaction with AI use, and the author observed that many users stop after a single interaction. These insights from the articles suggest that trust, not technology, is the true barrier to meaningful AI adoption. Del Castillo and Kelly's study highlights stress among library instructors. The research reports that many respondents feel ChatGPT is a helpful teaching aid, yet have concerns about incorrect or misleading responses. More usage and adoption require skill development and capacity building, as Yusuf (2025) shows.

Limited understanding of AI, machine learning, and NLP will continuously slow down the adoption of AI, pointing to the need for stronger infrastructure, ongoing training, and knowledge management support.

7. AI and Health Information

Andrew Cox (2025) expands, arguing that librarians' expertise in data management and ethics positions them as key contributors to responsible AI development, especially as issues of attribution, copyright, and bias. His later work emphasises

that generative AI is reshaping how people seek health information, making AI literacy, understanding AI systems, evaluating the AI output and recognising risks involved in fully depending on AI. All these are part of health literacy.

Cox ultimately calls for librarians and information professionals to integrate AI literacy into health education, helping users become critical, informed consumers rather than passive recipients of AI-generated information.

Hopkins, Smith, and Wood (2025) observe how NHS Knowledge and Library Services (KLS) professionals in England are engaging with generative AI tools and integrating them into healthcare information work. The authors highlight the motivating factor for AI adoption, including the national push for digital transformation and professional development to upskill staff in emerging technologies.

Conclusion

The transformation of libraries in today's AI age necessitates the adoption of AI in search discovery, reader advisory services, AI-driven reference services, summarisation, and generating new content, but the successful adoption of AI by libraries depends on infrastructure availability, employees' skillset, users' attitude and engagement with AI, and trust of users in AI output. Librarians need continuous upskilling to develop the competencies required to work confidently with AI tools. Strengthening AI literacy will help both librarians and library users to maximize the use of AI in different areas of library functions.

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AI Readiness and Democratisation of Knowledge in Indian Academic Libraries: A Study of College Libraries in Guwahati, Assam

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ABSTRACT*:* Artificial intelligence (AI) is one of the significant factors that rapidly changes the world's information environments at a breakneck pace, and libraries are seen as essential players. This study investigates the readiness, adoption, and difficulties in identifying the use of AI and its democratising effect in the libraries of selected colleges in Guwahati, Assam. A structured questionnaire, created using Google Forms, was sent to 13 personnel, and 11 responses were received for analysis. Four indices were developed to understand the data: the Awareness Level Index, the AI Adoption Index, the Barrier Intensity Index, and the Democratisation of Knowledge Index. The findings reveal that awareness and adoption levels of technology are at a moderate level, while perceived challenges are at a considerable level. Librarians believe that AI can be invaluable in giving equal access to information resources.

Along with ranked responses, quality feedback emphasises the urgent need for on-the-job training, shared digital infrastructure, localised tools and supportive policy frameworks. The study reveals that academic libraries in Guwahati are conceptually prepared for AI, but are limited by resource constraints and institutional capacity. Therefore, capacity-building initiatives and collaborations between institutions should be carried out to ensure that AI is successfully integrated.

KEYWORDS: Artificial Intelligence (AI), Academic libraries, AI Adoption, Democratisation of knowledge, Guwahati, Assam.

Introduction

Artificial intelligence (AI) has significantly transformed the fields of education and information management. AI-powered tools in libraries are being gradually implemented to automate cataloguing and indexing processes, detect plagiarism, and answer user queries through intelligent chatbots. Such innovations are transforming how people find, access, and utilise information everywhere.

The National Education Policy (NEP) 2020 in India emphasises the incorporation of breakthrough technologies in higher education and supports the concept of digital transformation. AI is instrumental in achieving these educational objectives in the country, as it is making library services more efficient and data-driven, while also ensuring that no one is left out of information access. However, the pace of AI adoption in academic libraries is very different.

As the academic hub of northeast India, Guwahati is home to a large number of government and private colleges. The libraries of these colleges are slowly gearing up for digitisation. Understanding the AI readiness in these libraries helps us comprehend how small academic libraries can utilise technology to create an information environment that is accessible to everyone. Hence, this research, through quantitative and qualitative surveys, gauges AI awareness, adoption practices, perceived challenges, and the role of AI in democratising knowledge in selected college libraries in Guwahati, elaborating on the librarians' views.

Objectives

1. To measure the understanding of AI tools and applications among library professionals.
2. To find out the level of AI integration in library operations at present.
3. To uncover and understand the main reasons behind the refusal of AI implementations in the most significant areas.
4. To survey opinions about AI as a means to equalise access to knowledge.

Literature Review

Mallikarjuna (2024) conducted a review of the application of AI in academic libraries in India, noting that only a few areas, such as automation, virtual reference services, and the use of intelligent search engines, were gradually being adopted. His research, published in the DESIDOC Journal of Library and Information Technology, found that Indian institutions are becoming more AI-friendly but are still limited by factors such as insufficient training and infrastructure.

Cox and Mazumdar (2022) argued that AI should be conceptually perceived as a socio-technical process that impacts Librarianship, rather than a mere technical upgrade. Therefore, his theoretical framework opens up the way to understand human and organisational readiness for change, rather than just technological preparedness.

Dhar and Das (2025) explore the use of Artificial Intelligence (AI) in library services in India, focusing on the utilisation of AI, and highlight areas such as automated cataloguing, machine learning-based classification, and innovative reference systems. Their survey results show that librarians recognise the potential of AI, but due to ethical and operational concerns, such as data privacy and skill gaps, they are reluctant to respond. This point of view is entirely consistent with the situation of libraries in Guwahati, where there is a general level of understanding; however, implementation is still in its infancy.

Kalbande et al. (2024) conducted insightful research regarding librarians' perceptions of AI adoption in Indian academic libraries. They were positive about AI-driven efficiency and user personalisation, but pointed out that the lack of institutional support and professional training was a significant national barrier. These findings underscore the need for readiness evaluations, such as the present study, to assess local preparedness levels.

Gasparini (2022) advocated for the transformation of research libraries into "AI laboratories," where innovation and experimentation in digital knowledge systems are encouraged. His model highlights that readiness also depends on a constant learning ecosystem in libraries.

Tait (2022) examined the use of AI and robots in library services, which has led to ethical and operational issues. He argued that even if AI could make operations more efficient, there would be problems of professional identity, employment roles and user data security.

The inclusivity of artificial intelligence has been a central point of discussion for **Rathod (2025)**, who considered AI-enabled libraries as promoters of inclusive education. He claimed that through multilingual interfaces, adaptive systems for differently-abled users and equitable digital access – a concept that suits the Indian academic environment ideally – knowledge democratisation would become a reality.

Open-access publishing is another essential aspect of a democratisation program. **Tennant et al. (2016)** demonstrated that open access arrangements, combined with innovative search tools, can overcome economic and language barriers in education.

Poonam et al. (2024) echoed a similar notion, explaining that technology-driven open access catalyses collaborative knowledge sharing across disciplines and institutions.

Barman (2024) noted that AI and machine learning have become the primary factors driving the transformation of library operations, from resource discovery to user analytics. He affirmed that the return of AI to benefit regional knowledge lies in the partnership between localised datasets and language tools.

Subaveerapandiyan and Gozali (2024) also found that Indian libraries consider AI as a must for future advancement; however, they emphasise the importance of training and the establishment of ethical frameworks.

Luchs (2024) questioned the "AI for all" concept, urging policymakers and librarians to realise that genuine democratisation means not only having access to AI tools but also fair involvement in deciding how these tools are built and regulated.

Methodology

The study employs a descriptive mixed-methods design, integrating both quantitative and qualitative methods to examine AI readiness and the democratisation of knowledge in selected college libraries in Guwahati, Assam. To collect data, a structured questionnaire was sent to selected academic institutions in Guwahati. Librarians, Assistant Librarians, and library assistants from the institutions provided the valid responses. The sampling method for the colleges participating in the study was a combination of random and convenience-based, as they were selected based on accessibility and feasibility during the study period. The questionnaire aimed to investigate the implementation of AI in libraries, focusing on the dimensions of awareness, adoption, barriers, democratisation and professional perceptions. It included a mix of checkboxes, Likert scales, multiple-choice questions, and open-ended questions, thus enabling both quantitative measurement and qualitative insights. The four leading indices - Awareness level index, AI adoption index, Barrier intensity index, and Democratisation of Knowledge index - which were supported by the qualitative interpretation of open-ended responses, served as the basis for analysing the data. The responses were analysed using descriptive and index-based statistical techniques, and all indices were normalised on a 0-1 scale. All participants provided their informed consent and were assured that they were participating voluntarily and that their data would be kept confidential.

Data Analysis

Awareness Level Index (ALI)

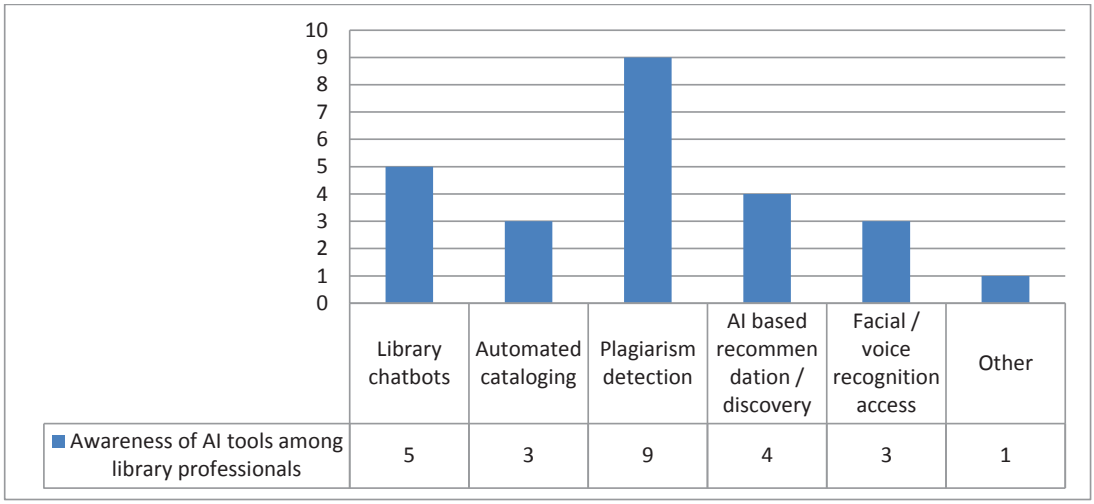


Fig. 1 (a)

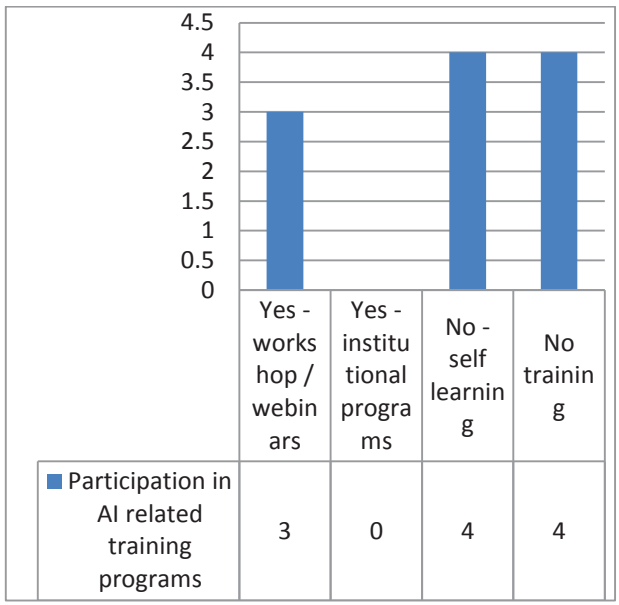


Fig. 2 (b)

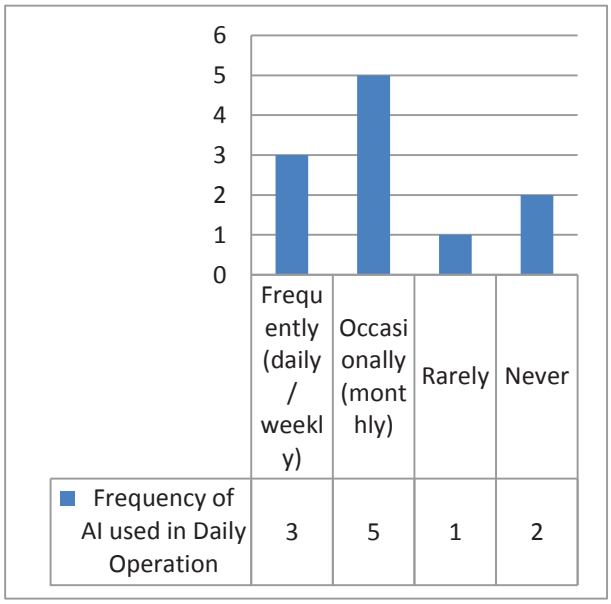


Fig. 3 (c)

The ***Awareness Level Index (ALI)*** is calculated using the formula stated below:

$$\mathbf{ALI} = \sum\{(a)+(b)+(c)\} \div n \times 5k$$

Here (a), (b) and (c) stand for the mean scores of awareness-related questions,

- **n** is the number of respondents,
- **k** is the number of questions considered under this index, and
- **5** is the maximum possible score per question

Scoring criteria-

- Figure 1 (a) = 1+ (Number of tools selected/ Maximum number of tools)
- Figure 2 (b) – No training = 1, Self learning = 3, Institutional programs = 4, Workshop/webinar = 5
- Figure 3 (c) – Never = 1, Rarely = 3, Occasionally = 4, Frequently =5

Therefore, ***ALI = (27.66 + 31 + 40)/ 11***

= 0.597

AI Adoption Index (AAI)

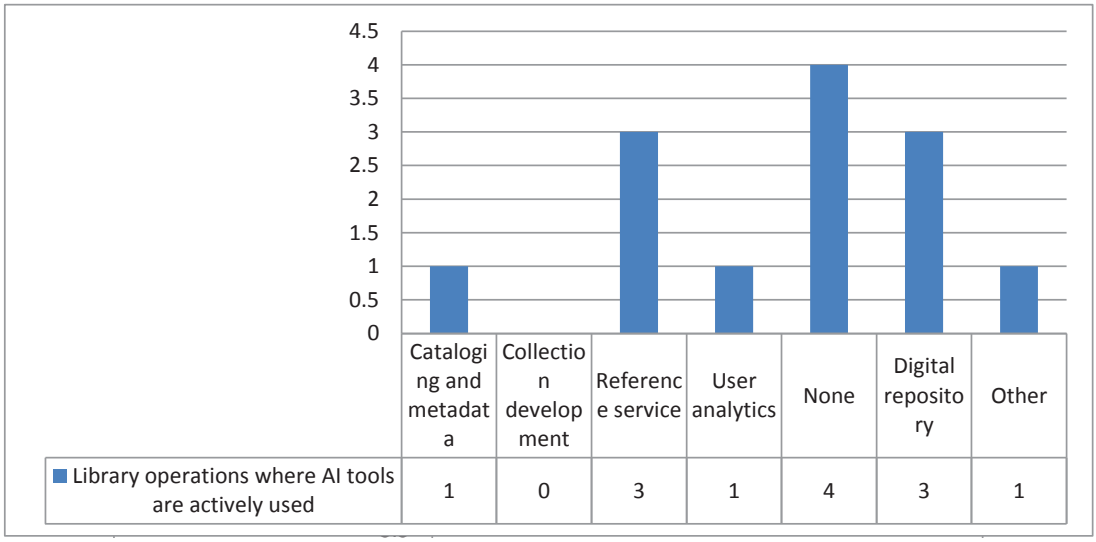


Fig. 4 (d)

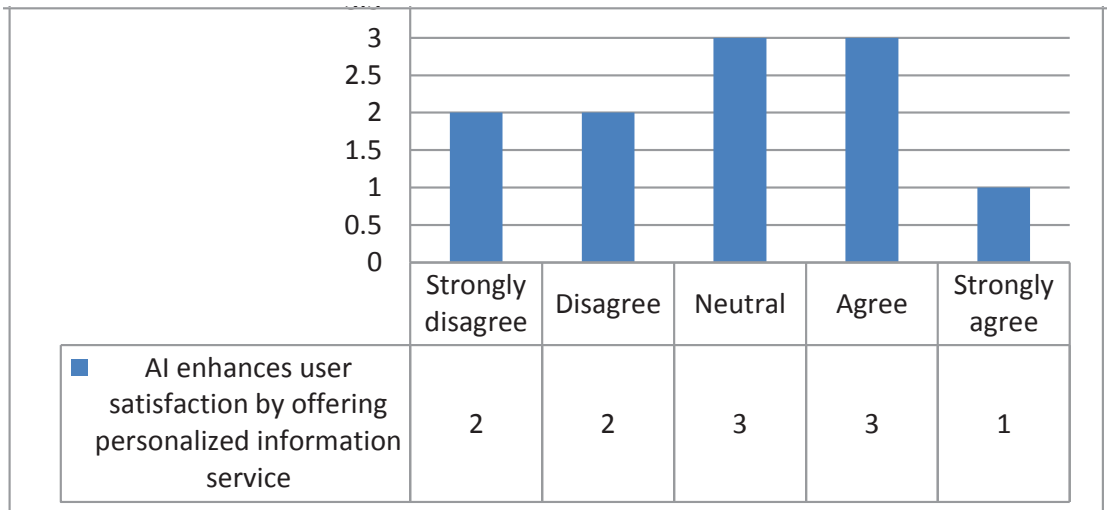


Fig. 5 (e)

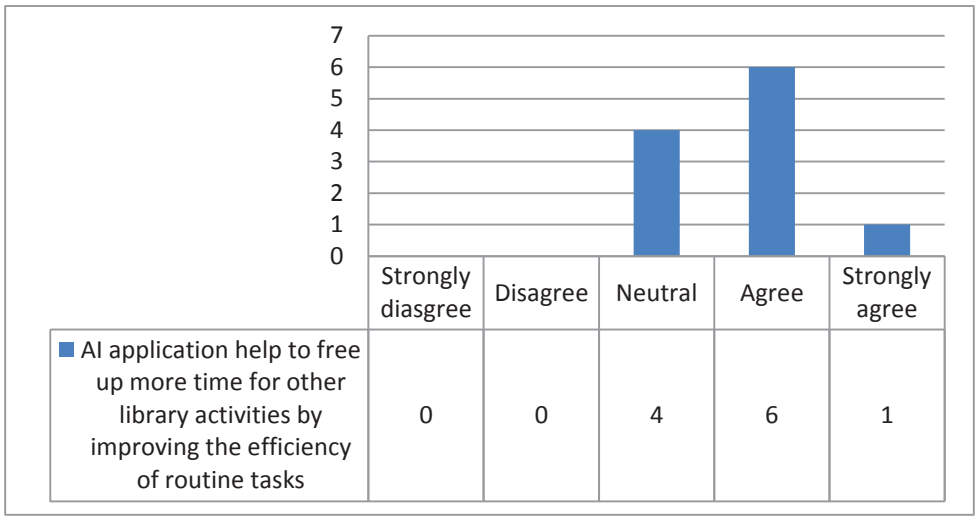


Fig. 6 (f)

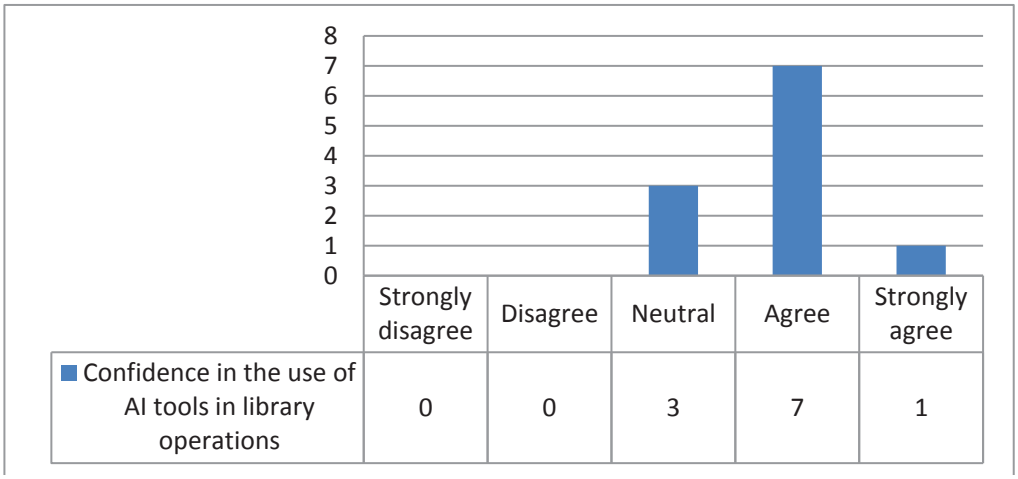


Fig. 7 (g)

The ***AI Adoption Index (AAI)*** is calculated using the formula stated below:

$$\mathbf{AAI} = \sum\{(d)+(e)+(f)+(g)\} \div n \times 5k$$

Here (d), (e), (f) and (g) stand for the mean scores of adoption-related questions,

- **n** is the number of respondents,
- **k** is the number of questions considered under this index, and
- **5** is the maximum possible score per question

Scoring criteria-

- Figure 4 (d) = 1+ (Number of tools selected/ Maximum number of tools)
- Figure 5 (e) – Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5
- Figure 6 (f) – Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5
- Figure 7 (g) – Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5

Therefore, ***AAI = (17.663 + 32 + 41 + 42)/ 11***

= 0.603

Barrier Intensity Index (BII)

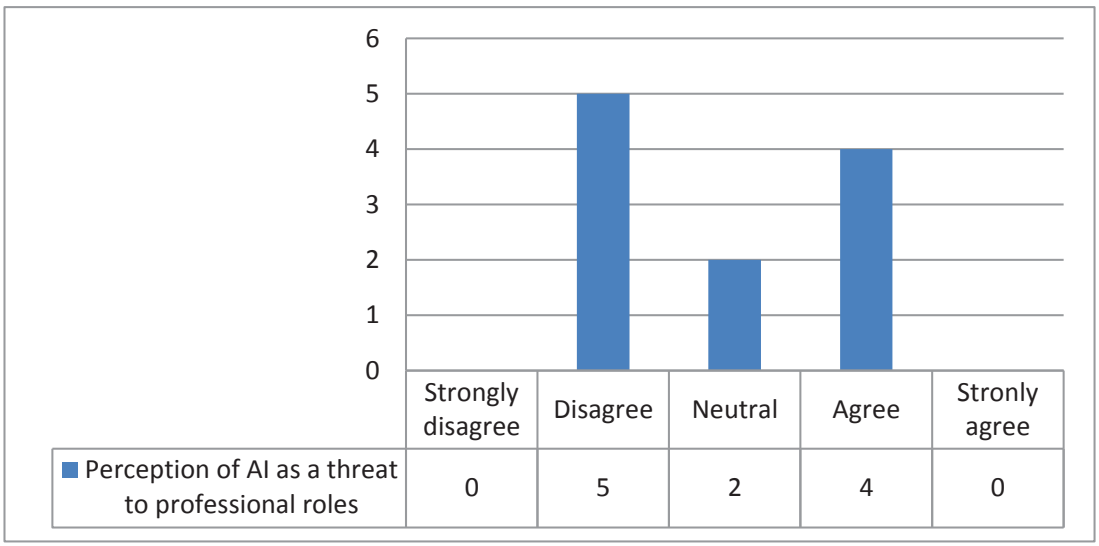


Fig. 8 (h)

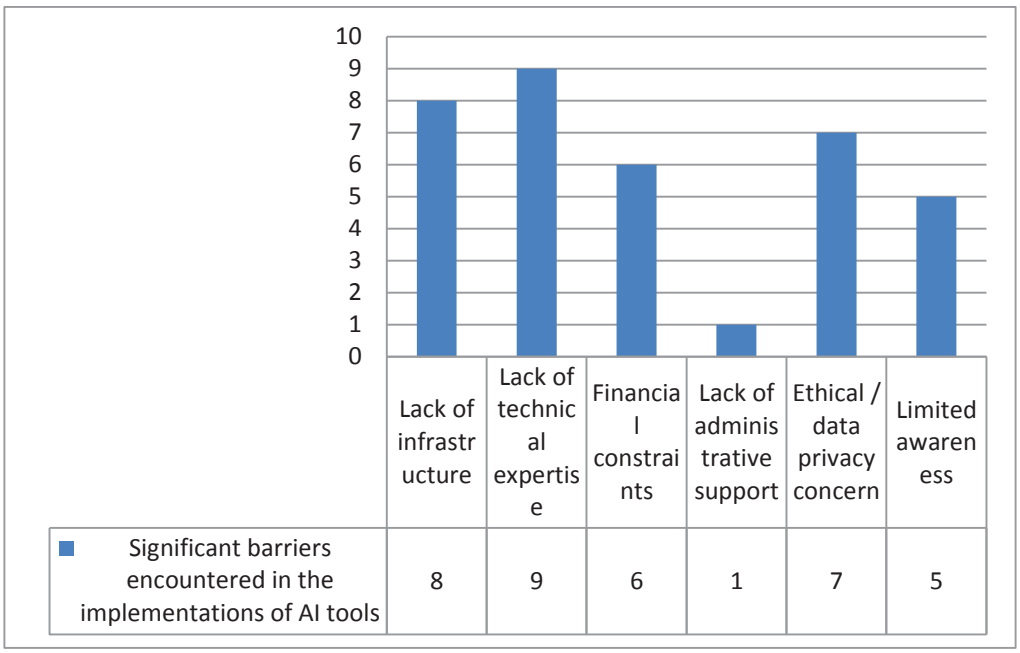


Fig. 9 (i)

The ***Barrier Intensity Index (BII)*** is calculated using the formula stated below:

BII =1 – [∑{(*h*)+(*i*)} ÷ *n* × 5*k*]

Here (h) and (i) stand for the mean scores of barrier-related questions,

- **n** is the number of respondents,
- **k** is the number of questions considered under this index, and
- **5** is the maximum possible score per question

The '**1** is used here to show that the scores have been inverted, as higher barrier scores correspond to lower AI readiness.

Scoring criteria-

- Figure 8 (h) – Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5
- Figure 9 (i) = 1+ (Number of tools selected/ Maximum number of tools)

Therefore, ***BII = 1 – {(30 + 34.996) / 11}***

= 0.409

Democratisation of Knowledge Index (DKI)

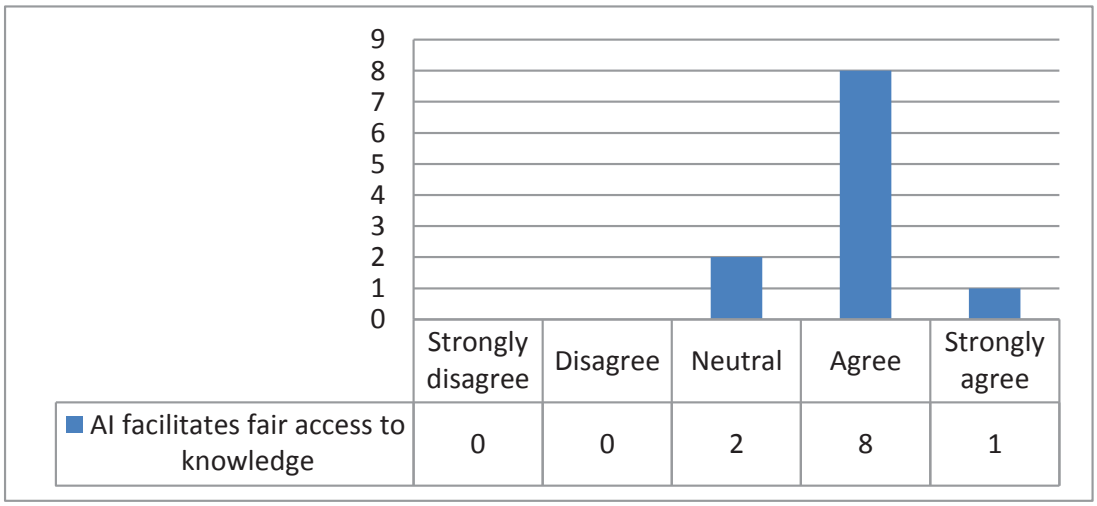


Fig. 10 (j)

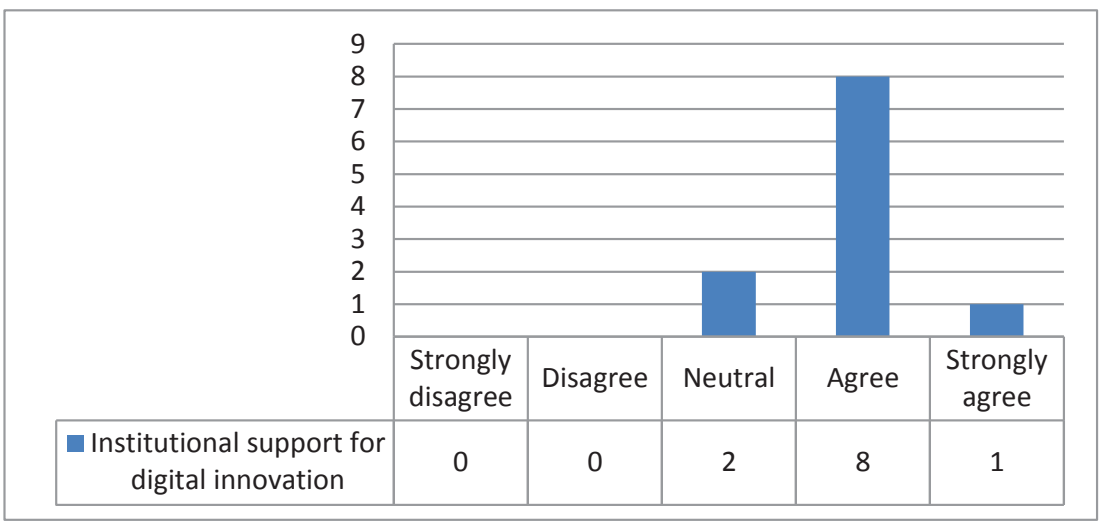


Fig. 11 (k)

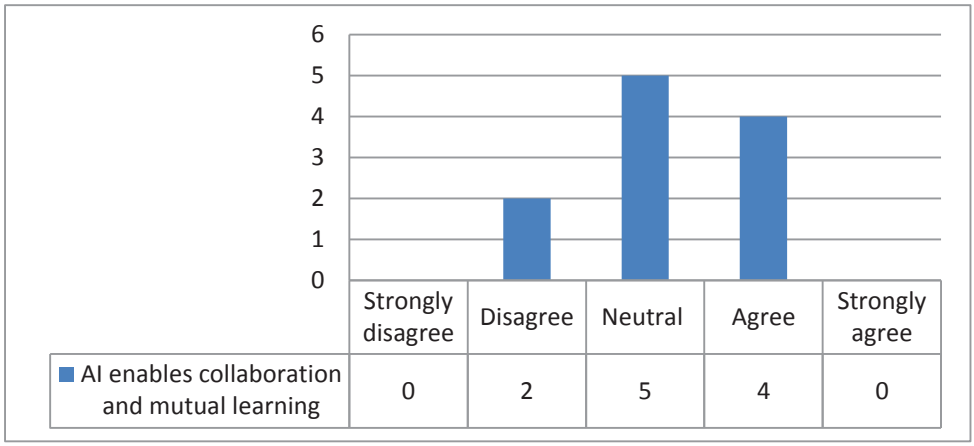


Fig. 12 (l)

The ***Democratisation of Knowledge Index (DKI)*** is calculated using the formula stated below:

$$\mathbf{DKI} = \sum\{(j)+(k)+(l)\} \div n \times 5k$$

Here (j), (k) and (l) stand for the mean scores of democratisation-related questions,

- **n** is the number of respondents,
- **k** is the number of questions considered under this index, and
- **5** is the maximum possible score per question

Scoring criteria-

- Figure 10 (j) – Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5
- Figure 11 (k) – Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5
- Figure 12 (l) – Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5

Therefore, ***DKI = (43 + 39 + 38) / 11***

= 0.727

Findings

The study, after analysing the data, reveals that AI in college libraries in Guwahati is slowly becoming a reality and is indeed very promising. The majority of personnel are familiar with AI and willing to utilise it; however, they encounter several challenges, resulting in the partial adoption of AI.

Awareness of AI tools

The survey findings suggest that library personnel moderately understand the concept of AI. In general, they are familiar with implementing a few technology-based tools in libraries. However, the majority remain unaware of the extensive use of AI tools, such as chatbots, natural language processing, and recommendation systems. The shortage of planned training is the major hurdle in depth. The respondents indicated that they would take advantage of opportunities for continuous learning and regular workshops to update their skills.

AI adoption and readiness

The integration index suggests that library workers are willing to use AI-driven techniques in their jobs. Nevertheless, the actual utilisation of the same is still minimal and mostly limited to the simple automation of everyday tasks, such as cataloguing, circulation, and digital access. Despite a lack of sufficient hands-on practice, their upbeat view of AI constitutes a solid foundation for future institutional projects.

Barriers to implementation

The significant challenges to be addressed include poor infrastructure, insufficient financial resources, software issues, and a lack of administrative support. Furthermore, there is fear about losing their jobs if automation replaces them. These obstacles are similar to those identified in various academic institutions in India, where technical readiness lags behind conceptual understanding.

Democratisation of knowledge

A high democratisation score is attributed to librarians' deep belief that AI could be the solution to making information services more accessible and fairer. They believe that AI can overcome language barriers, provide each person with what they need in terms of information, and create an easy-to-use platform for different groups.

Discussion

The results depict college libraries in Guwahati as knowledgeable and progressive but still limited by resource constraints. The combined results of the awareness and adoption indices indicate conceptual readiness to use AI; however, shortcomings in terms of infrastructure, finances, and administration continue to impede actual implementation.

The Barrier Intensity Index (0.409) indicates the existence of entrenched problems typical of academic institutions in the developing world, including a lack of technological infrastructure and the absence of trained staff. Nevertheless, the respondents' willingness to learn shows that these problems can be overcome if the institution provides support and organises capacity-building in-service training well.

It is worth noting that a strong Democratisation of Knowledge Index (0.727) signals that librarians view AI as a means to enhance academic and social inclusion, rather than as a threat to their profession. Such a forward-looking stance constitutes a strong basis for the gradual and thoughtful use of AI tools. Within the linguistically and economically diverse educational landscape of Guwahati, this inclusion-oriented view is particularly significant as librarians consider AI as a means of ensuring that everyone has equal access to information, rather than a tool that perpetuates technological elitism.

Thus, the finding reveals that the libraries are at a turning point, characterised by the presence of capability constraints, albeit with the librarians' enthusiasm. Sustainable AI integration will lead to the fulfilment of the aims set out by librarians when there is continuous policy support, improved infrastructure and training programs.

Recommendations

Skill development

Conduct workshops that focus on AI tools for cataloguing, chatbots, and data retrieval to enhance librarians' practical competencies.

Pilot project

Start AI-powered small-scale projects rapidly, such as a chatbot for library FAQs.

Shared infrastructure

Create a collaborative "Guwahati Library AI Network" that facilitates the shared use of AI resources, expertise, and digital infrastructure among network members.

Local language interfaces

Develop AI solutions that can understand and interact in Assamese and other local languages to increase the number of users who can utilise the system.

Policy framework

Develop guidelines for the use of AI that emphasise the ethical aspects, the privacy of data, and the shift in professional responsibilities.

Funding and collaboration

Apply for innovation grants from the state government and the UGC and invite technology institutions to partner with for the efficient integration of AI.

Recognition

Facilitate the creation of certification programs and awards that recognise librarians who complete AI-related training or participate in innovative AI projects.

Limitations

1. The study was confined to the investigation of only a few college libraries in Guwahati.
2. The use of random and convenience sampling methods only partially accounts for the possibility of generalising the findings to other areas.
3. The data are derived from the self-reports of respondents and thus may contain personal biases or subjective perceptions.
4. Due to time and resource constraints, the sample size and level of statistical analysis were also limited.
5. Since the study was limited to college libraries in Guwahati, Assam, the research findings may not accurately reflect the conditions in different areas.

Conclusion

The research finds that college libraries in Guwahati are moving towards being AI-ready, which is reflected in a moderate level of awareness, a nascent stage of

adoption, and an overall positive perception of AI's potential. Librarians view AI as a tool to make operations more efficient, easier to access, and to help disseminate knowledge more widely, even if there are still issues related to infrastructure and technical skills. The findings indicate a moment of transition, where a solid conceptual understanding exists, but the practical application is minimal. Through targeted institutional measures, capacity-building initiatives, and collaborative networks, these libraries will be able to evolve into AI-powered open education resource hubs that not only facilitate India's digital transformation agenda but also ensure that all users have equal access to information.

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Exploring Technology Acceptance and Barriers among MBBS Students in Jammu & Kashmir: Implications for AI-Enabled Library Services and Digital User Engagement

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ABSTRACT: This study examined the acceptance and Use of digital and AI-supported learning technologies among MBBS students at government medical colleges in Jammu and Kashmir. Insights into behaviour patterns are aimed at informing the development of AI-driven library services.

The Unified Theory of Acceptance and Use of Technology (UTAUT/UTAUT2) was used as a guide in a quantitative, cross-sectional research design. Data were collected from 650 undergraduate students through a structured questionnaire and analyzed using SPSS (version 25.0). Descriptive statistics, reliability testing (with Cronbach's Alpha above 0.70), and correlation analysis were utilized in the analysis.

It was found that 84.4% of students engage with educational technologies daily, with a preference for hybrid learning models expressed by 85%. Significant positive correlations were identified between technology adoption and factors such as emotional engagement, performance expectancy, and facilitating conditions. However, significant barriers to adoption were identified, including high costs and limited institutional infrastructure.

These findings suggest that the digital behaviours of medical students mirror those of contemporary library users who engage with AI-based information systems. A deeper understanding of user engagement and technology acceptance can help libraries design intelligent, user-centred platforms that enhance access, personalization, and equity. By integrating data-driven and AI-enabled tools, a greater community impact can be fostered, supporting inclusive learning in the digital age.

KEYWORDS: Educational Technology, AI in Libraries, User Engagement, UTAUT, Information Access.

Paper Type: Research Paper

Introduction

The rapid digital transformation of higher education has established educational technologies (EdTech) as a core component of medical training, rather than just a supplementary resource. Traditionally, MBBS curricula have relied chiefly on lectures from professors, textbooks, and conventional teaching methods.

Contemporary medical education is increasingly integrating online platforms, virtual simulations, and artificial intelligence (AI) to create interactive and personalized learning environments. These advancements are reshaping students' learning behaviours, clinical preparedness, and academic outcomes.

Global studies on technology adoption in medical education have employed frameworks such as the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). A recent systematic review by Lee et al. (2025) highlighted that the perceived usefulness and ease of Use remain crucial to medical students' acceptance of new technologies, underscoring the importance of performance expectancy and effort expectancy. Additionally, Musa et al. (2023) demonstrated that authenticity and interactivity in simulation-based learning significantly enhance acceptance and engagement, highlighting the role of contextual and affective factors in technology adoption. These findings aligned closely with UTAUT and its extended version, UTAUT2, which incorporated social Influence, facilitating conditions, hedonic motivation, and habit.

In the field of Library and Information Science (LIS), technology adoption is closely linked to students' information-seeking behaviour, digital literacy, and access to electronic resources provided by academic libraries. The rapid integration of digital learning systems, online databases, and institutional repositories has transformed how students retrieve, evaluate, and utilise information. Today, academic libraries serve both as repositories of information and facilitators of digital learning ecosystems (Tenopir et al., 2020; Islam & Tsuji, 2021). The UTAUT framework offers library professionals a valuable analytical tool to understand user attitudes toward digital platforms, information systems, and e-learning tools (Williams et al., 2015; Taneja & Bharti, 2022).

In India, medical students often rely on digital platforms such as Marrow, Prepladder, eGurukul, and Unacademy for structured lectures and exam preparation. Despite these advancements, challenges such as high subscription costs, infrastructural limitations, and inconsistent institutional support persist, particularly in public-sector institutions. Without a systematic understanding of how students accept and integrate technology into their learning, investments in EdTech run the risk of being underutilized or misaligned with actual needs.

The Unified Theory of Acceptance and Use of Technology (UTAUT), proposed by Venkatesh et al., provides a comprehensive framework for examining the adoption behaviours. It identifies performance expectancy, effort expectancy, social Influence, and facilitating conditions as key predictors of behavioural intention. The extended model, UTAUT2, incorporates hedonic motivation, price value, and

habit, providing a more comprehensive understanding of adoption in educational contexts. While UTAUT has been widely applied in higher education, empirical applications within Indian medical colleges, especially in public institutions, remain limited.

This study aims to address the gaps by exploring the information needs and technology acceptance of MBBS students in Government Medical Colleges of Jammu and Kashmir. By applying UTAUT and UTAUT2, the study will investigate usage patterns, perceived usefulness, ease of Use, social and institutional influences, infrastructural support, and attitudes toward emerging technologies, including AI and simulation. The findings of this study will provide both theoretical insights and practical recommendations for strengthening the equitable and sustainable integration of digital technologies into medical education. These findings will inform policymakers about the potential impact of integrating digital technology into medical education and guide them in making informed decisions.

The increasing integration of artificial intelligence in higher education and library services highlights the importance of understanding user acceptance of digital systems. Insights from this study, although centred on medical students, will have broader implications for academic libraries seeking to redesign their digital ecosystems around AI-driven engagement and personalised access. By analyzing technology acceptance behaviours, this research will provide evidence relevant to libraries seeking to implement adaptive, intelligent systems that align with users' learning preferences and digital literacy levels.

Scope of the Study

This study will specifically analyze the acceptance of technology and its barriers in medical education, with a focus on MBBS students. It will assess how digital tools enhance learning, clinical training, and professional development, while considering the factors that influence their adoption and implementation. This study is crucial in understanding the future of medical education.

Objectives of the Study

This study aims to address the gaps by investigating the adoption and perception of Educational Technology (EdTech) among MBBS students in Government Medical Colleges of Jammu and Kashmir.

1. Evaluate perceived usefulness, ease of Use, and learning efficiency of EdTech tools.

2. Explore the role of social, peer, and faculty influence in technology adoption.
3. Assess institutional support, infrastructural readiness, and barriers to usage.
4. Investigate students' attitudes toward engagement, cost-value perceptions, and future integration of AI-based learning platforms.
5. Examine how the adoption of digital learning tools aligns with students' information-seeking behaviour and the role of academic libraries in supporting technology-enabled learning.

Literature Review

In today's medical education, trends are similar. Lee et al. (2025), in a recent systematic review of the Technology Acceptance Model, found that medical students tend to rely mainly on perceived usefulness and ease of Use when deciding whether to engage with digital learning tools. These ideas overlap strongly with performance and effort expectancy in UTAUT. Musa et al. (2023) added another perspective by showing that students respond better to simulation-based learning when the experience feels authentic, interactive and meaningful. Their work draws attention to emotional and experiential elements, areas which UTAUT2 addresses through constructs such as hedonic motivation.

The outbreak of COVID-19 created a sudden shift towards digital modes of teaching. Online meeting Platforms like Zoom and Google Meet seem essential for continuing medical instruction. This shift also revealed significant differences in digital access and readiness among learners and institutions (Singh et al., 2020; Sharma et al., 2022). Around the same time, the World Health Organisation (2020) highlighted the need to build the digital capabilities of educators, an aspect that aligns closely with the facilitating conditions of UTAUT.

In India, the impact on medical education was uneven. Students appreciated the flexibility offered by online classes, yet they remained concerned about reduced clinical exposure and long hours of screen time. With growing interest in emerging technologies, several innovations have entered the field—virtual and augmented reality tools for anatomy and procedural learning, as well as AI-based systems for personalized tutorials and clinical reasoning support (Gordon et al., 2024; Mir et al., 2023). Despite the above-mentioned developments, practical barriers remain, including resistance among faculty, mistrust in AI-generated feedback, and the lack of required infrastructure in many institutions (Garavand et al., 2022; Saroha, 2025). Bibliometric evidence further shows a wide gap in the uptake of mobile learning and microlearning technologies between resource-rich and

resource-poor regions (Sakarji et al., 2025; Mazlan et al., 2023). Even with the surge in literature, some areas remain unexplored. Very few studies examine MBBS students in government medical colleges, although these institutions are responsible for training most future doctors in India. Student-led adaptability is often visible, but systematic institutional support, long-term planning, and clear strategies for integrating technology are still inconsistent. Costs, sustainability and the ethical issues surrounding AI tools, especially data governance, also require more attention.

Research in Library and Information Science provides an additional layer to this discussion. Earlier Studies focused on the usage of e-resources (Sharma & Singh, 2023; Rafiq & Ameen, 2020) showed that ease of Use, accessibility and institutional backing significantly shape students' interactions with digital information systems. Libraries often play a bridging role, offering training, access and technical guidance to students (Kumar & Kumar, 2022). Models such as TAM and UTAUT are commonly used to study the acceptance of library automation, digital repositories and e-learning systems (Suki & Suki, 2017; Tripathi & Jeevan, 2013). The National Education Policy (2020) also encourages libraries to evolve into digital learning hubs, promoting equitable access and strengthening digital literacy.

Against all the odds, the present study will try to examine how MBBS students in Jammu & Kashmir adopt and use digital learning tools. By applying UTAUT and UTAUT2, the study aims to understand how expectations, peer influence, infrastructural conditions and institutional support shape technology acceptance. This focus offers a clearer picture of the opportunities and constraints involved in integrating digital tools into medical training in the region.

Methodology

This study used a quantitative, cross-sectional survey to understand how MBBS students in the Government Medical Colleges (GMCs) of Jammu & Kashmir are engaging with different educational technologies. The UTAUT and UTAUT2 models served mainly as the conceptual background, but the purpose here was not to test every element of the models in depth; rather, they helped in organizing the questions and interpreting the findings. GMCs were selected because, in Jammu & Kashmir, most medical training still happens in public-sector colleges, and students in these institutions represent the bulk of the future medical workforce.

Although the survey targeted MBBS students specifically, some of the insights naturally connect to the role of academic libraries. Libraries within medical

colleges often support or even initiate the Use of digital resources, so their services form Part of the environment in which students interact with technology.

A questionnaire was developed using Google Forms. Instead of one long list, the form was divided into four smaller sections: basic demographic information; questions about how students were using technology in their coursework; items linked to the UTAUT constructs; and a set of additional items adapted from UTAUT2. The Likert scale used was a five-point scale. Reliability was checked through Cronbach's alpha, which showed values between 0.75 and 0.84 for the UTAUT constructs, suggesting that the items held together reasonably well. Alongside these, a few multiple-choice questions captured issues such as frequency of Use, access problems, and institutional support.

Sampling and Data Collection

Purposive sampling was used because the intention was to include students from different stages of the MBBS course, from first year to internship. The survey link was shared through WhatsApp, Telegram, Instagram, and email, as these are the platforms students commonly use. In total, 650 responses were considered valid. These reflect the experiences of students in government colleges, but the study does not claim to represent all medical students in the region.

Data Analysis

After collection, the responses were exported to Microsoft Excel and then moved to IBM SPSS Statistics (Version 25.0) for analysis. Descriptive statistics—frequencies, percentages, means, and standard deviations—were used to understand the basic patterns in the data. Cronbach's alpha was recalculated in SPSS to reconfirm the reliability of the constructs. Pearson's correlation coefficients were then used to explore the relationships among the key variables, especially those that relate to behavioural intention.

Ethical Considerations

Participation was voluntary, and the students were informed about the purpose of the study before starting the questionnaire. No names, email IDs or other personal identifiers were collected. As the study did not involve any intervention and was

carried out independently by students for academic purposes, formal institutional approval was not required. Standard ethical principles—privacy, anonymity and informed consent—were followed throughout.

Results and Data Analysis

The following section has findings of the study**:**

Demographic Profile

A total of 650 MBBS students from various Government Medical Colleges across Jammu & Kashmir took Part in the study. The respondents came from every stage of the MBBS programme—from first-year students still in their pre-clinical phase to interns completing their clinical training. Although the study succeeded in capturing a broad academic spread, the gender distribution was noticeably uneven, and this imbalance is recognized as one of the study's limitations.

1. Usage Patterns and Preferred Resources

Most students reported using some form of educational technology on a routine basis, often several times a day. Hybrid learning—combining online and classroom-based study- was mentioned more frequently than either fully online or strictly offline approaches (see Table 1). When asked about the tools they rely on most, students pointed to online video lectures, structured digital learning platforms, mobile-based learning apps, and electronic textbooks as the resources they turn to most often (Table 2).

Table1. Preferred Mode of Learning.

Frequency of Use (Q1)			**Hybrid Preference (Q3)**		
	Frequency of Use (%)	**(N = 650)**		**Percentage (%)**	**(N = 650)**
Daily	84.4	549	Yes	85.0	553
Weekly	9.4	61	No	15.0	97
Monthly	3.3	21			
Rarely	1.7	11			
Never	1.1	7			

Table 2. Preferred Resources and Tools

Resources (Q2)			Recommend Tools (Q28)		
	Percentage (%)	(N=650)		Percentage (%)	(N=650)
Online Lectures	78.3	509	Yes	95.0	618
Hybrid Learning	12.8	83	No	5.0	32
Digital Textbooks	5.0	32			
Mobile Apps	2.2	14			
VR/AI Tutors	1.7	11			

2. Perceived Usefulness and Learning Efficiency

Students generally reported that digital learning tools had a positive influence on their studies. They believed these resources enhanced their exam preparation, improved their understanding of challenging subjects, and contributed to better academic performance. (see Table 3). Students felt that the tools met their learning needs and helped them study independently (see Table 4).

Table 3. Perceived Usefulness and Needs Met.

	Q4. Usefulness (%)	(N = 650)	Q5. Needs Met (%)	(N = 650)
Extremely	47.2	307	28.3	184
Very	42.8	278	52.8	343
Moderately	9.4	61	17.8	116
Slightly	0.6	4	1.1	7
Not at all	0.0	0	0.0	0

Table 4. Learning Efficiency and exam performance.

	Q7. Efficiency (%)	(N = 650)	Q8. Complex Topics (%)	(N = 650)	Q9. Exam Performance (%)	(N = 650)
Strongly Agree	56.1	365	100.0	650	60.0	390
Agree	40.0	260	0.0	0	35.0	227
Neutral	3.9	25	0.0	0	5.0	32
Disagree	0.0	0	0.0	0	0.0	0

Strongly Disagree	0.0	0	0.0	0	0.0	0

3. Ease of Use and Independent Learning

Most participants reported that the platforms were easy to use and could be handled independently without assistance. A large proportion also stated that they were able to resolve minor technical issues themselves, reflecting confidence and familiarity with digital learning environments (see Table 5).

Table 5: Ease of Use and Troubleshooting.

	Q10. Ease of Use (%)	(N = 650)	Q11. Independent Use (%)	(N = 650)	Q12. Troubleshooting (%)	(N = 650)
Strongly Agree	80.0	520	87.2	567	70.0	455
Agree	20.0	130	12.8	83	20.0	130
Neutral	0.0	0	0.0	0	10.0	65
Disagree	0.0	0	0.0	0	0.0	0
Strongly Disagree	0.0	0	0.0	0	0.0	0

4. Social Influence and Peer Support

Several students said they tried different digital tools mainly because people around them were using them. Sometimes, it was a classmate showing them something during group study, and at other times, seniors or teachers casually suggested a resource (see Table 6).

Table 6: Social and Peer Influence

	Q13. Peer Influence (%)	(N = 650)	Q14. Instructor Support (%)	(N = 650)	Q15. Senior Influence (%)	(N = 650)
Strongly Agree	60.0	390	70.0	455	90.0	585
Agree	40.0	260	30.0	195	10.0	65
Neutral	0.0	0	0.0	0	0.0	0
Disagree	0.0	0	0.0	0	0.0	0

Strongly Disagree	0.0	0	0.0	0	0.0	0

5. Facilitating Conditions

Even though students liked using digital tools, they also talked about many small problems that slowed them down (see Table 7). Technical help was hard to find at times, and the digital platforms didn't always fit smoothly with their regular coursework. Several students mentioned everyday issues — weak internet, apps hanging, pages not loading, and similar glitches (see Table 8). These practical problems show that interest is there, but the support system is still not strong enough.

Table 7. Infrastructure Support and Guidelines

	Q16. IT Infrastructure (%)	(N = 650)	Q17. Tech Help (%)	(N = 650)	Q18. Guidelines (%)	(N = 650)
Strongly Agree	35.0	227	37.2	242	70.0	455
Agree	30.0	195	27.8	181	30.0	195
Neutral	25.0	162	35.0	227	0.0	0
Disagree	10.0	65	0.0	0	0.0	0
Strongly Disagree	0.0	0	0.0	0	0.0	0

Table 8. Tech issues faced while using EdTech tools

Q19. Tech Issues	Percentage (%)	(N = 650)
Reported Issues	62.8	408
No Issues Reported	37.2	242

6. Emotional Engagement and Motivation

Students generally felt that digital learning tools made their study routines more engaging. Several noted that interactive features—such as short explanatory videos, practice quizzes, or occasional VR demonstrations—helped them stay

attentive for longer periods (see Table 9), rather than the traditional way of learning.

Table 9. Emotional or engagement impact of EdTech

	Q20. Enjoyment (%)	(N = 650)	Q21. Engagement (%)	(N = 650)	Q22. Gamification (%)	(N = 650)
Strongly Agree	60.0	390	77.8	506	90.0	585
Agree	40.0	260	22.2	144	10.0	65
Neutral	0.0	0	0.0	0	0.0	0
Disagree	0.0	0	0.0	0	0.0	0
Strongly Disagree	0.0	0	0.0	0	0.0	0

7. Barriers to Adoption

Students noted a few issues that limited consistent Use of digital tools. The cost of specific platforms made them difficult to access, and routine technical glitches—such as slow loading or unreliable connectivity—also disrupted their workflow. Some respondents felt that their institutions did not provide sufficient guidance or technical support when problems arose (see Tables 10 and 11). Even after addressing all these issues, many were still ready to invest in tools to support their learning. (see Table 10).

Table 10. Cost or value perception among students.

	Q23. Cost Justified (%)	(N = 650)	Q24. Willingness to pay for tools (%)	(N = 650)
Strongly Agree	50.0	325	90.0	585
Agree	40.0	260	10.0	65
Neutral	10.0	65	0.0	0
Disagree	0.0	0	0.0	0
Strongly Disagree	0.0	0	0.0	0

Table 11. Barriers that hinder the effective Use of educational technologies

Q6. Barriers	Percentage (%)	(N = 650)
Lack of internet access	5.0	32
High costs of subscription	90.0	585
Lack of institutional support	5.0	32

Unfamiliarity with technology	0.0	0
Prefer traditional learning methods	0.0	0

8. Future Outlook

Most respondents expressed confidence that technology will continue to shape the field of medical education. Many supported the idea of gradually incorporating AI-based tools into formal teaching, viewing them as helpful additions rather than replacements for existing methods (see Table 12).

Table 12. Attitudes Toward EdTech and the Essentiality of AI.

	Q25. Integral Part (%)	(N = 650)	Q26. Urge for Ed. Tech (%)	(N = 650)	Q27. AI Essential (%)	(N = 650)
Strongly Agree	50.0	325	30.0	195	95.0	618
Agree	30.0	195	60.0	390	5.0	32
Neutral	20.0	130	10.0	65	0.0	0
Disagree	0.0	0	0.0	0	0.0	0
Strongly Disagree	0.0	0	0.0	0	0.0	0

Predictors of Behavioural Intention (Regression Analysis)

The regression model offered a clear picture of what shaped students' intention to use digital tools. Overall, the variables together explained 52% of the variation in behavioural intention ($R^2 = 0.52$, $p < 0.001$). Among the factors tested, Performance Expectancy ($\beta = 0.36$, $p < 0.001$) and Effort Expectancy ($\beta = 0.28$, $p < 0.001$) stood out as the most influential. Social Influence ($\beta = 0.19$, $p < 0.01$) and Facilitating Conditions ($\beta = 0.16$, $p < 0.01$) also contributed meaningfully. Emotional engagement showed a smaller but still positive effect ($\beta = 0.11$, $p < 0.05$), whereas cost and accessibility did not show a noteworthy impact.

Taken together, these results suggest that students' intention to use educational technologies is shaped largely by whether the tools seem helpful and easy to

handle, while encouragement from peers and institutional support adds further weight. This pattern is similar to what has been reported in studies on students' digital literacy and their Use of library-supported online resources.

Table 13. Pearson's correlation matrix among UTAUT parameters.

Parameters	PE	EE	SI	FC	EEg	ATU	CA	BC
Performance Expectancy (PE)	1.00	.55	.47	.51	.49	.53	.42	.45
Effort Expectancy (EE)		1.00	.50	.52	.54	.50	.40	.47
Social Influence (SI)			1.00	.48	.44	.46	.29	.35
Facilitating Conditions (FC)				1.00	.51	.52	.46	.44
Emotional Engagement (EEG)					1.00	.68	.49	.48
Attitude Toward Use (ATU)						1.00	.50	.51
Cost & Accessibility (CA)							1.00	.57
Barriers & Constraints (BC)								1.00

*Note: *$p < 0.01$ (2-tailed). Computed using SPSS v25.0.*

Discussion

This study provides us with a clearer picture of how MBBS students in Government Medical Colleges in Jammu & Kashmir engage with educational technologies. Their responses suggest that digital tools have become Part of their day-to-day academic work, often used alongside conventional teaching styles rather than replacing them. The preference for hybrid learning indicates that students see value in combining online flexibility with hands-on clinical instruction.

Performance expectancy had the strongest Influence on students' intention to use technology. This is consistently shown from earlier studies, such as the review by Lee et al. (2025), which tells us that tools perceived as genuinely useful are more likely to be adopted in medical education. Many students felt that digital platforms helped them plan for exams, revise complex material, and organize their study time more efficiently. Effort expectancy also played an important role, as most

students reported that they could manage these tools without much support. This echoes findings from studies on simulation-based learning, where clarity and interactivity reduce the cognitive burden on learners.

Social factors were also relevant. Students turn to classmates, senior peers, and teachers for advice on which tools to use, reflecting the Influence of informal learning networks within medical colleges. However, institutional conditions did not contribute as strongly. Several respondents pointed out the gaps in technical support, infrastructure, and integration of digital resources into the formal curriculum. These issues create a mismatch between student readiness and institutional preparedness, a challenge commonly observed in public-sector educational settings.

Emotional engagement added another layer to the adoption. Those Students who found digital tools enjoyable or stimulating tended to use them more often, which aligns with the broader recognition of hedonic motivation in UTAUT2. Their interest in VR, AI-driven platforms, and other immersive tools suggests an openness to more advanced forms of digital learning.

Cost, however, remains a significant obstacle. Unlike some international settings where infrastructure dominates the conversation, students in this study pointed to subscription fees as a major deterrent. This highlights the need for institutional licensing, subsidized access, and government support to ease financial pressure on learners.

The findings intersect with national initiatives such as the NDHM and recent NMC reforms, both of which stress digital competency and the integration of technology in medical training. Aligning local institutional strategies with these frameworks could help address long-standing disparities in access and support.

This study has some limitations also. The sample showed an uneven gender distribution, which may affect how well the findings generalize. High levels of agreement across several items may also point to social desirability bias. Finally, the cross-sectional design captures perceptions at a single point in time and cannot track changes in behaviour as students progress through their training.

Despite the above-mentioned constraints, the study reinforces the relevance of UTAUT and UTAUT2 in understanding technology adoption among medical students in India. Performance expectancy, ease of Use, peer influence, and emotional engagement consistently shaped how students approached digital tools. Addressing infrastructural and financial barriers will be essential for deeper and more equitable integration of technology in medical education.

These patterns also mirror the shifting expectations faced by academic libraries. As libraries move toward AI-enabled services, insights from EdTech adoption—such as the importance of personalization, interactivity, and social Influence—can guide the design of intelligent systems. Tools that offer adaptive recommendations or real-time support may encourage the same type of engagement observed in this study. For this reason, collaboration between libraries and educational institutions will be crucial in building digital environments that are accessible, supportive, and responsive to student needs.

Conclusion

This study examined how MBBS students in the Government Medical Colleges of Jammu and Kashmir make Use of educational technologies, drawing broadly on ideas from the UTAUT and UTAUT2 models to interpret their behaviour. What emerged from the responses is that these tools are no longer occasional add-ons; for most students, they have become an integral part of their everyday study habits. Many rely on online platforms to revise complicated material, organize their notes, and prepare for examinations, often treating them as an extension of classroom teaching. Their willingness to engage with these tools stems mainly from two impressions: first, that these resources genuinely help them perform better; and second, that the tools are straightforward enough to use without constant assistance.

Peer influence also played a noticeable role. Students often mentioned that they tried a particular app or learning site because a senior, classmate, or teacher suggested it. The emotional side of learning—feeling more involved, confident, or motivated while studying online—also shaped many students' decisions. These observations help explain why technology has gradually become Part of the study culture in these medical colleges.

At the same time, the study brings out several concerns. Students frequently described patchy internet access, lack of institutional guidance, and the financial burden of paid tools as obstacles that limited their Use of technology. Such issues create uneven access and make it difficult for all students to benefit equally. Addressing these gaps would require consistent improvements in college infrastructure, support desks that can help with technical problems, and collective licensing arrangements to reduce individual costs. Faculty engagement remains equally important, as students tend to adopt tools more confidently.

These findings sit comfortably within the broader shift in national policy. Both the National Digital Health Mission (NDHM) and the reforms given by the National

Medical Commission (NMC) require institutions to enhance their digital readiness and integrate e-learning more systematically. For medical colleges in Jammu and Kashmir, aligning with these frameworks would involve long-term planning, coordinated digital investments, and regular capacity-building programmes for educators.

This study has a few limitations. Since it focused only on Government Medical Colleges, its conclusions may not necessarily generalize to other regions or to private institutions. The gender imbalance in the responses and the tendency of many participants to express high levels of agreement also point to possible response bias. Future research could benefit from a more diverse sample and from following students over time to observe how their habits evolve.

The observations from this study also carry implications beyond medical classrooms. Academic libraries are becoming increasingly central to digital learning, and the habits students demonstrated, such as their reliance on online materials and their preference for flexible, hybrid modes of study, mirror what library users expect today. As the role of libraries is strengthened, it helps to expand access to digital resources, improve information literacy training, and curate open educational content that students can use without the financial stress. Insights from UTAUT can also support more thoughtful service design, from user-friendly interfaces to intelligent recommendation features.

With higher education moving toward AI-driven tools and personalised personalized learning systems, these findings become even more relevant. Students' comfort with hybrid learning, their openness to technology that adapts to their needs, and their reliance on peer networks all point to the kind of environment future academic libraries will need to support. Developing reliable, interactive, and accessible digital platforms could help recreate the positive learning experiences students reported in this study.

In essence, students in Jammu and Kashmir are ready and willing to integrate technology into their medical education. The challenge lies in ensuring that the institutional environment keeps pace with the changing needs. Along with coordinated planning, alignment with national policies, and active involvement from associated professionals, teachers and libraries, medical colleges in the region can move toward a more inclusive and digitally capable learning ecosystem.

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The Role of AI in Libraries: Now and Future

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ABSTRACT: This Article seeks to explore the prospects of Artificial Intelligence (AI) in enhancing library services. It highlights the role of AI in promoting inclusive accessibility and addressing the diverse needs of libraries and their users. At the same time, it emphasises how AI is making libraries inclusive to users with disabilities and marginalised communities. The paper highlights the role of assistive AI technologies, including chatbots and translation services, in transforming the landscape of libraries. Address the issues of algorithm bias, ethical and privacy concerns associated with the implementation of AI in libraries. AI implementation is essential to ensure the values of equity, diversity, and inclusion. The paper also discusses the need for AI training among library professionals, AI evaluation metrics, and mitigation strategies for algorithm bias. The paper concludes with recommendations and challenges, emphasising an AI-driven strategy for enhancing the library landscape and services.

KEYWORDS: Artificial Intelligence, assistive AI technologies, algorithm bias, ethical and privacy, AI evaluation metrics.

1. Introduction

AI has become an inseparable part of many industries, such as healthcare, finance, and transportation, as well as the economic sector; it has revolutionised the processes and procedures in these fields (Phokoye et al., 2024). It is crucial to be vigilant about the application of AI in the financial industry so that it does not discriminate against disabled people or other minority groups (Chemnad & Othman, 2024). AI offers incredible opportunities to address these inequalities and render patrons more inclusive and equitable. There are many ways that AI can be used to increase accessibility, including utilising its ability to personalise AI to make recommendations, automate tasks, and o automate repetitive tasks (Cox et al., 2018). The libraries are transforming a physical repository into a dynamic hub for digital scholarship and knowledge creation—AI Promises to transform the traditional library methods for both library professionals and users.

AI implementation offers both opportunities and challenges at the same time. It offers an unprecedented level of automation and personalises recommendations and insights. It also raises ethical concerns, including algorithm bias and the risk to user privacy.

2. Literature Review

Libraries have long served as critically important places for access to information, community engagement, and the encouragement of literacy. Nevertheless, individual members of the public, namely, persons living with disabilities, individuals from marginalised backgrounds or those residing in remote zones, could face challenges with access to the services (Ali et al., 2020). Artificial Intelligence in academic libraries offers the possibility of reducing the accessibility divide by making research literature accessible to persons with disabilities by providing alternative formats (text conversion services need to be offered) and support to assist in navigating complex research matters (Buetow & Lovatt, 2024). Moreover, AI embedment reflects democratic ideals of maximising the social value of library collections and spreading the intrinsic value of these institutions across all stakeholders (Haffenden et al., 2023). Libraries can utilise AI to further an inclusive agenda with targeted services for a variety of stakeholders. This could include providing culturally relevant content, making assistive technology accessible, and ensuring that spaces are welcoming and inclusive for all. Libraries should consider ethics when participating in local projects and write and speak publicly about ethical concerns in shared documentation and publications (Mannheimer et al., 2024). While AI-based systems can analyse users' data to provide personalised suggestions, recommend relevant content, and adapt learning to individual preferences, thereby increasing satisfaction and promoting lifelong learning. By critically examining the ethics and implications of AI in society, libraries can help ensure that the application of AI aligns with their values related to equity, diversity, and inclusion.

3. Research Objective

The importance of this study lies in its contribution to addressing the need for equity in valuable resources, such as libraries and information services, by effectively leveraging AI. How can AI play an active role in transforming the landscape and services of a library? The article aims to clarify the deployment of AI for inclusive access, as the multifaceted requirements of clients drive demand for practical

applications. In the present scenario, does the use of AI require ethical guidelines and policies related to AI? Does AI have the capability to affect the Education and literacy of a society?

4. Transforming Libraries with Artificial Intelligence

Libraries could serve as service owners, such as for data discovery and licensing, corresponding to their data stewardship roles (Cox & Mazumdar, 2022). Librarianship should integrate and understand the basics of human-controlled AI systems and technologies to achieve a desired outcome through their implementation. The need for carefully regarded AI systems is paramount for librarians and researchers who wish to efficiently and effectively negotiate AI implementation, including human monitoring to guarantee the integrity and quality of AI-generated material (Buetow & Lovatt, 2024). AI can also tailor suggestions to enhance the library experience, making it more innovative and valuable than just a simple book area (Kumar & Jyoti, 2024). AIs can also automate tasks such as replying to FAQs and supporting research (Liu et al., 2021). Fair access for people with disabilities and user privacy are issues that need to be addressed as AI becomes an integral part of libraries (Situmeang et al., 2024). The AI literacy of library staff and users is also necessary to ensure the ethical and practical use of AI tools (Vergara et al., 2024). Through the strategic application of AI, libraries can let go of their traditional grey areas and convert services to become more accessible, efficient, and value-creating to the people they aim to serve (Echedom & Okuonghae, 2021). It has the potential to contribute to our understanding of AI as a tool for social justice and access to information (Harry & Sayudin, 2023). AI is a tool that can provide 24*7 services to users in a personalised manner. While Library AI has the potential to revolutionise library services, the issues of literacy gaps and ethical concerns need to be addressed for the promise of AI to be fully realised in Education (Ekundayo et al., 2024; Vergara et al., 2024). By harnessing AI for the good in Education, we can create educational contexts in which our differences are appreciated and respected, and everyone is provided with equal opportunities to succeed (Ibrahim et al., 2023).

More research is needed to determine how AI-driven accessibility tools function in various library contexts and with different user populations, ensuring they are inclusive and culturally sensitive (AlTwijri & Alghizzi, 2024). To gain a comprehensive understanding of how AI affects K–12 education in the long term, researchers in subsequent studies should adopt a longitudinal research design. Population-based studies that consider differences in gender, age, and culture are required for designing more inclusive and effective AI tools (Azzam & Charles,

2024). AI application in Education should centre on enhancing learning and fostering individual growth for every learner (similar to the policy advice by UNESCO (Sienes & Sarsale, 2024).

AI is personalised learning that brings training to the student's rate and style of learning, and it could have significant implications for academic performance ("Global Educational Studies Review," 2020). Such artificial intelligence practices can provide students with disabilities with tailored support and resources, and consequently encourage a more inclusive learning environment. This AI technology can, of course, be tailored to the needs of each learner, who can advance at their preferred pace, leading to the success of learners with disabilities through personalised interventions and materials (Bayly-Castaneda et al., 2024).

5. Navigating the AI Landscape and Literacy

Concerns regarding the impact of AI tools on learning result in the risk that students may rely too heavily on AI tools, thereby not developing their critical thinking skills (Vergara et al., 2024). To compensate for the AI literacy gap, as far as students and their teachers are concerned, a basic understanding of generative AI should be provided to them, including an understanding of what it can and cannot do (Vergara et al., 2024). It is equally important to educate them on how to use these tools correctly, based on ethics, and to indicate that they derive from these principles, thereby ensuring their proper application (Vergara et al., 2024). This involves explaining to students how AI models work, their flaws, and the ethical issues that arise when data is provided to them (Sadeghpour et al., 2025). The Indian government is highly interested in harnessing the power of AI across various sectors. AI for All is a flagship initiative for AI Literacy. The upcoming India AI Impact Summit 2026 highlights the three sutras for shaping a sustainable AI future: People, Planet, and Progress. The responsible use of AI brings Welfare for all and happiness for all. The use of AI in libraries can transform a country's educational, literacy, and research outlook. The ethical guidelines and policies govern the use of an area that requires time and can utilise its capabilities positively in the larger public interest. Libraries should develop metrics to measure the impact of AI-powered accessibility and inclusion efforts. Such metrics should align with the Library's strategic goals and priorities. It can be used to monitor the system's development, identify areas for improvement, and understand how AI development benefits the Library. AI can leverage library services and accessibility to its resources as per the user's demand, as Merino-Campos (2025) emphasised the need for ethical principles and guidelines to use AI in responsible ways. This is because AI poses concerns related to privacy, security, and bias.

6. Artificial Intelligence, Library and Education

AI offers both possibilities and restrictions to the Library in the implementation of AI. The absence of modern infrastructure and the lack of trained staff are challenges that need to be addressed. AI prompts librarians to acquire new skills, specifically data analysis, machine learning, and AI ethics, in response to the introduction of AI technologies into their services. Another concern is the bias present in AI systems, which perpetuates existing inequalities and caters to some groups of people (Chemnad & Othman, 2024). Libraries have a stake in combating these biases and ensuring that our AI systems are fair, ethical, and accountable. In higher Education, GenAI tools may be used without students and educators having sufficient knowledge of the technologies underpinning these developments, which may affect their capacity to use the tools effectively and responsibly (Vergara et al., 2024). Worries about academic dishonesty, data privacy, and algorithmic bias remain, however, raising the stakes for thinking carefully about ethical considerations when AI enters the classroom. In addition, despite the deficient sampling and mis-trained generative AI models, the predictions are likely to exacerbate bias in educational achievement (Delello et al., 2025).

The academician should prepare a clear roadmap or strategy to teach AI literacy to the intended persons. AI can support Education and literacy. However, it depends upon the strategy and academic leadership (Ruiz et al., 2024). Focusing on the necessity of preparing educators to effectively employ AI tools, educational institutions can prevent AI from overshadowing the educational potential without diminishing the fundamental role of the educator (Merino-Campos, 2025). With the integration of AI into Education, teachers can enhance the learning environment, offer each student an equal opportunity to succeed, and support students with learning disabilities.

7. Conclusion

In nature, AI in library services presents a force to be reckoned with for change – a change that its potential can be and must be tapped in the quest for how we might better facilitate accessibility and inclusion, period – as in enabling fair access to information and resources for everyone. According to Massis (2018), AI technologies can effectively address algorithm bias and serve users with disabilities. It can also assist library professionals in library-related activities. The ethical use of AI, however, must consider the risks of biases, privacy concerns, and the need for transparency and accountability (Jeyaraman et al., 2023). If libraries

adopt an ethical stance, relinquish control to users, and maintain a learning mode, they may be able to utilise AI to serve learning, discovery, and community more inclusively and equitably (Roshanaei et al., 2023). The responsibility and challenge lie in aligning AI with core library principles, such as neutrality, privacy, fairness, and user-friendliness. AI algorithms are heavily based on a large amount of data, which often consists of personal/sensitive information (Sreelatha & Choudhary, 2023). The introduction of AI in English as a Second Language (ESL) classes has raised a flood of ethical issues among teachers, students, parents, school administrators, and other stakeholders (Sienes & Sarsale, 2024). These include an overdependence on AI that may exhaust students' ability to think critically and solve problems. AI-based applications have also raised concerns about data privacy (Barabino et al., 2020), algorithmic bias, and equitable access to educational opportunities (Magick, 2025).

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Reinventing Library Services with Artificial Intelligence Technologies

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ABSTRACT: The application of Artificial Intelligence (AI) technology is making a drastic change in the field of library and information science. This paper examines the evolving role of AI in transforming library services, including cataloguing, reference services, user behaviour analysis, and collection management. The Applications of artificial Intelligence in libraries are becoming pervasive through technologies such as Machine Learning (ML), Natural Language Processing (NLP), and Predictive analytics. The research also demonstrates how AI can establish new library services, increase efficiency, and customize user interactions. After reviewing the current research and assessing recent developments, the study analyses the influence of various AI technologies. The study aims to provide an unbiased assessment of the impact of AI on libraries.

KEYWORDS: Machine Learning (ML), Artificial Intelligence (AI), Natural Language Processing (NLP), Cataloguing, Classification, Automation, Predictive Analytics.

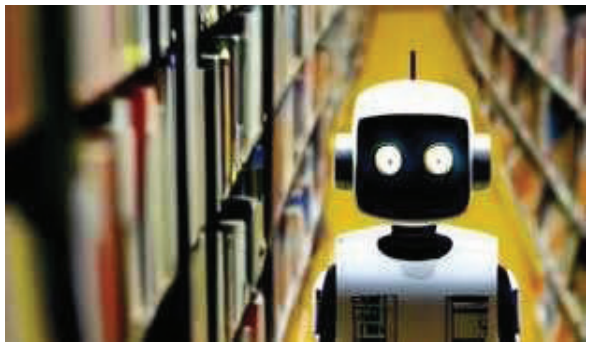
1. Introduction

The current and emerging technologies adopted by different libraries have made access easier. From traditional cataloguing methods to the latest E-databases and digital repositories, artificial intelligence tools have changed the face of libraries. It includes resource sharing, collection management and user engagement. As there is rapid growth in the field of AI, technologies including Machine Learning (ML), Natural Language processing (NLP), robotics, and data analytics are entering a stage ahead of information. AI technologies support librarians by reducing routine work, improving search and discovery facilities, and providing better opportunities for users to interact with the library. It also raises important concerns, such as algorithmic bias, data privacy, and transparency, as well as its impact on library staff. AI supports libraries in cataloguing, classification, information retrieval, digital preservation, user behaviour and relevant information automation.

Overall, in recent days, AI is becoming an essential part of libraries' development. AI also helps libraries remain active and innovative knowledge centres by combining

automation, enhanced user experiences, and intelligent data analysis. As libraries continue to adopt AI-based systems, they not only become more efficient but also change the way people access, understand, and use information in the digital age. The paper explores the applications, challenges, and benefits of AI in higher education library services. To address these challenges, artificial intelligence is now being integrated into the libraries of higher education systems.

2. Artificial Intelligence For Library Services



https://www.google.com



https://lens.usercontent.google.com/image

Artificial Intelligence (AI) is a special or sub-branch of computer science that focuses on creating intelligent machines and is used to perform tasks of human-like intelligence. This broad field of computer science includes learning, problem-solving, perception, and language understanding (Russell & Norvig, 2020).

AI-generated tools and technologies are developed to work on a variety of applications:

Machine Learning (ML)

Machine Learning (ML) is a subset of Artificial Intelligence. It is used in libraries to enhance services through automation, personalisation and for predictive analytics. The applications help libraries with digital preservation, collection development, virtual assistance and chatbots. This includes algorithms that predict user needs and recommend resources, thereby freeing up staff time.

Natural Language Processing (NLP)

Natural Language Processing (NLP) is an artificial intelligence capability used to understand human language. This is used in libraries to automate tasks, enhance resources for better accessibility, and improve user experiences. Applications like chatbots are used to handle user inquiries. Automated cataloguing and advanced search help users find relevant information more easily than a traditional search system. By using NLP libraries, you can manage unstructured data, extracting insights from text, and make the system more intuitive and effective.

Neural Networks and Deep Learning

Neural networks are fundamental to deep learning, serving as key tools in AI. These are used in libraries to implement applications such as content analysis, improved search, and user support. Deep learning helps libraries create systems that understand complex queries, provide structured answers, and suggest conceptual associations for research. This technology is a layered structure of interconnected nodes.

Robotics

AI-robotics are used in libraries to automate tasks such as book shelving, inventory management, and retrieving books, which support patrons in information retrieval and other services. Robots utilise RFID technology, computer vision, and artificial intelligence, enabling them to navigate shelves, scan items, and facilitate user interaction. Robots can scan books and update library records in real-time. It is also used in book digitisation.

Computer Vision

In AI, computer vision is used to perform tasks such as inventory management with the help of a robot that can reshelf books and perform shelf-reading. It also enhances digital archives by automatically adding metadata and annotations. An interactive system, such as smart displays, helps to enhance the user experience.

CV allows libraries to make resources more accessible and develop dynamic services for users.

Table 1: Summary of Practical AI Applications in Library Services

AI Application	Description	Benefits/Use	Challenges
Machine Learning	Predictive analytics and customised suggestions	Enhanced resource management and user experience	Issues with data quality and privacy
Natural Language Processing (NLP)	Enhances chatbots and search functionality	Better information retrieval and user inquiries	Needs ongoing maintenance and training
Computer Vision	Sorting books automatically and managing inventory	Enhanced effectiveness in managing physical resources	High initial expenses associated with installation
Robotics and Automation Systems	Reading shelves and retrieving materials	Enhanced speed and accuracy while performing physical tasks	Adaptation of Staff and users to robotic presence
Information Retrieval Systems	Enabling efficient, accurate, and user-friendly access to information.	Most relevant and meaningful information is quickly and accurately	Rapid growth of digital resources, diverse user needs, and technological limitations
AI-Powered Plagiarism Detection Tools	Detect plagiarism in students'/ researchers' submissions	Analyse similarity in research papers	Software requirements and staff training
AI-Assisted Digital Preservation Tools	Enable automated analysis, restoration, and monitoring of digital content	Protect rare books, manuscripts, and historical archives	Require advanced hardware, software, and trained staff

3. Integration of AI In Library and Information Science

The integration of AI in libraries supports the enhancement of the user experience and automation of tasks through personalised recommendations, chatbots, and

AI-powered search. AI integration also improves collection management by analysing data, helps preserve resources, and automates tasks such as shelving. However, it also requires careful consideration of ethical issues like data privacy and staff training. AI-powered chatbots can provide 24/7 virtual support to users at any time. AI analyses images and detects signs of deterioration. AI also analyses user behaviour and gives suggestions for relevant resources. These technologies can be at the cutting edge of technological advancement.

4. Recent Ai Applications In Library Services

The library's services are enhanced through the application of artificial intelligence (AI) in various areas, with a focus on cataloguing and classification, information retrieval, user services, and collection management. This section examines the primary areas where AI is currently being applied in libraries.

4.1 Classification and Cataloguing System

Traditional methods of classification and cataloguing are now evolving with the aid of AI-driven technologies, which enhance accuracy and efficiency.

1. Automation in cataloguing systems

The Online Computer Library Centre (OCLC) has developed an AI-based cataloguing system that automatically generates metadata for library resources (Biswas, 2018). Algorithms in machine learning are utilised by these systems to process large volumes of data, thereby reducing the time and effort required for traditional cataloguing methods (Padhi & Nahak, 2019).

2. AI-driven classification algorithms

Machine learning techniques are employed by The Library of Congress to assist in subject heading assignment, demonstrating the potential for AI in complex classification tasks (Smith et al., 2020). Advanced algorithms provide accuracy and consistency in classification, making it easier to search for relevant materials (Bade & Kumbhar, 2022).

3. Automated tagging and Indexing

Tagging and Indexing systems are generated automatically by using AI. It improves resource discovery. For example, the British Library has implemented AI-powered systems for tagging and categorisation (Cox et al., 2021).

4.2 Information Retrieval

To make effective and intuitive AI, information retrieval systems are being enhanced.

1. Natural language processing (NLP) for search queries:NLP enables users to search for information using natural language, enhancing the search experience by understanding the intent and context behind queries (Wu et al., 2021). A NLP-powered chatbot has been implemented by The New York Public Library, which can assist users in finding resources using conversational language (Chen & Wang, 2023)

2. AI-enhanced search engines: By enhancing the overall experience, these search engines strengthen AI to provide more accurate and relevant search results (Li et al., 2022). For instance, the Harvard Library has integrated an AI-powered discovery system which learns from user behaviour to improve search results (Johnson, 2023).

3. Semantic search capabilities: AI-driven semantic search works for keyword matching to understand the context and meaning of search queries, providing more relevant results (Kumar & Sheshadri, 2019). To enhance the retrieval of biomedical literature, the National Library of Medicine's PubNed system utilises AI-powered semantic search (Roberts et al., 2022).

4.3 User services

Nowadays, AI is transforming user services in libraries to offer personalised and efficient support.

1. **Virtual assistants and Chatbots:** AI-driven chatbots and virtual assistants offer 24/7 customer service with real-time assistance. Libraries use these tools to provide quick support, assist their users, respond to queries, and direct them to available resources and services. The University of Oklahoma libraries have implemented "Bizzy," an AI chatbot that answers user queries 24/7 (Akerkar & Otto, 2021).

2. **Personalised recommendations:** AI-powered recommendation systems are the most beneficial application. These systems are based on user preferences, which utilise collaborative filtering and content-based filtering algorithms to analyse user behaviour, preferences, and past interactions, eventually generating tailored recommendations for books, articles, and multimedia resources. The Toronto Public Library uses an AI-driven recommendation system that suggests books based on users' borrowing history and preferences (Yu et al., 2021).

3. **Adaptive learning systems** utilise AI to tailor learning content to a user's skills, progress, and preferences. In libraries, these systems can suggest learning pathways, adjust difficulty levels, and provide customised study tables. The MIT Libraries have implemented an AI-based system that tailors research guides and tutorials to individual student needs (Massis, 2022)

4.4 Collection Management

AI is revolutionising collection management practices in libraries:

1. **Predictive analytics for collection management:** AI utilises predictive analytics to analyse circulation data, usage trends, user preferences, and historical patterns to forecast Budget allocation, future requisitions, weeding requirements, and demand for materials.

Libraries can make data-driven decisions to build more relevant, cost-effective, and user-centred collections.

2. **AI in digital preservation:** AI is transforming digital preservation by making it more efficient, accurate, and sustainable. Through automated restoration, metadata extraction, predictive maintenance, and continuous monitoring, AI helps libraries safeguard cultural, historical, and academic materials for future generations**.**

3. **Automated collection analysis:** AI tools analyse entire library collections to identify usage patterns, duplicate resources, outdated materials and overused items, which helps librarians to plan for acquisitions, optimise storage, and manage collection development (Lo & Vitale, 2024). An AI system is used by the University of California for collection usage, information resource allocation, and acquisition strategies (Henderson et al., 2023).

5. Advantages of AI In Libraries

The integration of Artificial Intelligence (AI) in libraries offers numerous benefits that enhance user experience, operational efficiency, and service delivery. This section examines the main advantages of implementing AI in libraries, with an emphasis on increased productivity and efficiency, improved user experience, cost-effectiveness, and innovation in library services.

5.1 Improved Efficiency and Productivity

AI technologies especially improve productivity and activities of the library:

1. **Automated routine task**s: AI systems can automate repetitive tasks such as data entry, cataloguing, and basic customer service inquiries, allowing library staff to focus on more complex and value-added activities (Cox et al., 2021). For example, the University of Rhode Island Libraries has reported that the reduction in time spent on routine cataloguing tasks was 30% after implementing an AI-powered cataloguing system (Johnson & Smith, 2023)

2. **Rapid Information Processing:** AI algorithms enable better resource management and also decision-making because they can process and analyse massive amounts of data more quickly than human operators. After implementing an AI-driven collection analysis tool, The New York Public Library was able to reduce the time required for a complete collection review from months to weeks.

3. **24/7 Service availability:** AI-powered chatbots and virtual assistants provide round-the-clock service, assisting user queries by providing information outside of library hours (Asemi et al., 2020). After implementing the AI chatbot "Bizzy", the University of Oklahoma Libraries reported a 40% increase in user engagement. (Akerkar & Otto, 2021).

5.2 Enhanced Use Experience

AI technologies greatly enhance the library user experience:

1. **Personalised recommendations:** The Toronto Public Library's AI-driven recommendation system increased user engagement with recommended materials by 25% (Yu et al., 2021). AI algorithms analyse user behaviour and preferences to offer tailored recommendations, enhancing resource discovery and utilisation (Cao et.al., 2022)

2. **Improved search functionality:** AI-powered search engines provide more accurate and better results, making it easier for users to find the required information (Wu et al., 2021). The Harvard Library has implemented an AI-powered discovery system, resulting in a 35% increase in search results and user satisfaction (Johnson, 2023).

3. **Adaptive learning support:** AI-driven adaptive learning systems provide personalised experiences, adjusting to individual learning styles and user needs (Wang & Zeng, 2021). After implementing an AI-based adaptive learning system for information literacy instruction, the MIT Libraries reported a 20% improvement in student research skills (Massis, 2022).

5.3 Cost-Effectiveness

Implementation of AI can result in remarkable cost savings for libraries:

1. **Reduction in manual labour cost:** AI can reduce the need for manual labour, leading to cost savings in staffing through the automation of routine tasks (Fernandez, 2024). After implementing AI-driven automation for the technical services department, the Singapore National Library reported a 15 % reduction in operational costs.

2. **Optimised resource allocation:** Predictive analytics driven by AI can help libraries allocate resources more wisely, reducing waste and increasing productivity. The AI-powered collection analysis system at the University of California Libraries reduced unnecessary duplicate purchases by 10 % across their distributed system.

3. **Energy Efficiency:** By reducing environmental impact and generating financial savings, AI systems can enhance energy efficiency in library buildings. The Seattle Public Library reduced its energy expenses by 20% by utilising an AI-controlled HVAC system.

6. Challenges and Limitations

6.1 Ethical Concerns

Implementing AI requires well-planned, transparent, and ongoing monitoring. Libraries must balance technological advancement through user rights, fairness, and professional responsibilities to ensure that AI is used safely, ethically and inclusively.

6.2 Technological Barriers

Technological barriers slow down the adoption of AI in libraries due to weak infrastructure, lack of technical expertise, integration difficulties, and requirements for high

Computation and challenges in cybersecurity. Addressing these issues requires investment in digital infrastructure, training and robust technical support.

6.3 Resistance change

a) Staff Adaptation:

- Adopting AI-driven systems, library staff may be hesitant to assist due to concerns about job displacement or a lack of technical skills.
- AI implementation may become successful with the help of comprehensive training programs and change management strategies.

b) User Acceptance

- Users from some libraries may prefer traditional human interaction or feel uncomfortable with the services of AI-driven technology.
- The libraries are required to balance the implementation of AI, which can maintain personalised and human-centric services.

6.4 Reliability and Accuracy

Reliability and accuracy are significant issues in the services of AI-driven technology. As AI can improve speed, efficiency, and discovery, it can also mitigate algorithmic errors, poor-quality data, and technical inconsistencies, which can affect users' trust and the overall effectiveness of library operations. Overall, a balanced approach combining AI automation and human oversight is essential.

6.5 Cost and Resource Allocation

Implementing AI in libraries requires a significant financial investment. Costs include compliance AI software and hardware, high-speed network infrastructure, cloud storage, hiring technical experts and staff training programs.

6.6 Legal and regulatory Compliance

Libraries must comply with multiple legal frameworks when using AI, such as data protection and privacy laws, Copyright and intellectual property regulations and licensing of digital content.

7. Future Developments In Ai And Implications

There is rapid growth in AI technologies, which transform service models across sectors and impact information ecosystems. The following are the parts of potential future developments using AI and their implications for libraries:

- ✓ Advanced Natural Language Processing (NLP)
- ✓ Augmented and Virtual Reality Integration
- ✓ Personalisation and Predictive Analytics
- ✓ AI-Based Metadata and Knowledge Organisation
- ✓ Ethical AI and Explainable Systems
- ✓ AI-Powered Conservation and Preservation
- ✓ Collaborative and Federated AI Systems

8. Implications for Libraries

i. **Enhanced Service Delivery:** Libraries offer personalised experiences, Faster searches, Smart recommendations and 24/7 AI-based help.
ii. **New Skill Requirements:** Library professionals must learn Data analytics, AI tools and Digital preservation techniques.
iii. **Evolving Roles of Librarians:** Librarians shift from traditional cataloguers to digital curators, from manual search guides to data literacy educators, from System managers to AI supervisors.
iv. **Improved User Engagement:** AI encourages Interactive learning, personalised reading paths, and enhanced digital literacy
v. **Higher Operational Efficiency:** Automation reduces Repetitive work, cataloguing delays and Resource mismanagement.
vi. **Increased Dependence on Technology:** Libraries primarily rely on digital infrastructure, cloud-based systems, and automated workflows, which heightens the need for backup, technical support, and training.
vii. **Ethical and Governance Responsibilities:** This includes establishing fair access, protecting user data, and utilising transparent AI in libraries.

9. Conclusion

The integration of artificial intelligence in library services represents a significant shift in how libraries operate and serve their users. This study examines several AI applications in library systems, highlighting benefits such as increased efficiency, cost-effectiveness, and innovative services, while also pointing to significant drawbacks, including ethical issues, technological challenges, and resistance to change. AI certainly has the potential to enhance library services despite these challenges. More intelligent personalisation, predictive services and seamless integration of digital and physical resources are among the upcoming innovations. To fully leverage AI, libraries must adopt a strategic approach. Ultimately, AI integration can significantly improve library services, increase their efficacy, accessibility and importance in the digital age. However, the acceptance of AI must be supported by a critical perspective that prioritises the needs of users, addresses moral dilemmas, and upholds the core values of librarianship. Utilising AI technology will be essential for libraries' continued growth and development.

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Emerging AI Innovations in Library and Information Services

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ABSTRACT: The Application of Artificial Intelligence (AI) is a Stimulating process in changing Classical Library operations, user interaction, and Management Information in the new era of automation. This research aims to investigate the theoretical and conceptual basis for the use of AI in Libraries, to achieve enhanced Library efficiency, a more effective library system, and advanced management through the application of AI technologies. It also studies the Impact of automated service Personnel and the new skills required in the field of data science. This paper also builds on post–humanism, technological determinism, and human–user and automated system interaction by suggesting that AI in Libraries serves to enhance the efficiency of operation and dissemination of Information. More than 60% of AI technologies have been integrated with the growth of AI-based user interfaces and content delivery systems.

This study provides a framework for exploring the transformative potential of AI as a means of Library support, which could also lead to potential harm and guide us towards an ethical and user-centred tomorrow in automated library services and library systems.

KEYWORDS: Artificial Intelligence (AI), Library Services, NLP, Machine Learning, Chatbot, Literature Review, Library Automation, User Experience,

Introduction

The Assimilation of Artificial Intelligence into Library Services makes a transformation shift in operation of Libraries, not only making them more efficient, but also more acknowledging to the needs of users in real time as the automation of AI throughout a broad Spectrum of Library functions and also user interaction to the data management and personalize recommendations, which universally support the modernization in Library operations by utilizing the technology artificial intelligence.

The application of AI in Libraries is not only reshaping Libraries, but it also contributes to the broader Societal transformation by uniting the gap between technology and Information accepted.

With an AI-driven systematization of tasks such as classification, Cataloguing, and user engagement.

Application of AI such as Chabot's like Libby ad Askus provides customer support like answering the queries, helping the users and assisting digital access and transforming Libraries highly responsive, AI upgraded learning environment as a trend that reflects a broader shift in the integration of AI across domains like health care, finance and retail where AI reshaped customer service, operate data processing and decision making capabilities on human intervention.

AI-driven tools, such as IBM Watson, are used to analyse medical records and predict patient outcomes, paralleling AI's role in libraries to process vast amounts of data more relevant to the retail sector.

Literature Review on AI Applications in Libraries

1. Historical Studies examined the role of AI in Library and Information Science by identifying key techniques, including expert systems and language processing.
2. The Highlights of Recent Literature highlight the benefits of AI in automating Cataloguing, enhancing user interaction, and improving collection management.
3. To determine which AI techniques are most useful in Libraries, Asemi and Asemi (2018) used exploratory factor analysis with four criteria: expert systems, recommender and decision support systems, intelligent data mining systems, and systems for processing national language

Objectives

- To study the role of AI in enhancing library services.
- To observe how AI contributes to achieving SDGs.(Sustainable Development Goals)
- To classify AI-driven sustainable solutions for library management

Significance of AI

Significance of AI in the modern library ecosystem, focusing on its potential to automate services and improve user experience. The importance of Artificial Intelligence in the contemporary library ecosystem is becoming increasingly apparent as libraries across the world. AI technologies to automate the services, streamline the workflows, and enhance user experience with AI's potential to revolutionize the way libraries function an engage with patrons, AI –driven resource

discovery systems, such as the university of Michigan searches across large-scale databases, enabling students and researchers to locate relevant academic materials while enhancing the Library's AI Chabot's, like those implemented by the Toronto Public are now being employed to automate routine tasks like answering general inquiries by assisting with catalog searches.

AI-powered systems, such as Ex Libris' Alma library management software, are automating processes like acquisitions and resource management. AI 's role in improving accessibility cannot be overstated, with AI-powered tools such as text-to-speech and speech-to-text systems, automatic translation, and optical character recognition (OCR) helping to bridge the accessibility gap for users with disabilities.

The role of AI in shaping the future of libraries into a more efficient, responsive, and manageable environment for staff and users alike, spotlighting the broader transformative scope of the word 'AI' itself in the library ecosystem, as it returns conventional workflows and elevates service delivery in an enhanced light.

Strategic Transforming of Library Services

AI is streamlining internal Library operations to emphasize their expertise on high

-value communities.

AI digitizes tasks such as cataloguing and Data migration, which improves the consistency of resource planning and liberates librarians for more critical tasks.

Libraries can acquire materials that align with existing community interests and needs, and adjust resource allocation accordingly.

AI can assist researchers with complex tasks, such as citation analysis, Literature Reviews, and Data Mining, and inspire them with sophisticated analytical capabilities.

Merits of AI in Library Services

1. **Natural Language Processing**: NLP allows the Libraries to understand and respond to user queries in a human-like manner. Chatbot with NPL can also engage in conversational interaction, making it easier for users to find the Information.
2. **Amplifying Information Retrieval**: AI has revolutionized the users' ability to identify the Library resources, advanced search algorithms, and relevant materials more efficiently

3. **Machine Learning**: Machine learning can evaluate a wide range of data collections by identifying structures and trends that might be invisible to human Librarians. This also helps libraries organise and recommend resources more effectively in specialised areas.
4. **Personalised User Experience**: AI enables the Libraries to provide a highly personalised user experience. By assessing user behaviour and preferences, Libraries can customize recommendations, notifications, and interfaces to ensure that users' interactions with the library are tailored to their needs and interests.
5. **AI** – Reference Services: AI can augment reference services by providing instant answers to queries and assisting Librarians in research tasks.

Demerits of AI in Library Services

1. **Algorithmic Bias**: Since humans create Algorithms, they may unintentionally reflect existing biases. This may lead to biased search results, raising questions about fairness and objectivity. Addressing algorithm bias is a significant concern when deploying AI in information services.
2. **Data Security Risk**: AI relies on collecting and analysing vast amounts of sensitive user data, raising significant concerns about privacy, data security, and the potential for misuse.
3. **High Cost and Digital Divide**; The initial investment in AI software, hardware and necessary technical infrastructure is prohibitively expensive for smaller or underfunded Libraries, exacerbating the digital divide.
4. **Need for Training and Job Change**: AI requires significant investment in staff training in AI Literacy and ethics. There is also a concern about the displacement of Library workers whose roles become automated.
5. **Lack of Skilled personnel**: Implementing AI systems requires specialized skills that are often lacking in Library settings. By training staff in AI technologies demands considerable time and financial Resources. Still, in India, many Libraries already operate under tight budgets and face competing priorities, making it more challenging to invest in expertise.

Conclusion

The Combination of AI with technologies like Virtual Reality (VR) and Augmented Reality (AR) creates engaging chatbots. AI-driven chatbots and virtual assistants enhance user interaction by answering queries, providing recommendations, and guiding users to resources. AI system links with RFID and barcode scanning

technologies to observe material continually continuously and boasts feature that predicts future demand to allow for proper collection management, while ensuring that patrons always have to access to timely collection of high-demand items furthermore, the AI-enabled inventory system can identify automatically displaced or missing items, through the combination of RFID tags as well as machine learning-based tracking algorithms, thereby increasing inventory records accuracy and reducing the need for labor- intensive manual checks, for example at the university of Sydney, the deployment of AI-driven tools ensure near-real-time tracking of physical and digital resources.

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Representing the Literature on Artificial Intelligence in Academic Libraries: A Mixed-Methods Approach

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ABSTRACT: An academic library is a vital educational resource in the realm of higher education. Artificial Intelligence is the technology that enables machines to have the abilities to plan, learn, reason, solve problems, move, and be creative to some extent. The purpose of this investigation is to examine the impact of artificial Intelligence (AI) on academic libraries. Researchers searched the Scopus database, yielding a set of 89 publications. Searches were conducted in the Second week of October 2025. A mixed-methods approach was employed in this study. The results show an uneven growth in the quantity of publications. The majority of researchers have authored just one paper each. The articles are highly concentrated in a small set of core journals. A typical core-periphery pattern exists, with a small number of institutions contributing a significant volume of articles, while a broad base of institutions contributes only one article each. The USA leads significantly (~33%), indicating the most research activity on AI in academic libraries among the listed countries. This result also shows that the Application of AI in academic libraries is becoming more popular. These consequences included collection management, innovative library services, and enhancements to the user experience. The present study could assess readiness for AI adoption and design AI-enhanced services in academic library systems.

KEYWORDS: Artificial Intelligence, Academic Library, Chatbot, AI Literacy, Assistive technologies.

1. Introduction

An academic library is a vital educational resource in the realm of higher education. There has been growing interest in the Application of Information and Communication Technologies (ICTs) for the effective utilisation of academic libraries in the higher education system (Naidu, 1989). The most significant leap in today's digital evolution lies in the integration of artificial Intelligence (AI) in every sphere of our lives. It stands out as one of the most promising and impactful technologies of our time. John McCarthy of MIT first proposed the term 'artificial intelligence' at the IBM-sponsored workshop at Dartmouth, New Hampshire, USA, in June 1956. Machines that imitate some features of human Intelligence, such as perception, learning, reasoning, problem-solving, language interaction and creative work (UNESCO, 2022). In a nutshell, Artificial Intelligence enables

computers or machines to become intelligent, much like human beings, in order to find solutions to complex problems (Omame & Alex-Nmecha, 2020).

The numerous applications of AI technologies in libraries have already been the subject of extensive investigation. Hsieh and Hall (1989) traced the definition and background of AI along with related literature in 'Library Literature' and concluded that AI systems have made "only a minor impact" in libraries. According to Liu (2011), in her comprehensive literature review on the utilisation of intelligent agent technology in the library environment, both AI and librarians need to reinforce each other to provide the best service to patrons. In recent past, several researchers' have stressed the significance of using diverse study approaches to comprehend how artificial Intelligence affects library services in general (Shahzad et al., 2025; Barsha & Munshi, 2023; Cox & Mazumdar, 2022; Das & Islam 2021; Gul & Bano, 2019) and a few studies highlighted quantitative analysis on AI applications in academic library system in specific (Islam, 2025; Hussain & Ahmad, 2024). The present study was conducted to guide the adoption of AI in academic libraries moving forward. Furthermore, in the academic library context, no mixed-method approaches have been explicitly applied so far.

1.1 Objectives

The specific objective of the present study addresses the following aspects:

- To analyse the research trends throughout time.
- To study the most productive authors;
- To identify the most significant source journals;
- To recognise the most prolific institutions;
- To find out the leading countries;
- To explore the co-occurrence network of keywords;
- To detect the areas where AI applications are being implemented in academic libraries.

2. Research Methodology and Scope of the Study

The most well-known and inclusive bibliographic database, Scopus, was used to gather source information for this literature review. Searches were conducted in the Second week of October 2025. A mixed-methods approach was employed in the study, which focused on analysing findings from a systematic evaluation of publications on AI use in academic libraries indexed in the aforementioned database between 2011 and 2025.

Table 1: Database search result

Database	Search Term	Result
Scopus	(KEY (“Artificial intelligence” OR “AI”) AND KEY (“Academic Librar*”)) AND PUBYEAR > 2010 AND PUBYEAR < 2026 AND (LIMIT-TO (DOCTYPE, “ar”)) AND (LIMIT-TO (LANGUAGE, “English”)) AND (LIMIT-TO (PUBSTAGE, “final”))	89

The bibliographic records of all retrieved publications were downloaded into Microsoft Excel. To create and visualise bibliometric maps, the VOSviewer programme, developed by Nees Jan van Eck and Ludo Waltman, was employed.

3 Findings and Discussion

3.1 Distribution of articles by years of publication

According to the distribution of chosen publications by year of publication, the initial studies were released in 2017.

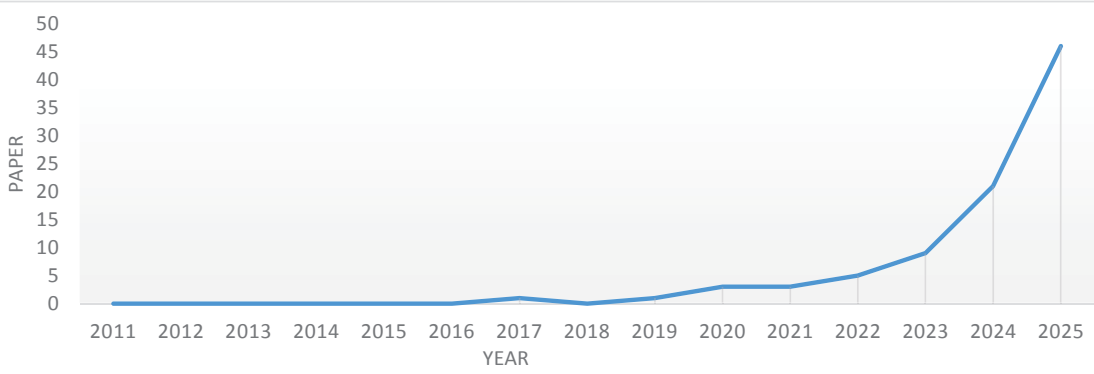


Fig. 1: Year-wise distribution of papers

From 2011 to 2016, the frequency remained at zero, indicating no recorded occurrences during this period. From 2017, low but sporadic activity began, with most years having zero or one occurrence. The growth pattern in your data from 2017 to 2025 is non-linear, showing a transition from minimal and inconsistent change to rapid, accelerating growth in recent years.

From 2020 onward, the data reflect rapidly compounding increases, especially after 2022, with annual growth often over 100%. The steep increase post-2020 may indicate a systemic change, such as the adoption of technology, the impact of policy, or the acceleration of social phenomena.

3.2 Author-wise Distribution of articles

The authorship pattern for AI research in academic libraries from 2010 to 2025 demonstrates a highly dispersed authorship, with most authors contributing only one paper, and only a handful showing repeated contributions. Only one author, Michalak, R., is notably prolific with five publications. A small group (about 11 authors) have written 2 or 3 papers each, including Gyesi, K. (3), Ahmad, S., Al-Fadel, M., Amponsah, V., Ankamah, S., Cox, A.M., Duncan, A.S.P., Hamad, F., Hervieux, S., Lo, L.S., and Wheatley, A. The overwhelming majority of contributors (over 85%) have authored just one paper each. Such a pattern suggests that AI in academic libraries is attracting diverse, globally distributed scholarly interest, but does not yet feature dominant research leaders or consistently high-output teams.

3.3 Distribution of articles by Journal

The present study demonstrated a pattern of distribution of papers in forty (40) journals. It has been shown that mostly one or two articles are published in a wide range of journals (Table 2).

Table 2: Source-wise distribution of papers

Source Title	Frequency	%
Journal of Academic Librarianship	18	20.22
Journal of Library Administration	6	6.74
Library Hi Tech News	5	5.61
Library Trends	5	5.61
Proceedings of the Association for Information Science and Technology	5	5.61
Information Development	3	3.37
Journal of the Australian Library and Information Association	3	3.37
Library Hi Tech	3	3.37
Others (32 nos.)	≤ 2	46.1

Out of 89 articles, 18 are in the Journal of Academic Librarianship, making it the clear primary outlet for work on AI in academic libraries. A small group of journals (those with 3–6 papers, such as Journal of Library Administration, Library Hi Tech News, Library Trends, and Proceedings of the Association for Information Science and Technology) together contribute a significant share (~34%) of the

remainder. After the top tier, there is a middle tier of sources that publish two papers each (for example, Discover Artificial Intelligence, Library Management, Journal of Librarianship and Information Science, and several others). Each of these contributes a modest (~20%) but visible share.

3.4 Institution-wise Distribution

The distribution of article contributions across institutions in the dataset shows a concentration of outputs from a few institutions, with many others contributing only one article each. Four institutions contributed four or more articles each, totalling 17 articles. These institutions include Goldey-Beacom College (5 articles), The University of Sheffield (4), the University of South Africa (4), and Imam Abdulrahman Bin Faisal University (4). Two institutions contributed exactly three articles each, totalling six articles. These are the University of Ghana and The University of New Mexico.

Table 3: Institution-wise distribution of papers

Affiliation (Institution)	Frequency	%
Goldey-Beacom College, USA	5	5.61
The University of Sheffield, UK	4	4.49
University of South Africa, South Africa	4	4.49
Imam Abdulrahman Bin Faisal University, Saudi Arabia	4	4.49
University of Ghana, Ghana	3	3.37
The University of New Mexico, Mexico	3	3.37
Others (118 nos.)	≤ 2	74.18

Ten institutions contributed two articles each, resulting in a total of 20 articles. Examples include the Université McGill, Arizona State University, the University of Warsaw, and the University of South Florida, among others. This pattern indicates a core of a few prolific institutions driving much of the research output on artificial Intelligence in academic libraries, alongside broad, dispersed participation by many other institutions that contribute less frequently.

3.5 Country-wise distribution of the studies

The geographical distribution of the data reveals an intense concentration of activity in the United States, with moderate representation from the United Kingdom, China, Ghana, Nigeria, Saudi Arabia, and South Africa.

Table 4: Country-wise distribution of papers

Country	Count	%
United States	27	30.33
United Kingdom	7	7.86
China	6	6.74
Ghana	6	6.74
Nigeria	6	6.74
Saudi Arabia	6	6.74
South Africa	5	5.61
India	4	4.49
Canada	3	3.37
Germany	3	3.37
Norway	3	3.37
Others (30+)	≤ 2	14.64

The United States accounts for about 33% of the data, making it the clear leader. Other significant countries include: the United Kingdom (~8%), China (~7%), Ghana (~7%), Nigeria (~7%), Saudi Arabia (~7%), and South Africa (~6%). The remaining countries each contribute between 1% and 4% of the results, reflecting a broad but less intensive global engagement (Table 4). This distribution suggests the phenomenon is global but remains unevenly developed, with clear regional hubs of activity and widespread low-intensity engagement elsewhere.

3.6 Keywords used in the selected articles

After collecting the keywords from the 89 chosen articles, 288 unique keywords were found. Two hundred forty-five of them only occurred once, whereas the remaining 43 keywords made multiple appearances, accounting for almost 53% of all occurrences. The keywords "academic libraries" (55) and "Artificial Intelligence" (54) were ranked as the first two most frequently used keywords. The following three most popular keywords were academic librarians (11), Generative AI (11), and Machine learning (10), respectively.

Figure 2 shows the keywords used by authors to identify the effects of AI on academic library services. It provides insights into considering the keywords used in the area of AI.

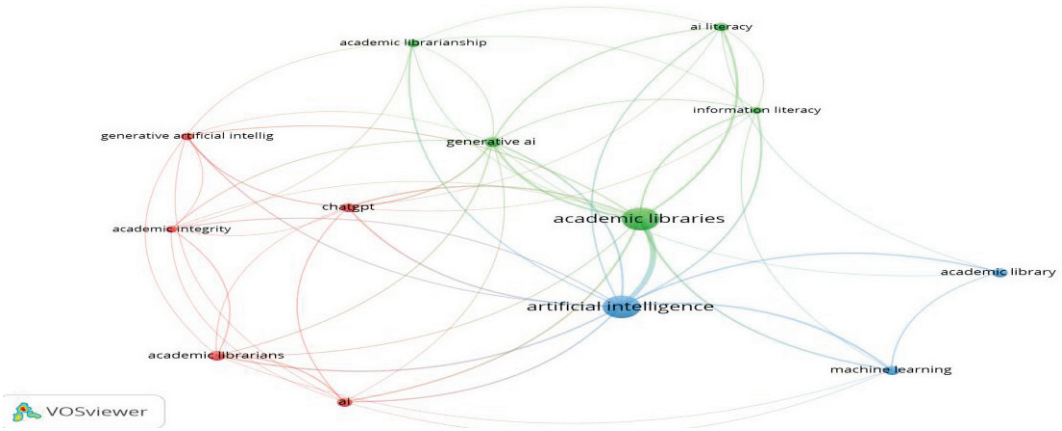


Fig. 2: Co-occurrence network of keywords

3.7 Key Domains for the Application of Artificial Intelligence in Academic Libraries

Artificial Intelligence (AI) is reshaping academic library ecosystems by influencing the ways collections are managed, services are delivered, and user experiences are created. Across the literature, three overarching thematic domains emerge: **(1) Collection Management, (2) Innovative Library Services,** and **(3) Enhancement of User Experience.**

3.7.1 Collection Management

AI is transforming traditional collection practices by enabling automation, prediction, and deeper data-driven decision-making (Huang, Cox, & Cox, 2023). Articles focused on cataloguing and metadata highlight the growing use of machine learning for automatic classification, natural language processing for subject analysis, and knowledge graphs for semantic connections (Bagchi, 2025; Ogungbenro et al., 2025; Giannopoulou & Mitrou, 2020). These tools enhance efficiency while enriching metadata, enabling more precise discovery.

AI-powered collection analytics—using models such as AdaBoost or BERT—bring new capabilities to usage forecasting, demand prediction, and cost-effective item-level analysis.

(Gyesi, Amponsah, & Ankamah).2025; Nogueira, 2025). As libraries manage increasingly complex digital ecosystems, AI supports scalable digital curation, including e-resources, institutional repositories, and multimodal content (Lo, 2023).

A notable shift is toward **algorithmic discoverability**, where AI-enhanced search platforms, recommender systems (Lo, 2023), and multilingual corpora broaden access (Mosha, 2025). However, ethical concerns arise regarding transparency (Bubinger & Dinneen, 2024), algorithmic fairness, and "black-box" decision-making (Bøyum & Khosrowjerdi, 2025). Despite these concerns, the literature suggests that AI-driven collection management is crucial for future-ready libraries, enabling both precision and personalisation.

3.7.2 Innovative Library Services

The second central theme involves the transformation of library operations and services. A dominant strand of research concerns AI-powered chatbots and conversational agents—systems that extend reference services, enable 24/7 assistance, and support instructional programs (Kaushal & Yadav, 2022; Lappalainen & Narayanan, 2023; Nawaz & Saldeen, 2020; Rodriguez & Mune, 2022; Yan, Zhao & Mazumdar, 2023; Aguiñaga et al., 2025; Vogus, 2023; Yates et al., 2025)

AI also drives the development of smart libraries, where sensor networks, automation systems, robotics, and intelligent management tools support service delivery (Hamad, Elfadel & Fakhouri, 2023; Duncan, 2025; Cox, Pinfield & Rutter, 2019). This includes automated circulation systems, AI-enabled space management, and robot-assisted customer service (Yates et al., 2025). Here, AI acts not merely as a tool but as a collaborator, integrating with broader digital transformation agendas.

The literature also emphasises AI's instructional role, identifying academic libraries as central actors in developing AI literacy, digital citizenship, and ethical awareness among students and faculty (Akakpo, Ahardy & Kumankumah, 2025; Chatikobo & Pasipamire, 2024; Crabtree, 2025; Elsayed & Mohammed Abusharhah, 2025; Miltenoff, 2024; Ru & Tang, 2025). Librarians are increasingly responsible for teaching prompt engineering (Lan, 2024), identifying and correcting AI hallucinations (Watson, 2024), guiding ethical use of generative tools (Michalak, 2023), and supporting research workflows (Pritting et al., 2025; Yang et al., 2025).

3.7.3 Enhancement of User Experience

AI significantly contributes to enhancing how users discover, access, and interact with library services. Studies show that AI-enhanced search systems, personalised recommendation engines, and natural language interfaces create more intuitive discovery experiences (Amzat & Adewojo, 2023; Arlitsch & Newell, 2017). AI's

ability to interpret user intent, adapt to user behaviour, and personalise content helps overcome traditional barriers to information access.

Accessibility and inclusion also emerge as significant concerns. AI tools support multilingual access, assistive technologies (Cleverley, 2024), contactless services, and adaptive interfaces for users with disabilities (Molaudzi & Marutha, 2025). User perception research reveals mixed emotions toward AI, ranging from excitement and convenience to anxiety, mistrust, and concerns about job displacement (Gültekin & Kavak, 2025). Libraries respond by promoting AI literacy (Ru & Tang, 2025), ethical guidance (Bubinger & Dinneen, 2024), and transparent communication, positioning themselves as mediators between technology and its users (Filson & Atuase, 2025; Gyesi, Amponsah, & Ankamah, 2025; Yeung et al., 2025).

With the aid of AI, libraries are playing a pivotal role in the case of workforce development for the anticipated future, which has a significant impact on the enhancement of user experience (Kautonen & Gasparini, 2024; Sousa, 2025)

The literature emphasises that enhancing user experience is not only a technological goal, but also a pedagogical and ethical one, requiring ongoing attention to trust, agency, and inclusivity.

4 Conclusions

The aforementioned analysis on the topic of the Application of AI technologies in academic libraries draws attention to some interesting facts about the nature of research in this domain. According to the study, the growth pattern of the studied data from 2011 to 2025 is non-linear, exhibiting a transition from minimal and inconsistent change to rapid, accelerating growth in recent years. The majority of researchers (over 85%) have authored just one paper each. Michalak, R., is notably prolific with five publications. The articles are highly concentrated in a small set of core journals (i.e. 8 in number), with a long tail of many sources contributing only one article each. The Journal of Academic Librarianship has become the most productive source on AI in academic libraries. The outcome is analogous to what Islam, M. N et al. (2025) found, who claimed that Journal of Academic Librarianship has taken the lead in the domain of academic library research. Goldey-Beacom College, USA, leads with five articles, making it the top contributing institution. A typical core-periphery pattern exists, with a small number of institutions contributing a significant volume of articles, while a wide base of institutions contributes only one article each. The USA leads significantly

(~33%), indicating the most research activity on AI in academic libraries among the countries listed. Author keywords co-occurrence cluster analysis revealed the frequency of usage of keywords. The keywords "academic libraries" (55) and "Artificial Intelligence" (54) are the first two most used keywords, cumulatively accounting for about 21 per cent of all occurrences.

Furthermore, this study discusses the benefits of implementing and utilising AI in academic libraries. These benefits are evident in areas such as collection management and resource optimisation, innovative library services, and enhanced user experience. The present study could be useful for assessing readiness for AI adoption and for designing AI-enhanced services (chatbots, metadata, discovery tools) in an academic library system. Since the current study only examined papers indexed in Scopus, this study can be expanded by exploring other databases, such as Web of Science, LISA, LISTA, Google Scholar, and Dimensions. Only English-language publications have been incorporated into the current study. The investigation was conducted using articles published in journals only; other forms of information resources, such as books, book chapters, dissertations, conference papers, etc., were excluded. Other types of research methods may help measure the effects of AI on academic libraries. Further study is required on holistic frameworks and long-term planning for the adoption of AI in the academic library ecosystem.

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Exploring the Use of AI Tools in Research Practices among Science and Social Science Researchers

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ABSTRACT: This study examines the Awareness, usage patterns, perceived benefits, and challenges associated with AI tools among research scholars at Aligarh Muslim University (AMU) across Science and social Science faculties. Adopting a quantitative, descriptive survey design, data were collected from 115 scholars using a structured questionnaire, resulting in 88 valid responses. The questionnaire captured information on the use of 46 AI applications across various stages of the research lifecycle, and the data were analysed using MS Excel and IBM SPSS 20. The findings indicate a high awareness of general-purpose AI tools, such as ChatGPT and Grammarly. In contrast, familiarity with specialised tools, including Litmaps, Julius AI, Vizly, and Otter AI, remains limited. AI tools were most commonly used for literature review, writing, and presentation tasks, and scholars reported several benefits, including improved writing quality, faster literature review, enhanced productivity, and reduced workload. Nevertheless, challenges such as subscription costs, plagiarism risks, inaccuracies, ethical concerns, and a lack of formal training were identified. The study concludes that while AI tools significantly enhance research efficiency, their responsible and effective use depends on institutional training, wider access to advanced tools, and clear guidelines to promote the ethical integration of AI in academic research.

KEYWORDS: AI tools, Research scholars, Academic research, Awareness and usage, Research productivity.

1. Introduction

Academic research is a systematic process that involves identifying a research problem, conducting a literature search and review, designing a methodology, collecting data, analyzing and interpreting the data, and disseminating the findings. The advancement of artificial intelligence (AI) has transformed scholarly communication, research workflows, and the creation of knowledge across disciplines. AI refers to computer systems capable of performing tasks traditionally associated with human intelligence, such as reasoning, decision-making, and problem-solving (Coursera, 2025). With the growing availability of digital platforms, AI tools now support researchers at almost every stage of the research lifecycle. From generating ideas to publication, AI tools offer new ways to enhance efficiency, accuracy, and innovation.

AI applications are increasingly used across various fields. Within Education, AI tools facilitate personalized learning, assessment design, and support foreign language instruction (Rospigliosi, 2023; Pesovski et al., 2024; Salman et al., 2025; Pérez-Núñez, 2023). AI assists in specialist training and diagnostic decision-making in the field of medicine (Zhang & Kamel Boulos, 2023). In business and service sectors, AI chatbots aid customer support and information retrieval (Chen et al., 2024). Almost every sector now experiences the growing influence of AI on teaching, learning, and research.

During the early phases of the research lifecycle, tools such as Assistant by Scite, Connected Papers, Perplexity, IRIS.AI, and Research Rabbit help researchers map literature, identify research gaps, validate information, and track scholarly trends. During data collection and analysis, generative AI tools such as ChatGPT, Claude, Gemini Pro, ATLAS.ti, and Power BI assist in coding, summarising, interpreting datasets, and managing complex information. In the writing stage, tools like Grammarly, QuillBot, Paperpal, and Jenni support paraphrasing, clarity improvement, academic writing style, and proofreading. In the final stages, tools such as Penelope.ai, plagiarism detection software, and journal finders assist with publication preparation and the peer-review process.

The influence of AI on research practices is evident in recent studies, which highlight its use in literature reviews, manuscript writing, hypothesis formulation, peer review assistance, and data analysis (Dergaa et al., 2023; Gao et al., 2023; Vaishya et al., 2023). These tools enable researchers to process large volumes of information, detect patterns, and generate content, thereby accelerating research activities. Despite these advantages, concerns persist regarding data reliability, algorithmic bias, academic integrity, overreliance on automated systems, and the ethical use of these systems.

Although global research on the use of AI in research is growing (Crawford et al., 2023; Salimi & Saheb, 2023; Imran & Almusharraf, 2023), most studies originate from Western and Gulf contexts. Limited research has examined how researchers in India, particularly in traditional universities, use AI tools in their research processes. There is a lack of empirical evidence on how research scholars in Science and social Science perceive, adopt, or critically evaluate AI tools in their research at Aligarh Muslim University (AMU). This gap highlights the need to examine the opportunities and challenges faced by Indian researchers when utilizing AI tools in their research.

Therefore, the present study aimed to investigate the impact of AI tools on the research practices of scholars in the sciences and social sciences. The study focuses on their Awareness, usage patterns, perceived benefits, challenges, and attitudes. By examining perceptions and experiences of researchers, this study contributes valuable evidence-based findings for the development of institutional policies, training programs, and the responsible use of AI in academic research.

2. Literature Review

A review of recent studies reveals that generative AI tools have become deeply integrated into academic research, writing, and knowledge creation. A study by Nurchurifiani et al. (2025) found that faculty routinely use tools such as ChatGPT, Grammarly, and QuillBot across all stages of research (from topic formulation and literature review to drafting, data explanation, and proofreading), substantially improving clarity and efficiency. A systematic review by Salman et al. (2025), based on 44 publications, similarly identified the use of generative AI tools in content creation, summarisation, and ideation but highlighted concerns such as hallucinated citations, weak Awareness of responsible AI use, and insufficient institutional policies.

Several studies have investigated the factors that influence the adoption of AI tools. Garcia (2025) found that trust and perceived accuracy significantly affect researchers' willingness to use ChatGPT, with non-native English speakers relying heavily on AI for linguistic refinement. Mabirizi (2025) reported four major themes among postgraduate researchers: productivity gains, cognitive support, concerns over academic integrity, and uneven digital skills. Large-scale surveys by Strzelecki and ElArabawy (2024, 2025) demonstrate that performance expectancy, compatibility, and self-efficacy predict the acceptance of GenAI. In contrast, subjective norms and perceived risks play a minimal role in this prediction.

A content analysis by Xu (2025) reveals that ChatGPT is primarily used for grammar, readability, and language polishing, particularly by bilingual or international authors. Mozelius and Humble (2024) found that AI accelerates screening and thematic extraction during literature reviews but still requires human validation. Furthermore, Susnjak et al. (2024) suggest that domain-refined LLMs can reduce hallucinations in systematic reviews when paired with human-in-the-loop verification.

Several studies have also examined ethical concerns related to AI usage. Bjelobaba et al. (2024) and Khaleel et al. (2024) highlight the risks associated with plagiarism, bias, transparency, and overreliance on autogenerated text, advocating for stricter disclosure standards and the responsible use of AI. Similarly, studies by Khalifa and Albadawy (2024), Madanchian and Taherdoost (2025), Michalak (2024), Branda et al. (2024), and Castillo-Martínez et al. (2024) conclude that while AI offers significant gains in productivity, idea generation, and data handling, it also raises concerns about integrity, reproducibility, and unchecked automation.

Despite a growing body of global research, there is a lack of empirical investigation on the use of AI tools for academic writing, literature synthesis, data analysis, and peer review within the Indian academic context. Existing studies primarily focus on Western, European, and Gulf institutions, leaving a limited understanding of how Indian researchers perceive and adopt these technologies. Notably, no investigation has been conducted at AMU, despite its large and diverse research community. Therefore, the present study aims to examine the Awareness, usage patterns, perceived benefits, and ethical concerns of AMU researchers regarding AI tools in academic research.

3. Objectives of the Study

1. To assess the Awareness of AI tools among research scholars.
2. To identify the most widely used AI tools in academic research.
3. To examine the benefits and challenges associated with using AI tools.
4. To provide recommendations to enhance ethical use of AI-supported research practices.

4. Methodology

4.1 Research Design

The study employed a quantitative, descriptive survey design to examine the Awareness, usage patterns, benefits, and challenges associated with AI tools among

research scholars. A structured questionnaire was employed as the primary data collection instrument, designed in accordance with the study objectives and a review of the relevant literature.

4.2 Population and Sample

The population for this study consisted of PhD research scholars from various departments within the science and social science faculties of AMU, who were enrolled in 2023 or earlier and had at least some familiarity with AI tools used in research. A total of 60 questionnaires were distributed to scholars in the science faculty, and 55 questionnaires were distributed to those in the social science faculty. Of these, 46 respondents from the Faculty of Science and 42 from the Faculty of Social Science returned the questionnaires. Thus, the total response rate for the study was 88 research scholars, comprising 76.66% science and 76.36% social science respondents.

Participants belonged to diverse departments, including Physics, Chemistry, Computer Science, Library and Information Science, Sociology and Political Science. Respondents were also at different stages of their doctoral studies, ensuring a broad representation of perspectives across both faculties.

The study employed a convenience sampling technique, whereby participants who were willing and available were invited to complete the questionnaire. This approach was suitable given the accessibility and voluntary participation of the researchers involved.

Table 1: Population, Sample and Response Rate

Faculty	Department	No. of Enrolled Scholars	Questionnaire Distributed	Questionnaire Received	Response Rate
Science	Physics	25	19	14	73.68%
	Chemistry	36	29	23	79.31%
	Computer Science	13	12	9	75.00%
Social Science	Library and Information Science	19	16	14	87.50%
	Sociology	24	15	10	66.66%
	Political Science	33	24	18	75.00%
Total		150	115	88	76.52%

4.3 Research Instrument

Data were collected using a structured questionnaire developed explicitly for this study. The questionnaire comprised six sections:

- **Section A** – Demographic Information
- **Section B** – Awareness of AI Tools
- **Section C** – Usage of AI Tools across the research lifecycle
- **Section D** – Perceived Benefits
- **Section E** – Challenges
- **Section F** – Suggestions and Recommendations

The instrument directly reflected the 46 AI tools identified in the study (e.g., ChatGPT, Elicit, Perplexity, Zotero, Trinka AI, Julius AI, SciSpace, Otter AI, etc.).

Questions on stage-wise application were based on Table 2: Application of AI Tools in Various Stages of Academic Research, which covers the entire research lifecycle, including identifying research opportunities, finding collaborators, securing support, reviewing literature, data collection, data analysis, disseminating findings, and managing the research process.

The questionnaire also incorporated Likert-scale items to measure perceived benefits and challenges, as reflected in the uploaded tool.

4.4 Data Collection Procedure

The questionnaire was administered to research scholars through printed copies. To collect responses, the researchers personally visited the respective departments and briefed the participants on the study's purpose and objectives. Verbal consent was obtained prior to distributing the questionnaire.

To ensure systematic data collection, one of the authors visited the departments under the science faculty, while the other author visited those under the social science faculty. The final questionnaire was distributed between November 18 and November 22, 2025. Participation in the study was entirely voluntary, and respondents were assured that all information provided would be kept confidential and used solely for academic and research purposes.

4.5 Data Analysis Techniques

The data from the filled questionnaire were entered into MS Excel 2021 in the codified format. For the data analysis, IBM SPSS 20 was used.

5. Results

5.1 Demographic Profile of Respondents

The demographic profile indicates that male respondents, at 77.3% (n=68), outnumbered female respondents, at 22.7% (n=20), reflecting existing enrollment patterns in several disciplines. Participation across faculties, however, was nearly balanced, with 52.3% (n = 46) from the Science faculty and 47.7% (n = 48) from the Social Science faculty, ensuring representation from both academic domains. Respondents belonged to diverse departments, with significant contributions from Chemistry (26.1%, n=23), Political Science (20.5%, n=18), and moderate representation from Physics (15.9%, n=14), Library & Information Science (15.9%, n=14), Computer Science (10.2%, n=9), and Sociology (11.4%, n=10).

Regarding enrolment years, most scholars joined their PhD programs in 2023 (39.8%, n = 35) and 2022 (35.2%, n = 31), indicating that the sample primarily consists of early- and mid-stage researchers. Only a smaller portion (25%) enrolled in 2021 or earlier, suggesting that the majority of participants are recent scholars who are more likely to adopt emerging technologies, including AI tools.

Table 2: Demographic profile of respondents

	Freq.	**%**		**Freq.**	**%**
By Gender			By Faculty		
Female	20	22.7	Science	46	52.3
Male	68	77.3	Social Science	42	47.7
Total	88	100.0	Total	88	100.0
By Department			By Year of Enrolment in PhD		
Chemistry	23	26.1	2021	11	12.5
Physics	14	15.9	2022	31	35.2
Computer Science	9	10.2	2023	35	39.8
Library and Information Science	14	15.9	Before 2021	11	12.5
Political Science	18	20.5	Total	88	100.0
Sociology	10	11.4			
Total	88	100.0			

5.2 Familiarity with AI in Research

Half of the respondents (50%) reported being "slightly familiar" with AI in research, while 37.5% indicated no familiarity. Only 12.5% considered themselves "very familiar." These findings highlight a moderate level of Awareness, with a clear need for improvement in AI literacy among research scholars.

Table 3: Familiarity with the concept of Artificial Intelligence (AI) in research

Familiar	Frequency	%
Very familiar	11	12.5
Familiar	0	0
Slightly familiar	44	50.0
Not Familiar	33	37.5
Total	88	100.0

5.3 Source of Learning about AI Tools

Most respondents learned about AI tools through the internet and YouTube (36.4%) and social media (21.6%), indicating a strong influence of online platforms. Self-learning (18.2%) also played a significant role. Academic courses (4.5%) and workshops (5.7%) accounted for minimal exposure, indicating a lack of institutional training on AI tools.

Table 4: Source of learning about AI tools

	Frequency	%
Academic courses	4	4.5
Colleagues	12	13.6
Internet/YouTube	32	36.4
Self-learning	16	18.2
Social media	19	21.6
Workshops/seminars	5	5.7
Total	88	100.0

5.4 Awareness of AI Tools

Table 5 shows a high level of Awareness among research scholars regarding commonly used AI tools. ChatGPT (96.59%) and Grammarly (88.63%) are the

most widely recognized, followed by Perplexity AI (73.86%) and Mendeley (64.77%), indicating strong familiarity with tools that support writing and literature management. However, Awareness of specialized tools such as Julius AI, Vizly, Trinka AI, Litmaps, and Otter AI remains low. Overall, scholars appear well-acquainted with general-purpose AI tools but lack exposure to advanced or niche research-specific applications.

Table 5: Awareness of AI Tools

AI tools	Number of responses	%
ChatGPT	85	96.59
Elicit	22	25.00
Perplexity AI	65	73.86
Scite	14	15.90
Connected Papers	22	25
Research Rabbit	28	31.81
Grammarly	78	88.63
Trinka AI	5	5.68
PaperPal	28	31.81
Zotero	44	50
Endnote	42	47.72
Mendeley	57	64.77
SciSpace	32	36.36
Litmaps	10	11.36
R Discovery	15	17.04
Julius AI	4	4.54
Vizly	3	3.40
Otter AI	10	11.36
Gamma	20	22.72

5.5 Frequency of Using AI Tools

AI tool usage is relatively high, with 53.4% of respondents using them daily and 26.1% weekly. A smaller proportion use them rarely (15.9%) or monthly (4.5%). The results indicate strong dependence on AI tools for regular research activities.

Table 6: How often do you use AI tools for your research?

	Frequency	%
Daily	47	53.4
Weekly	23	26.1
Monthly	4	4.5
Rarely	14	15.9
Total	88	100.0

5.6 Usage of AI Tools at different stages of research

Table 7 shows that AI tools are most frequently used for reviewing literature (65.90%), followed by creating presentations (46.59%) and writing/editing manuscripts (44.31%). AI is also used for identifying research opportunities (56.81%), indicating its growing role in the early stages of research. Moderate usage appears in workflow management (38.63%), data analysis (36.36%), and data collection (31.81%). The least usage is in finding collaborators (15.90%), suggesting reliance on traditional networks. Overall, AI tools are widely adopted in intellectually intensive tasks, such as literature reviews and writing, while adoption remains lower in collaborative and data-driven activities.

Table 7: Usage of AI Tools at different stages of research

Stages of the Research Process	Number of responses	%
Identifying Research Opportunities	50	56.81
Preparing Proposals/ Grant Writing	27	30.68
Collecting Research Data	28	31.81
Writing and editing Manuscripts	39	44.31
Managing workflow and References	34	38.63
Finding Collaborators	14	15.90
Reviewing Literature	58	65.90
Analysing Research Data	32	36.36
Creating Presentations	41	46.59

5.7 AI Tools for Detecting Research Gaps & Trend Analysis

For detecting research gaps, most respondents (56.8%) reported not using any AI tool, while Elicit (11.4%) had limited adoption. In trend analysis, 77.3% did not

use any tool, though usage of all remaining tools is also very low. This suggests minimal use of AI-based exploratory tools despite their relevance to early research stages.

Table 8: AI tools used for Detecting Research gaps and Trend Analysis

AI tools for Detecting Research Gap	Freq.	%	AI tools for Trend Analysis	Freq.	%
I do not use any of them	50	56.8	I do not use any of them	68	77.3
Elicit	10	11.4	Litmaps	6	6.8
Consensus	3	3.4	R Discovery	8	9.1
Perplexity AI	25	28.4	Scinapse.io	6	6.8
Consensus	88	100.0	Total	88	100.0

5.8 AI Tools for Survey Creation & Visualising Research Domains

Google Forms AI was the most used tool for survey creation (52.3%), while 43.2% did not use any tool. For visualizing research domains, most respondents (68.2%) did not use any AI tools, though Research Rabbit (20.5%) showed moderate adoption. This reflects limited Awareness of visualization tools among scholars.

Table 9: AI tools used for Survey Creation and Visualising Research Domains

AI tools for Survey Creation	Freq.	%	AI tools for Visualising Research Domains	Freq.	%
I do not use any of them	38	43.2	I do not use any of them	60	68.2
Google forms AI	46	52.3	Connected Papers	10	11.4
Notion AI	4	4.5	Research Rabbit	18	20.5
Total	88	100.0	Total	88	100.0

5.9 AI Tools for Reference Management & Paraphrasing

Mendeley (28.4%), Zotero (22.7%), and EndNote (21.6%) were the most frequently used reference managers, showing good Awareness of citation tools. In paraphrasing, 78.4% did not use any tool, indicating limited reliance on AI for rewriting. Rewrite Guru (12.5%) and Ref-n-write (9.1%) were used minimally.

Table 10: AI tools used for Reference Management and Paraphrasing

AI Tools for Reference Management	Freq.	%	AI Tools for Paraphrasing	Freq.	%
I do not use any of them	17	19.3	I do not use any of them	69	78.4
Endnote	19	21.6	Ref-n-write	8	9.1
Mendeley	25	28.4	Rewrite Guru	11	12.5
RefWorks	7	8.0	Writefull	0	0
Zotero	20	22.7	Paragraph Rewriter	0	0
Total	88	100.0	Total	88	100.0

5.10 AI Tools for Finding Collaborators & Summarising Papers

A large majority (76.1%) did not use AI tools for finding collaborators, suggesting that conventional networking remains the preferred method. For summarising papers, ChatGPT (50%) was the most used tool, followed by SciSpace (17%). This indicates firm reliance on AI for summarisation but minimal usage for collaboration discovery.

Table 11: AI tools used for Finding Collaborators and summarising papers

AI Tools for Finding Collaborators	Freq.	%	AI Tools for Summarising Papers	Freq.	%
I do not use any of them	67	76.1	I do not use any of them	23	26.1
Litmaps	6	6.8	Consensus	6	6.8
Research Rabbit	9	10.2	ChatGPT	44	50.0
Scite	6	6.8	SciSpace	15	17.0
Total	88	100.0	Total	88	100.0

5.11 AI Tools for Literature Search & Writing Proposals

More than half (54.5%) do not use AI tools for literature search, while Perplexity AI (31.8%) is the most used. In proposal writing, ChatGPT dominates with 61.4% usage, showing a strong preference for AI-generated drafting assistance. Jenny.AI (6.8%) and Aithor (4.5%) show low usage.

Table 12: AI tools used for Literature Search and Writing Proposals

AI Tools for Literature Search	Freq.	%	AI Tools for Writing Proposals	Freq.	%
I do not use any of them	48	54.5	I do not use any of them	24	27.3
Perplexity AI	28	31.8	ChatGPT	54	61.4
R Discovery	7	8.0	Aithor	4	4.5
Zendy	5	5.7	Jenny.AI	6	6.8
Total	88	100.0	Total	88	100.0

5.12 AI Tools for Interview Transcription & Data Analysis

A majority (81.8%) do not use AI transcription tools, though Otter AI (11.4%) and Whisper AI (6.8%) are adopted by some. For data analysis, ChatGPT-ADA is used by 43.2%, showing growing trust in AI-based analytics. However, 47.7% still do not use AI for analysis, indicating a transitional phase of adoption.

Table 13: AI tools used for Interview Transcription and Data Analysis

AI Tools for Interview Transcription	Freq.	%	AI Tools for Data Analysis	Freq.	%
I do not use any of them	72	81.8	I do not use any of them	42	47.7
Otter AI	10	11.4	ChatGPT Advanced Data Analysis	38	43.2
Whisper AI	6	6.8	Julius AI	8	9.1
Total	88	100.0	Total	88	100.0

5.13 AI Tools for Editing Research Content & Data Visualisation

Grammarly is widely used for editing (71.6%), while PaperPal and Writefull show limited usage. For data visualization, 86.4% do not use any AI tool, suggesting very low adoption. Polymer (8%), Qlik (3.4%), and Vizly (2.3%) are used by only a few scholars.

Table 14: AI tools used for Editing Research Content and Data Visualisation

AI Tools for Editing Research Content	Freq.	%	AI Tools for Data Visualisation	Freq.	%
I do not use any of them	16	18.2	I do not use any of them	76	86.4
Grammarly	63	71.6	Polymer	7	8.0
Paperpal	5	5.7	Qlik	3	3.4
Writefull	4	4.5	Vizly	2	2.3
Total	88	100.0	Total	88	100.0

5.14 AI Tools for Writing Papers & Creating Presentations

ChatGPT is the most used tool for writing papers (55.7%), while 34.1% do not use any tool. In presentation creation, 48.9% do not use AI tools, though Gamma (23.9%) and Presentations.AI (20.5%) show moderate use.

Table 15: AI tools used for Writing Papers and Creating Presentations

AI Tools for Writing Papers	Freq.	%	AI Tools for Creating Presentations	Freq.	%
I do not use any of them	30	34.1	I do not use any of them	43	48.9
ChatGPT	49	55.7	Gamma	21	23.9
Aithor	3	3.4	AIPPT	4	4.5
PaperPal	5	5.7	PopAI	2	2.3
Writefull	1	1.1	Presentations.AI	18	20.5
Total	88	100.0	Total	88	100.0

5.15 Benefits Related to Academic Research

Most respondents agreed that AI tools improve research productivity (70.5%), writing quality (64.8%), and the speed of literature reviews (64.8%). AI also enhances the organization of references (48.9%) and saves a significant amount of time (42%). Few respondents disagreed, showing an overall positive perception.

Table 16: Level of Benefits of the usage of AI Tools related to Academic Research

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Using AI tools has improved my research productivity	18 (20.5%)	62 (70.5%)	7 (8%)	0	1 (1.1%)
AI helps me review literature faster	13 (14.8%)	57 (64.8%)	17 (19.3%)	0	1 (1.1%)
AI tools enhance the quality of my writing	10 (11.4%)	57 (64.8%)	20 (22.7%)	0	1 (1.1%)
AI supports better data analysis and visualization	7 (8.0%)	46 (52.3%)	31 (35.2%)	3 (3.4%)	1 (1.1%)
AI helps in organizing references and research documents	17 (19.3%)	43 (48.9%)	25 (28.4%)	3 (3.4%)	0
AI tools save significant time during research	23 (26.1%)	37 (42.0%)	23 (26.1%)	3 (3.4%)	2 (2.3%)

5.16 Benefits Perceived by Scholars in Using AI Tools

Table 17 shows that scholars experience several key benefits from using AI tools, with the most notable being improved writing quality (65.90%) and faster literature review (62.50%). AI also contributes to a reduced workload (62.50%) and enhanced productivity (55.68%), indicating its strong role in streamlining research tasks. Additional benefits include better presentation quality (50%) and increased accuracy (40.90%). Although fewer respondents noted improved data analysis (39.77%), the results overall suggest that AI tools are highly valued for boosting efficiency, supporting writing tasks, and simplifying literature management.

Table 17: Benefits Faced by Scholars in Using AI Tools

Benefits of AI Tools	Number of responses	%
Faster Literature Review	55	62.50
Improved Writing Quality	58	65.90
Better Data Analysis	35	39.77
Improved Presentation Quality	44	50
Reduced Workload	55	62.50
Increased Accuracy	36	40.90
Enhanced Productivity	49	55.68

5.17 Challenges Faced by Scholars in Using AI Tools

Table 18 shows that scholars face several challenges when using AI tools, with subscription costs (57.95%), plagiarism risks, and inaccuracy (55.68%) being the most significant concerns. Issues such as limited Awareness (53.40%) and ethical concerns (50%) highlight the need for better training and responsible-use guidelines. Over-dependency (48.86%) and difficulty verifying AI-generated information (39.77%) also indicate a cautious approach to adoption. Technical issues, such as internet dependency and language problems, were reported less frequently. Overall, while AI tools are beneficial, these challenges may hinder effective use, underscoring the importance of institutional support and structured AI training.

Table 18: Challenges Faced by Scholars in Using AI Tools

Challenges of AI Tools	Number of responses	%
Lack of Training	38	43.18
Ethical Concern	44	50
Risk of Plagiarism	49	55.68
Subscription Cost	51	57.95
Language Issue	10	11.36
Limited Awareness	47	53.40
Difficulty Verifying AI-generated Information	35	39.77
Over Dependancy	43	48.86
Inaccuracy	49	55.68
Internet Dependency	23	26.13

5.18 Level of Challenges Related to AI Tools

A high percentage believe AI tools can produce inaccurate results (87.5% agree/ strongly agree) and raise ethical concerns (81.8% agree). Most respondents (79.5%) agree that training is necessary, indicating a strong need for structured AI training programs for scholars.

Table 19: Level of challenges faced by the scholars related to AI Tools

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
AI tools sometimes produce inaccurate or misleading results	35 (39.8%)	42 (47.7%)	10 (11.4%)	0	1 (1.1%)
I am concerned about the ethical implications of using AI in research	23 (26.1%)	49 (55.7%)	14 (15.9%)	0	2 (2.3%)
Training programs on AI tools are necessary for research scholars	31 (35.2%)	39 (44.3%)	16 (18.2%)	0	2 (2.3%)

5.19 Preferred Training Methods for AI Tools

Respondents prefer online courses (30.7%) and workshops (29.5%) as the most effective training methods. Hands-on lab sessions (22.7%) also show considerable demand. Tutorials and manuals (17%) are the least preferred. This highlights the need for interactive and guided training formats.

Table 20: Types of training help in the use of AI tools more effectively

	Frequency	%
Hands-on lab sessions	20	22.7
Online courses	27	30.7
Tutorials and Manuals	15	17.0
Workshops	26	29.5
Total	88	100.0

7. Conclusion

The study reveals that AI tools have become a vital component of the research practices of AMU scholars, particularly within the faculties of science and

social sciences. High Awareness of general-purpose tools, such as ChatGPT and Grammarly, indicates a strong integration of AI into academic workflows. In contrast, limited familiarity with specialised tools like Litmaps, Julius AI, Vizly, and Otter AI highlights a gap in exposure to advanced research support technologies. Usage patterns reveal that scholars rely most on AI for literature review, manuscript writing, and presentation preparation, aligning with earlier findings on the role of AI in enhancing clarity, synthesis, and research productivity (Nurchurifiani et al., 2025; Mozelius & Humble, 2024; Xu, 2025).

The perceived benefits—improved writing quality, faster literature review, reduced workload and enhanced productivity—mirror global evidence on the efficiency gains of generative AI systems (Garcia, 2025; Madanchian & Taherdoost, 2025). However, scholars also face challenges such as subscription costs, risks of plagiarism, inaccuracies and ethical concerns, consistent with broader critiques of AI use in academic settings (Bjelobaba et al., 2024; Khaleel et al., 2024).

Given that most scholars learned about AI informally, the study underscores the need for structured training and institutional policies. Integrating AI literacy, ethical guidelines and access to reliable tools can help researchers use AI responsibly while safeguarding academic integrity and research quality.

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Smart Post-Occupancy Evaluation in Academic and Public Libraries: Leveraging IoT, AI, and Data Analytics for Continuous Facility Enhancement

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ABSTRACT: The current practice of looking at your library space with the same frequency as you would change a tire is no longer enough and today's libraries, recipients of astute assessment planning and responsive user-friendly facilities, need to see an annual landlord inspection involving their library facility happening. The Smart Post-Occupancy Evaluation (Smart POE) model is discussed in this article as a new development for academic and public libraries, which merges the traditional Post-Occupancy Evaluation system with modern technologies like Internet of Things (IoT), Artificial Intelligence (AI), and advanced data analytics. The research, posing a qualitative design of theoretical character and through thorough literature review, investigates how IoT-based sensors, AI based pattern recognition, and interactive dashboards can support the real-time understanding of space usage, environmental conditions in regard to user behaviour. The conceptual model put forward by the paper depicts a repeating cycle of sensing/monitoring, analysis, decision-making/action, and re-evaluation/accountability. This cycle is considered the basis for more successful facilities performance results, more efficient resources utilization, and higher overall user satisfaction. The results of the research indicate that Smart POE is equally effective in the environments of academic and public libraries. It is a case in point of how Smart POE can meet the different needs of the operation and at the same time, ensure the ethical management of data. The research work's final position is that the Smart POE system can be the right answer for libraries that are flexible, forward-looking, and can offer sustainable value in a changing digital as well as community environment.

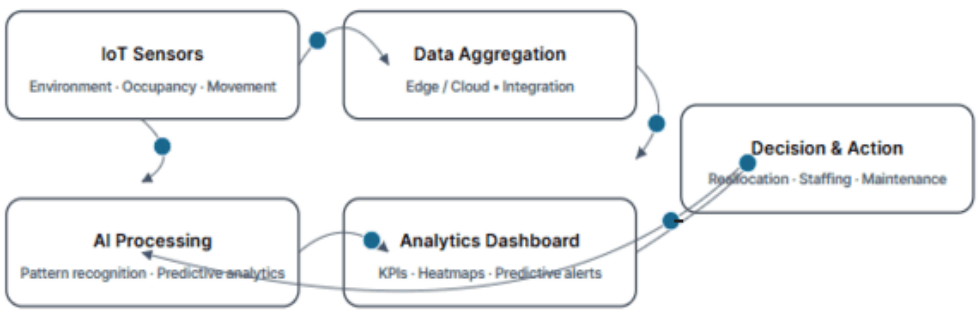
KEYWORDS: Smart Post-Occupancy Evaluation, IoT in Libraries, AI Analytics, Academic Libraries, Public Libraries, Data-Driven Facility Management.

1. Introduction

LibrariesDespite everything, physical space will still be a very important factor in providing educational support, collaboration and community engagement. Post-occupancy evaluation (POE) is understood as a methodical way of helping an assessment of the building's efficiency after the use and the evidence-based insights for the improvement. However, traditional POE methods typically rely on infrequent surveys, manual observations, and anecdotal feedback, and therefore fail to fully capture the dynamic and real-time needs of library users.

Indeed, innovations in technology among the growing use of Internet of Things (IoT), artificial intelligence (AI), and data analytics have changed how POE can be done in a scholastic and public library. IoT sensors provide an approach to monitor ecology conditions, site usage, and user behavior without interrupting anything. AI algorithms on the other part are able to find patterns in big data sets which help them predict trends or recommend the most effective actions. Together , these instruments – combined with business intelligence software dashboards – enable library resource managers to leave behind static evaluation. They can now employ a performance improvement paradigm, using information that is up-to-the-minute as well as actionable for their crusade plan.

This study gives an indication on the smart POE as a new approach to facility management in libraries context. Researching the facts tell us that there is a possibility of every academic and public library integrating proven evaluation methodologies along with current technologies to transform spaces for priority of user needs and promoting public participation. Thus, these findings are made to assist in the technology-oriented space optimization, more equitable resource provision and higher level of user satisfaction, further contributing to making it data-driven process of continuous improvement in library setting system.



The flowchart shows the **conceptual framework: smart post-occupancy evaluation in libraries.**

2. Literature Review

Post-Occupancy Evaluation (POE): Foundations and Applications in Libraries

Post-occupancy evaluation (POE) is a systematic process used to assess the performance of buildings after they have been occupied, with two main objectives: understanding user experience and informing improvements or future design decisions. The POE framework (surveys, observations, performance metrics) has been used in all types of buildings for decades, and reliable guidance for library-specific POE is available from international practice bodies and applied research. These resources emphasise mixed-methods approaches that combine user satisfaction, observed use, and operational performance as the basis for decision-making.

In the library context, POE has traditionally focused on physical comfort, circulation patterns, functional adequacy (e.g., study spaces vs. stacks), and community perceptions of service changes (e.g., after renovation). Several empirical POE studies of academic and public libraries highlight recurring issues—mismatches between intended and actual use of spaces, acoustic and lighting problems, and unmet needs for collaborative vs. silent study zones making a strong practical case for routine POE to guide adaptations.

Limitations of traditional POE and the rationale for data-driven approaches

Traditional POE (periodic surveys, time-limited observations, post-occupancy interviews) offer important qualitative insights, but these methods have limitations in time resolution, scale, and objectivity. Besides, they are usually not continuous, that is, they are not performed regularly through the building life cycle, and in this way, they can cause a time gap in the recognition of new patterns, such as seasonal peaks, daily use cycles, or the effects of unexpected events. The literatures on facilities management and higher education advocate augmenting these established methods with continuous, objective sensing and analytics so that decision-makers can detect trends, run counterfactual comparisons, and prioritise interventions using evidence of impact.

IoT and sensor-based occupancy analytics in libraries and campuses

Recent studies and pilot projects demonstrate the feasibility and value of applying Internet of Things (IoT) technologies to building usage measurement. IoT deployments (floor sensors, desk/seat sensors, Wi-Fi/Bluetooth presence, and computer-vision systems) can collect continuous, anonymised occupancy and movement data, enabling heatmaps, dwell-time analysis, and capacity planning.

Work on IoT for academic buildings and campus smart-space pilots show that sensor networks can significantly improve space-use understanding and guide scheduling, energy management, and space reconfiguration decisions. In the library domain, both academic pilots (e.g., university library space pilots) and peer-reviewed designs for IoT-enabled libraries report gains in visibility into real-time and historical space utilization.

AI, analytics dashboards, and actionable insights

Raw sensor streams must be processed and interpreted to be useful. AI and data analytics techniques, from simple clustering and time-series summarisation to machine learning models for predicting peak demand, have become standard in applied facility analytics. These approaches power dashboards that translate complex datasets into accessible KPIs (occupancy rates, peak loads, dwell times, underused zones) and predictive alerts (forecasted overcrowding, likely maintenance needs). Commercial and academic examples (occupancy analytics platforms, AI vision models, and dashboard frameworks) show how analytics support operational decisions (staffing, opening hours, HVAC scheduling) and strategic planning (space reallocation, renovation prioritisation).

Data-driven continuous improvement and governance challenges

Adopting data-driven POE transforms POE from episodic evaluation into a **continuous improvement cycle**: sensing → analysis → decision → intervention → measurement of impact. Facility management research in higher education and healthcare demonstrates that embedding analytics into governance processes improves responsiveness and resource allocation. However, the literature also highlights non-technical barriers: data governance (privacy, anonymisation), integration with legacy systems, staff capacity to interpret analytics, and aligning metrics with institutional goals. For libraries, responsible ethical practice (e.g., anonymised, non-identifying sensing; transparent policies) is repeatedly emphasised as critical to user trust and regulatory compliance.

Empirical gaps and directions for library POE research

Multiple case studies and pilots have been documented. However, there is a certain lack of longitudinal empirical studies that would show the exact ways in which sensor-driven POE results in measurable outcomes (improved user satisfaction, cost savings, better space utilisation) over time. Moreover, comparative research between public and academic libraries is almost non-existent: public libraries are community centers which tend to have different temporal patterns, and academic libraries are characterized with peaks tied to the academic calendar. Besides, some

work is needed on developing methods for integrating qualitative user feedback with quantitative sensor outputs into decision frameworks. Recent review and pilot papers advocate for the standardization of POE KPIs and the opening of methods that allow libraries to benchmark and replicate successful interventions.

Summary and implications for this study

The literature reviewed has been able to demonstrate POE theoretical soundness and a practical rationale of enhancing the traditional method with IoT, AI, and analytics to facilitate continuous facility improvement. Research on IoT implementation at the campus level combined with facility-management research results corroborate the existence of feasible sensor networks and analytics dashboards; the normative guidance from library authorities offers tested POE instruments and ethical guardrails. Your research could help bridge the gap by empirically connecting sensor-driven POE processes to actual facility decisions and results in academic as well as public libraries while also providing practical governance and KPI frameworks for continuous implementation.

3. Research Methodology

Research Design

The following paper offers a theoretical, qualitative, research design based on the creation of a model of smart post-occupancy evaluation (smart POE) in both academic and popular libraries through the synthesis of existing literature, conceptual theories, and technological developments. It is an abstract and descriptive approach, which is concerned with the synthesis of library science, facility management and most of the new digital technologies.

Research Approach

The methodology is based on a conceptual analysis with a narrative literature review to:

- Research the current Post-Occupancy Evaluation (POE) models.
- Determine such technological enablers like IoT, AI, and data analytics.
- Conjecture the inclusion of these technologies in ongoing library facility improvement procedures.

Data Sources

- **Primary Sources**: Peer-reviewed journal articles, conference papers, professional guidelines, and case reports from library science, facilities

management, and smart building domains.

- **Secondary Sources**: Books, industry white papers, government reports, and documentation of technology vendors regarding the use of IoT, AI, and analytics in libraries and educational institutions.
- **Selection Criteria**: Sources were chosen for their relevance to:
  1. Libraries POE theory and practice.
  2. IoT and AI application in construction.
  3. Leveraging the data-driven continuous improvement and decision making models..

Data Collection Method

- Systematic literature search with the help of the academic databases EBSCOhost, Scopus, Web of Science, and Google Scholar.
- The search terms were: "Post-Occupancy Evaluation in Libraries, IoT in Library Facility Management, AI in Building Analytics, and Continuous Improvement in Academic/Public Spaces.
- Time period focused on the recent 10-15 years, and seminal POE works were included to provide a theoretical basis.

Data Analysis Method

- **Thematic Analysis**: The classification of the recent technologies in literature on the basis of the major themes, which include: traditional PoE, the weakness of the traditional methods, IoT applications, AI analytics, and governance issues, is a great concept.
- **Conceptual Synthesis**: The paper is a multi-domain review, or, more to be precise, a mix of a multi-domain review consisting of numerous components into an integrated article to develop a smart POE (Post-Occupancy Evaluation) framework, which provides a better picture of the connection between sensing technology and the continuous improvement cycles.

4. Modern Technological Enablers of Smart Post-Occupancy Evaluation

Thanks to the Rapid development of Internet of Things (IoT) devices, artificial intelligence (AI) and data analytics platform the post-occupancy evaluation (POE) has ceased to be a traditional evaluation approach and becomes a smart, technology-enabled process.

- **IoT for real-time data acquisition**: IoT sensor networks are constantly measured to measure environmental conditions (temperature, humidity, light), occupancy, and user movement. Desk and seat sensors, RFID tracking data, Wi-Fi/Bluetooth location detection and environmental sensors may be used in a library environment to transmit granular, time-stamped data on the usage of the library to a central system, creating a continuous stream of data as opposed to periodic surveys.
- **AI for pattern recognition and predictive modelling**: AI algorithms and especially machine learning, have the ability to process high volume and highly structured data captured by IoT sensors to determine patterns of usage, detect anomalies (e.g., overcrowding, underutilization), and forecast patterns of demand in the future. The knowledge obtained through AI assists in the proactive intervention, like the dynamic reorganization of the space or the specific maintenance schedule.
- **Data analytics dashboards for decision-making**: The modern POE tools include interactive dashboards that can present key performance indicators (KPIs) including seats occupancy rates, space utilization efficiency, environmental comfort ratings, and user flow heatboxes. The use of these dashboards gives the library managers and policymakers evidence-based information to continually enhance the facility.

Smart PoE not only transforms library facility management through Internet of Things sensor capabilities, artificial intelligence analytical intelligence, and data analytics visualization and reporting power, but also shifts management from merely reactive adjustments to a continuous improvement cycle.

sensing → analysis → decision-making → implementation → evaluation.

This integration allows a library in an academic or in a public to adapt their service in a flexible manner to the shifting needs of the users, and makes use of their resources in the most effective way possible and is also certain that the funds invested in the library resources result in real change in user experience.

Core Focus of Post-Occupancy Evaluation (POE)

Post-Occupancy Evaluation (POE) is a methodical, research-based approach to the facility after its occupancy for a specific time, usually from six months to two years, to ascertain how well the facility performs (Preiser & Vischer, 2015). Basically, it is the measuring process of whether the building's operational and experiential outcomes match the original design intent and the users' needs. In educational

and public library environments, POE results in the evaluation of the efficiency of the space, environmental quality, accessibility, and overall user satisfaction, which consequently, helps in the realization of institutional missions and community engagement (Shill & Tonner, 2003).

The main distinguishing characteristic of POE from other methods is its role in closing the feedback loop from the design phase to the operation and further stages of improvement. The process is a comprehensive one as it involves the collection of qualitative data like the users' surveys, interviews, and focus groups, and quantitative data, such as environmental monitoring, space utilization data, and operational efficiency metrics (Leaman et al., 2010).

The core areas generally assessed in POE are:

- **Functional Performance:**The facility enabling the activities that were initially planned to the extent (for example, study, research, co-working, cultural events) (Boys, 2018).
- **Technical Performance:** Noise, lighting, temperature, indoor air quality, and ergonomics are some of the environmental parameters which are compared to the relevant standards (Vischer, 2008).
- **Behavioral and Social Outcomes:**How the facility is used, the user's preferred location in the facility, and the social dynamics of the facility (Khoo et al., 2016).
- **Operational Efficiency:** The unit's energy consumption, maintenance effectiveness, technology integration, and cost-effectiveness (Elmualim et al., 2010).
- **User Experience and Satisfaction:** Opinions on accessibility, inclusivity, comfort, and safety of a wide range of users (Baker, 2019).

Smart POE-contextschi is such dimensions advance were real-time sensing technologies, e.g., IoT-based occupancy tracking and environmental monitoring, combined with AI-driven analytics for pattern recognition and predictive modeling, have more of an influence (Turner & Myer, 2020). The combination can transform library mode operations from a reactive facility management system to continuous improvement cycles where data → analysis → action → re-evaluation is their routine practice (Silva et al., 2019).

In the end, the main goal of POE, whether traditional or technology-supported, is to make sure that facilities not only comply with technical standards but also provide users and stakeholders, through adaptive, evidence-based management, with increased value over time.

Ultimately, the main goal of Explore, whether traditional or technology-supported, is to ensure that facilities not only meet technical standards but also, through adaptive, evidence-based management, offer increased value to users and stakeholders over time.

Innovation and Ongoing Improvement in Smart Post-Occupancy Evaluation

Smart Post-Occupancy Evaluation (POE) has radically altered the manner in which university and public libraries are being managed. The change brings the assessment out of periodical, retrospective evaluations and it has come out to be focused on continuous performance monitoring which is based on data. There is a great difference between smart POE and traditional POE. The latter is mainly based on the delayed reporting, manual observations and infrequent surveys. Conversely, smart POE establishes a continuous feedback mechanism integrating real-time sensing, sophisticated analytics, and predictive intelligence to specify facility use enhancement, operation transformation, and user experience (Preiser and Vischer, 2015; Turner and Myer, 2020).

This has been made possible by the integration of three overlapping technological domains:

- **Internet of Things (IoT)**

Occupancy data, environmental data and user movement data is constantly injected into an embedded sensor network. This stream of data also avoids the discrete measurement intervals, which lets the arising trends or anomalies be detected early (Khan et al., 2012).

- **Artificial Intelligence (AI)**

Machine learning algorithms are useful in identifying patterns of use, anomaly detection, and predicting future needs so that facilities can reconfigure spaces, control the environment, and plan maintenance (Silva et al., 2019).

- **Data Analytics Dashboards**

The interactive, visual interfaces facilitate the decision-makers in their execution of agile, evidence-based responses instead of reactive interventions by delivering actionable insights to the key decision-makers in the form of KPIs, heatmaps, and predictive warnings (Baker, 2019).

Continuous enhancement has been integrated right into the operational cycle of a Smart POE

Sensing → Analysis → Decision-Making → Implementation → Re-Evaluation.

With each reworking of this cycle, the library not only improves the quality of the facility's physical environment but also the decision-making process, thus the library stays up to date with new user needs, institutional goals, and technological opportunities (Leaman et al., 2010).

From a point of view of an institution, such a method sends a signal of innovation by presenting libraries as changeable, user-focused, and technically advanced assets that are available to the public. From a standpoint of sustainability, it keeps the utilization of space, consumption of energy, and allocation of resources being made at the best level over time. By combining environmental performance with user experience metrics, Smart POE goes beyond the management of facilities that are compliance-based to the stage of transformative, iterative development, thus maintaining the position of the library as a place where learning, collaboration, and community engagement occur (Vischer, 2008).

Applicability to Academic and Public Library Contexts

Smart Post-Occupancy Evaluation (POE) is an excellent tool for both university and public libraries, as it helps these institutions to tailor their building-related management strategies to the specific mission, user profile, and operational priorities of each context. In fact, academic libraries are fundamentally structured around faculty support, student learning, and research, whereas public libraries are community- and user-centered services, with the focus areas of lifelong learning and equitable access to information. However, the two types of libraries still have a lot in common, such as the need for facility improvements that are responsive to the latest trends and can be supported by data (Preiser & Vischer, 2015).

In academic libraries, Smart POE helps to optimize the various learning spaces which including but not limited to collaborative study areas, technology equipped classrooms and research commons. IOT based occupancy sensors and environmental monitors can pinpoint the spots with the highest demand and support data driven scheduling, space rearrangement or/and certain technology enhancements. AI powered analytics is capable of serving as predictors of peak busy times during exam periods or important academic deadlines thus creating a possibility for staff deployment and environment modification in advance (Turner & Myer, 2020). These qualities are what make academic libraries an essential, versatile and innovation-oriented hub that caters for students' needs.

Serving as smart POE in public libraries, these libraries ensure that the community, encompassing children, students, professionals, seniors and those belonging

to marginalized groups, is served. Predictive analytics can help in planning for activities as well as determining on the staff level and resources required for events or workshops. As a result of continuous environmental and occupancy monitoring people may enjoy more convenience and accessibility. Through making it possible for community leaders at observe the outcomes of their projects data visualization dashboards make public libraries more dynamic, inclusive as well as responsive institutions (Baker 2019).

Smart POE benefits include the shared advantages in both scenarios:

Quite the opposite, there are continuous improvement cycles which help to deal with the matter of using quality, comfort and space more iteratively.

- **Below are the reason/ways as to why it is possible to achieve it in real time:** if all the operational area/ team have real time data on how things are going, they will make sure that people, energy, and money are used/ used wisely.
- **Enhanced User Experience:** It is about developing user-friendly services and environments which evolve along with the users 413 needs.
- **Proof-Based Advocacy:** This is done by giving detailed, evidenced information that will be used to/for justifying the investment in library facilities both for politicians and for those who fund libraries (Leaman et al., 2010).

Libraries can be seen as two adaptable, forward-thinking organizations that can deliver exceptional value to their user communities thanks to Smart POE, which brings together the academic and public library sectors through IoT sensing, AI analytics, and interactive dashboards.

5. Conclusion

Smart Post Occupancy Evaluation (Smart POE) is going to transform the orchestration of the operation of library buildings. This is achieved through data visualization, AI analytics, and IoT sensors that continuously monitor the library. This new approach will help university and public libraries better understand their users' needs, anticipate those needs, optimize resource utilization, and improve the user experience. Compared to traditional post-occupancy evaluation (POE) methods, which have certain limitations, the smart POE approach is primarily based on an ethical and data-driven perspective. As a result, this allows libraries to become community centers that can adapt to changes and continue to benefit their communities.

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Evaluating AI Technologies for Information Retrieval: A Comprehensive Study of Library Applications

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ABSTRACT: Rapid technological development is driving the emergence of Artificial Intelligence. This research study examines the critical gap in comparative analyses of Artificial Intelligence tools tailored explicitly for information retrieval within academic and research libraries. Although AI applications are becoming increasingly accessible, libraries often lack clear standards for selecting the most beneficial ones in relation to scholarly research, metadata retrieval, and reference services. In its methodology, the study employs a mixed-methods approach, combining qualitative content analysis and quantitative comparison, to assess the effectiveness of 13 AI-based tools. These tools are further categorized into four subgroups: Conversational and Search-Based, Academic and Research Retrieval, Library Automation and Metadata Extraction, and others. A systematic tool-testing approach was employed, utilizing the same academic queries and analysis of research articles in documents as the source of data collection. The criteria in the evaluation were source of search, relevance, accuracy, generated findings, AI methods, algorithmic models and citation support. It has been found that academic-focused AI tools can be more reliable and aid scholarly search by providing citations.

In contrast, conversational AI tools, despite their ability to provide natural language assistance, often lack academic accuracy. Automation tools in libraries significantly enhance OPAC and repository systems with metadata, but they were not designed for use in everyday research activities. This paper aims to make evidence-based, practical contributions to informing future applications of AI in library information retrieval systems, enabling librarians to make informed decisions about which tools are helpful and helping libraries stay modern.

KEYWORDS: Artificial Intelligence, Information Retrieval, Natural Language Processing, AI Tools, Machine Learning, Natural Language Processing.

Introduction

The landscape of information retrieval in libraries has undergone a profound transformation, evolving from manual cataloguing to sophisticated digital

interfaces that redefine user interaction with information. In this context, Artificial Intelligence has emerged as a pivotal force, revolutionising the way information is discovered, analysed, and delivered to users. The integration of AI promises significant improvements in search precision, personalization, and overall efficiency within modern libraries globally, as they increasingly explore AI-driven solutions to enhance their services, including enriched OPAC search capabilities, semantic retrieval, and improved metadata management.

Although the adoption and capabilities of AI tools have grown, a significant gap exists in the current literature, as comparative studies of the efficacy of AI tools have been limited. In practice, only a limited number of studies have been conducted on library information retrieval. This shortage of systematic evaluation means that librarians and academics lack definitive guidance on which tools are best suited to support academic research, metadata extraction, reference services, or optimizing information retrieval processes. Consequently, this shortcoming highlights the need for in-depth analyses of existing AI platforms.

To fill the currently existing gap, this study systematically focuses on the engagement and effectiveness of AI-driven tools in the field of Information Retrieval (IR) within the context of academic and research libraries. The structure of the investigation is based on three main categories of AI Tools: (1) Conversational and Search-Based AI Tools (e.g., ChatGPT, Perplexity); (2) Academic and Research Retrieval Tools (e.g., Semantic Scholar, Elicit.org); and (3) Library Automation Tools and Metadata Retrieval Tools (e.g., Koha with AI plugins, DSpace with AI extensions, etc.) By analyzing the functionality of each particular tool with respect to fundamental parameters of IR such as source of search, discovery results, used AI methods, used algorithms, relevancy of results and citations, the research aims to provide a systematic comparison that helps define their respective weaknesses and strengths.

The present study is of considerable significance as it provides an opportunity to modernize library services and offer practitioners pragmatic suggestions for selecting practical AI tools to enhance library services, ultimately improving research and reference services. Its goal is to help librarians identify the comparative benefits of specialized academic tools over general conversational models in scholarly retrieval, informing strategic decision-making about the adoption of AI in cataloguing, metadata enrichment, and repository management. The objectives of this inquiry include the analysis and comparison of the disparate AI tools used in information retrieval in-academic and research libraries, assessment of their effectiveness in terms of the multiple parameters, discerning

underly AI techniques and algorithms, ascertaining their suitability in the given context of academic information retrieval, application in library automation, the weaknesses and strengths of these tools, and recommendations in terms of future adoption.

Review of Related Literature

A thorough review of the existing literature reveals a growing interest in the application of artificial intelligence within academic libraries, particularly concerning its impact on various library services and information retrieval processes (Islam et al., 2025).

Information Retrieval (IR) Concepts

Information Retrieval involves the systematic process of discovering, analyzing, and delivering relevant information from extensive repositories to users based on their specific queries (Dhage & Verma, 2025)libraries are increasingly integrating Artificial Intelligence (AI. Historically, this has necessitated the development of complex algorithms and data structures to manage and access information effectively, thereby presenting an ongoing challenge in optimizing retrieval precision and recall.

Evolution of IR in Libraries

From manual cataloguing and indexing techniques to complex digital interfaces, this progression has changed how users interact with and retrieve information (Idhris & Peter, 2024). The integration of artificial intelligence is further enhancing this evolution by offering advanced capabilities for search, discovery, and personalized services within academic libraries (Hussain et al., 2025). The implementation of AI tools in academic search structures that control machine learning algorithms to increase the accuracy and significance of search results, thereby addressing the challenges of evaluating paper quality and justifying authorization unfairness.

Introduction to AI in IR

Information Retrieval (IR) has undergone a significant transformation, shifting from traditional keyword-based systems to AI-driven, intelligent retrieval environments. Early IR models, such as OPACs and Boolean search, relied heavily on metadata accuracy and user-provided search terms, often resulting in limited precision (Bernard & Balog, 2025). These traditional systems provided structured

access but lacked semantic understanding of user queries.

Studies on AI Tools

With advancements in Artificial Intelligence, libraries have begun integrating NLP, Machine Learning, Deep Learning, and RAG-based models to improve query interpretation and retrieval efficiency (Uddin et al., 2025). AI tools significantly enhance user experience by processing natural language, identifying semantic relationships, and ranking documents based on contextual relevance.

Recent studies highlight the increasing use of LLM-powered conversational tools, including ChatGPT, Perplexity, Gemini, Copilot, and Claude. These tools are practical for explanation, summarisation, and conceptual clarity, but often lack consistent, citation-backed retrieval, which reduces their reliability for scholarly research (Kumar & Sharma, 2024). Although they use advanced LLMs and vector search, their outputs depend heavily on model training rather than academic indexing.

Conversely, academic-oriented tools like Semantic Scholar, Scite.ai, Elicit.org, Research Rabbit, and Iris.ai employ deep learning, citation graphs, and concept extraction techniques. Semantic Scholar's deep-learning ranking model allows more precise filtering of scholarly works (Ammar et al., 2018). Scite.ai enhances retrieval through citation-context analysis, enabling users to evaluate whether studies support or contradict claims (Nicholson et al., 2021). Elicit.org utilizes machine learning to automate literature reviews, thereby enhancing research efficiency (Liu & Chen, 2023).

AI in Academic & Research Libraries

AI is also transforming library automation and metadata management. Tools such as Koha with AI plugins and DSpace with AI extensions provide semantic search, metadata enrichment, and improved OPAC navigation (Singh & Kaur, 2022). These systems support librarians in managing growing digital repositories more efficiently.

Gap in the Literature

Although multiple AI tools demonstrate strong capabilities, the literature reveals a significant gap in comparative analyses of these tools, particularly in the context of academic library information retrieval (Patil & More, 2024). Limited studies assess accuracy, relevance, algorithmic functioning, and citation support across conversational, academic, and automation-based AI tools—demonstrating the need for the present research.

Few comparative studies have evaluated AI tools specifically for library information retrieval, creating a need for a systematic assessment.

Problem Statement

The easy availability of AI tools has outpaced the number of comparative studies examining their performance in the context of library information retrieval. Consequently, libraries lack well-defined guidelines on the tools best suited for academic research, metadata extraction, reference services, and information searches.

Scope of the Study

This study focuses on evaluating the role and usefulness of AI-driven tools in Information Retrieval (IR) within academic and research library environments. The scope is limited to three major categories of AI tools:

- Conversational & Search-Based AI Tools
  (ChatGPT, Perplexity, Gemini, Copilot, Claude)
- Academic & Research Retrieval Tools
  (Semantic Scholar, Scite.ai, Elicit.org, Research Rabbit, Iris.ai)
- Library Automation & Metadata Retrieval Tools
  (Koha with AI plugins, DSpace with AI extensions, GitHub Copilot)

It examines each tool's function based on essential IR parameters such as:

- Search source
- Findings
- AI techniques used
- Algorithms applied
- Relevance of results
- Citation support

Thus, the scope is limited to comparing AI tools specifically used for academic research support, metadata extraction, OPAC enhancement, and scholarly information retrieval.

Significance of the Study

This research holds significant value for the evolution of library services in the digital age. The results will:

- Delivering reference services and research assistance to identify the most suitable AI tools for libraries.

- Deliver a structured evaluation of AI tools according to their relevance, precision, method of algorithms, and reliability of citations.
- Encouraging librarians to recognize how resources such as Semantic Scholar, Elicit, Scite.ai, and Research Rabbit excel in comparison to general conversational tools in academic research.
- Motivating librarians to understand how resources like Semantic Scholar, Elicit, Scite.ai, and Research Rabbit outperform general conversational tools in academic research.
- Assist in the decision-making process for implementing AI in cataloguing, enhancing metadata, and managing repositories with tools like Koha and DSpace.
- Help close the knowledge gap concerning performance differences in developing AI systems.
- Offer researchers and educators perspectives on how AI tools can improve literature review, academic discovery, and information access.

In general, the research provides valuable, evidence-based insights that will aid in the future integration of AI into library information retrieval systems.

Objectives of the Study

Based on the research problem and the comparative analysis framework, the primary objectives of the study are:

1. To analyze and compare different AI tools used for information retrieval in academic and research libraries.
2. To examine the effectiveness of AI tools based on parameters such as search source, accuracy, relevance, findings, and citation support.
3. To identify the AI techniques and algorithms (LLM, ML, Deep Learning, RAG, ANN, BERT) used across different AI platforms.
4. To determine which AI tools are most suitable for academic information retrieval as compared to conversational AI tools.
5. To assess the usefulness of AI tools in library automation, including metadata extraction, cataloguing, and OPAC enhancements.
6. To evaluate the strengths and weaknesses of each tool in supporting scholarly communication and research discovery.
7. To provide recommendations for librarians and researchers regarding the adoption of AI tools for better information retrieval.

Limitations

The study is subject to the following limitations:

1. Limited to selected AI tools
2. Only 13 AI tools were analyzed, and the findings may not apply to all available AI platforms.
3. Restricted to academic and research environments
4. Public, special, or corporate library environments were not examined.
5. Dependence on the tools' current capabilities
6. AI systems evolve rapidly; hence, performance results may change with future updates.
7. No primary system integration testing
8. The study is based on content analysis and comparative evaluation, rather than the real-time installation of Koha, DSpace, or other tools.
9. Output variation across AI tools
10. Conversational AI tools (e.g., ChatGPT, Copilot) may generate different responses depending on query phrasing and model version.
11. Focus on English-language academic sources.
12. AI tools that perform better with regional or multilingual content were not analyzed in depth.
13. Limited quantitative performance metrics
14. The study emphasizes qualitative comparison due to the varying nature of tool capabilities.

Research Methodology

The methodology developed for this project incorporates both quantitative and qualitative approaches to evaluate the effectiveness of AI-driven Information Retrieval (IR) tools within academic and research libraries. As part of developing this methodology, 13 AI-based IR tools were selected and categorized: (1) Conversational AI and Search-Based AI Tools, (2) Academic and Research IR Tools, and (3) Library Automation and Metadata Extraction Tools.

A standard set of academic queries was systematically tested against all 13 AI tools. The results of each tool's output were then assessed according to several

important criteria for IR tools, such as the source of the information retrieved, how relevant or accurate the information was, the number of results returned, which AI methods were used by the specific tool, which types of algorithmic models (LLM, ML, Deep Learning, RAG, and BERT) were used, and which tool supported citing and referencing sources In addition to the systematic testing methods, we analyzed three articles that were published in Springer, IEEE and Taylor & Francis, to determine further how reliable each tool was for academic purposes.

Data analysis involved creating a matrix comparing the different types of AI tools, as well as performing descriptive analyses and evaluating performance trends among the tools. A final evaluation of each AI tool's ability to perform IR for academic purposes, to verify references, to extract metadata from documents, and to enhance an online public access catalogue (OPAC) was conducted. Ethical concerns have been taken into account; no personally identifiable information was collected from any of the tools, and we adhered to the terms of service of each AI tool used. Overall, this methodology allowed us to thoroughly evaluate the perceived performance of AI-based IR tools from both qualitative and quantitative perspectives.

This study includes an investigation of13 13 AI Tools based on some parameters. AI tools are categorized into three categories: Conversational & Search-Based AI Tools, AI Tools for Academic & Research Retrieval, and AI Tools for Library Automation & Metadata Retrieval. The conversational and search-based AI tools include ChatGPT (OpenAI), Perplexity AI, Gemini AI, Microsoft Copilot, and Claude, among others. AI Tools for academic and research retrieval include Scite AI, Elicit. org, Semantic Scholar, Research Rabbit, and Iria.ai, among others. AI tools based on library automation and metadata retrieval include GitHub Copilot, Koha with an AI plugin, and DSpace with AI extensions.

Comparison of AI-Tools-Based Information Retrieval Model

In this research paper, the evaluation of AI tools focuses on various parameters, including search source, findings, AI Techniques, Algorithms, Relevance, and citation support.

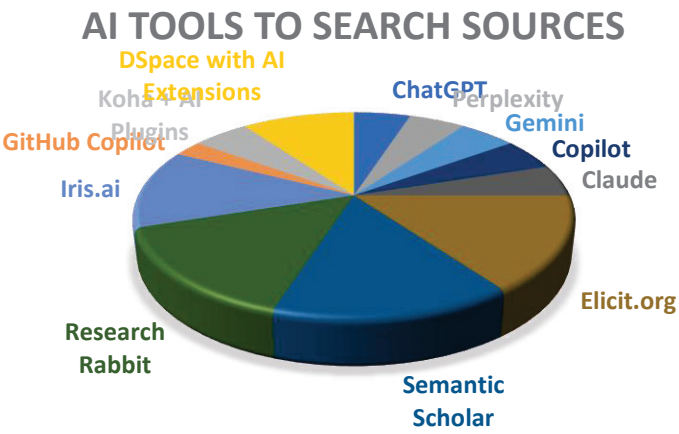
Conversational & Search-Based AI Tools						
AI Tools	**Parameter**					
	Search Source	**Findings**	**AI Techniques**	**Algorithm**	**Relevance**	**Citation Support**
ChatGPT	Web Search	Natural language understanding, explanations	LLM Processing	RAG Pipeline vector dada set	No	No
Perplexity	Web Search	Natural language understanding, explanations	LLM Processing	RAG Pipeline vector dada set	NO	No
Gemini	Google search	Factual and current information, connected with Google Search	ANN-(Approximate Nearest search)	RAG and BERT	NO	NO
Copilot	Bing search	Automation and technical tasks based	NPL or ML	BERT	No	No
Claude	Web Search	reviewing research	Hybrid	RAG	No	No
AI Tools for Academic & Research Retrieval						
Scite.ai	Academic Journal	Citation analysis in the form	Deep Learning	RAG and BERT	No Used only Biology, medicine, genetics	Yes
Elicit.org	Academic Journal	Academic paper retrieval, literature reviews	ML	LLM	Yes	Yes

Semantic Scholar	Academic Journal	Scholarly article ranking, citation mapping, and author influence	Deep Learning	LLM + Ranking Algorithm	Most Relevant	Yes
Conversational & Search-Based AI Tools						
AI Tools	**Parameter**					
	Search Source	**Findings**	**AI Techniques**	**Algorithm**	**Relevance**	**Citation Support**
AI Tools for Library Automation & Metadata Retrieval						
GitHub Copilot	Their Programming data set	Helps with coding and creating automation scripts	ML	RAG	NO	No
Koha + AI Plugins	Books and Academic Journals	Enhanced OPAC search with semantic retrieval	NLP	RAG	Yes	No

DSpace with AI Extensions	Books, Research articles and Academic Journal	Repository content only; enhanced by AI	ML	Semantic Search

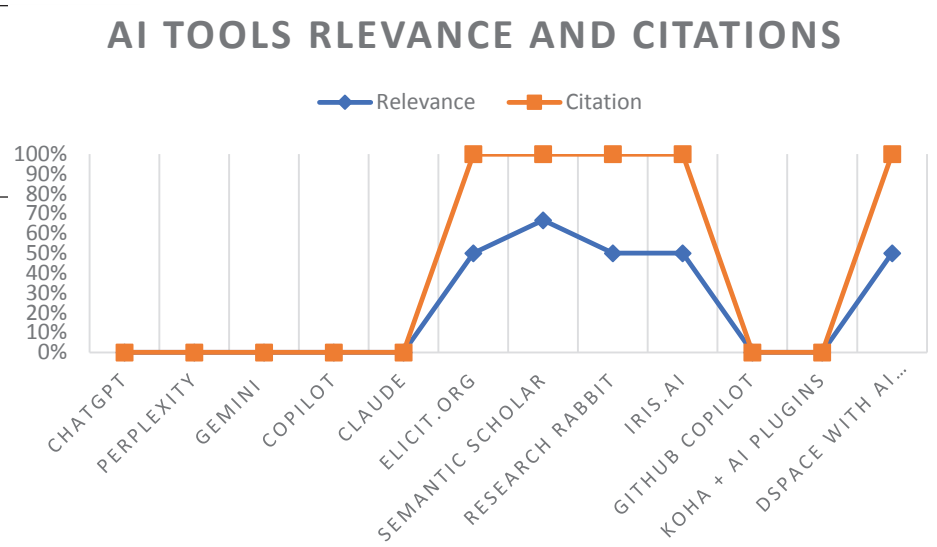
Data Analysis and Interpretation of Data

Conventional AI tools, based on web search, are among the best AI tools for academic writing. Semantic Scholar, Scite.ai, Elicit.org, Research Rabbit, and Iris.ai are the most relevant tools because they search from the source, such as academic journals. Koha and DSpace search the data from Academic journals and books. GitHub Copilot are used for programming and coding.



Large Language Models are used for ChatGPT, Perplexity, Research Rabbit, Iris, etc. DSpace with AI Extensions, GitHub Copilot, Elicit are used for Machine learning technology, Semantic Scholar uses Deep learning, Gemini uses Approximate Nearest Search technology, and Claude uses a combination of ML, LLM and Deep Learning technology.

Yes



Only Scite AI, Elicit.org, Semantic Scholar, Research Rabbit, Iria.ai and DSpace give Proper References and also give the proper relevance in Information Retrieval.

Findings

Regarding accuracy, relevancy, and support for citations, academic AI tools outperform conversational AI tools. Semantic Scholar has become the most efficient platform for academic retrieval owing to its deep-learning-based ranking methodology. Scite.ai and Elicit.org are particular tools that enhance value through citation context analysis and automated literature review capabilities, whereas Research Rabbit specializes in the visual mapping of research networks.

Conversational AI tools like ChatGPT, Perplexity, and Copilot can help explain concepts and develop novel suggestions. However, they lack structured indexing or reference confirmation, which means they cannot be used as a substitute for academic retrieval systems.

When combined with AI, library automation tools such as Koha and DSpace show considerable promise for enhancing information management, semantic search, and OPAC services.

The development of Retrieval-Augmented Generation (RAG) is a notable trend that has been observed recently. RAG improves scientific foundational information, but the extent to which it performs depends on the accuracy of the sources that are used. This is the reason academic AI tools are more effective than conversational tools.

Conclusion

This study provides a comprehensive comparative analysis of AI-driven tools within the context of academic and research library information retrieval, addressing a notable gap in existing literature. Our findings consistently demonstrate a clear distinction in utility and reliability across different categories of AI tools. Academic-oriented tools such as Semantic Scholar, Elicit.org, Scite.ai, Research Rabbit, and Iris.ai are shown to be of higher quality, more reliable, and offer robust citation support for scholarly information retrieval. These tools utilize deep learning, citation graphs, and concept extraction to deliver precise filtering and contextual analysis, which are essential for academic rigour. Conversely, while conversational AI tools like ChatGPT, Perplexity, Gemini, Copilot, and Claude excel in natural language understanding, explanation, and summarisation, they frequently lack consistent citation-backed retrieval, thereby diminishing their reliability for scholarly research. Their outputs, though generated by advanced LLMs and vector search, often depend heavily on model training rather than rigorous academic indexing.

Furthermore, AI tools dedicated to library automation and metadata retrieval, such as Koha with AI plugins and DSpace with AI extensions, effectively enhance OPAC and repository systems through semantic search and metadata enrichment. However, their primary function is not general academic research retrieval but rather the efficient management and accessibility of digital collections.

The ubiquitous presence of Retrieval-Augmented Generation pipelines combined with Large Language Models is emerging as a standard across many of these tools, indicating a growing convergence in fundamental algorithmic approaches for information processing. Ultimately, this research underscores the necessity for librarians and researchers to critically assess the specific functionalities and limitations of AI tools, guiding them toward adopting solutions that align with the distinct demands of academic integrity and scholarly communication. The insights derived will facilitate informed decision-making for integrating AI into library services, contributing to a more effective and future-ready information retrieval ecosystem.

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A Synthesis of Research Publications on AI-driven Assistive Technologies for Visually Impaired People

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ABSTRACT: Artificial intelligence (AI) has emerged as a transformative force in enhancing accessibility, independence, and functional capacity for individuals with visual impairments (VIPs). This systematic review and bibliometric analysis synthesises evidence from 16 papers indexed in the Web of Science (2020–2025), focusing on AI-driven assistive technologies, mobility systems, wearable devices, medical diagnostic tools, integrated communication solutions, and ethical considerations. The findings reveal five dominant thematic areas: (1) AI-based mobility and navigation assistance; (2) AI-powered wearable and portable devices; (3) AI applications in medical diagnostics and visual processing; (4) integrated AI with emerging technologies such as visible light communication (VLC) and edge computing; and (5) ethical frameworks surrounding AI-enabled assistive technologies. Across studies, deep learning, computer vision, and edge computing emerged as the most widely used techniques, achieving real-time performance and high accuracy. However, critical limitations persist, including small sample sizes, limited real-world usability, cost constraints, dataset biases, and low involvement of visually impaired users in the co-design process. This review identifies research gaps, providing a synthesised bibliometric analysis, and proposes recommendations that prioritise inclusive, affordable, and context-aware AI solutions, with a strong emphasis on ethical design and large-scale real-world evaluation. The study provides a comprehensive understanding of global AI research for visually impaired individuals and identifies pathways for future innovation.

KEYWORDS: visually impaired persons, artificial intelligence, assistive technologies, deep learning, smart mobility, wearable devices, ethics, edge computing, medical diagnostics.

Introduction

Visual impairment affects millions worldwide and poses multifaceted challenges in mobility, communication, education, and social participation. Traditional assistive technologies such as canes, tactile maps, and guide dogs provide limited functional support in complex environments. With advancements in artificial intelligence (AI), deep learning, computer vision, robotics, and wearable technologies, a growing global effort is underway to develop sophisticated

AI-enabled solutions that enhance accessibility for visually impaired persons (VIPs).

AI technologies offer unique opportunities to interpret the environment, generate auditory or haptic feedback, support independent mobility, facilitate reading and object recognition, and aid in medical diagnostics. Furthermore, the growth of edge computing, low-cost processors, and smartphone penetration has improved the feasibility of deploying real-time assistive technologies. However, despite these advancements, challenges remain regarding usability, affordability, privacy, and ethical deployment.

Given this evolving landscape, a systematic review of state-of-the-art AI research on visually impaired populations is essential. This paper analyses 16 articles, including meeting abstracts and research articles published between 2020 and 2025 (extracted from Web of Science), covering AI-driven assistive technologies, intelligent navigation systems, wearables, diagnostic solutions, and ethics. This review aims to synthesise findings, identify trends, evaluate effectiveness, and highlight future areas for research and innovation.

Objectives

This review aims to:

1. Analyse and categorise AI applications developed for visually impaired persons across 16 Web of Science publications.
2. Identify the major technologies, models, and algorithms used in existing AI-based assistive systems.
3. Examine real-world usability, accuracy, and performance outcomes of reviewed systems.
4. Highlight emerging trends such as edge computing, generative AI, VLC, and integrated smart city solutions.
5. Identify research gaps, ethical concerns, and design limitations in current literature.
6. To analyse publication and citation patterns through a bibliometric assessment
7. Propose future directions to guide inclusive, ethical, and practical AI innovations for visually impaired populations.

Methodology

The review is based on 16 documents retrieved from the Web of Science Core Collection, published between 2020 and 2025, with a focus on artificial intelligence applications for individuals who are visually impaired. To retrieve documents, 'visually impaired', 'visual impairment' and 'artificial intelligence' keywords have been used, appearing in the title with the help of Boolean searching. The documents include experimental studies, surveys, systematic reviews, meeting abstracts and design-oriented prototypes.

Analytical Approach

A qualitative thematic analysis was used to identify dominant themes across the 16 studies (10 articles, three meeting abstracts, two letter documents, one review article). Articles were categorised based on application type (navigation, wearables, diagnostics, ethics, integrated systems). A comparative synthesis approach was adopted to evaluate accuracy, usability, methods, and limitations. After reviewing, a bibliometrics analysis has also been performed.

Findings

Thematic Analysis: Following a thorough review, the findings have been categorised into five core themes.

Theme 1

AI-Based Mobility and Navigation Assistance

Smartphone-Assisted Positioning Systems: Lima et al. (2023) developed a positioning assistance system utilising smartphone-based AI, which leverages ORB feature detection and KNN feature matching for landmark recognition. The system provided real-time environmental information, delivering high-speed processing and satisfactory accuracy. This low-cost approach is scalable for everyday mobility tasks.

Multi-Object Detection and Navigation: Joshi et al. (2022) introduced a deep-learning-based system integrating object detection with distance measurement sensors to enable real-time auditory guidance. With detection accuracy exceeding 95%, the system is robust in identifying obstacles and relevant objects.

Zebra Crossing Assistance: Chang et al. (2021) proposed an edge-computing-based wearable solution consisting of smart sunglasses, a walking cane, and a waist device. The system detected zebra crossings using deep learning and provided real-time auditory messages. Achieving approximately 90% accuracy, it demonstrates potential for urban pedestrian safety.

AI-Enhanced Guide Dog Harness (iDog): Chen et al. (2024) developed an intelligent harness integrating RGB-D camera sensors and edge computing for obstacle recognition and road-crossing guidance. This innovative concept uses a real guide dog, enhancing user comfort and natural interaction.

Smart City Integrated Crossing Assistance: Montanha et al. (2022) implemented a system using WiFi-based trilateration and deep learning image processing integrated into urban semaphore infrastructure. Real-world trials over one year showed successful assistance in safe street crossing.

Theme 2

AI-Powered Wearables and Smart Assistive Devices

Smart Vision Glass (SVG): Udayakumar et al. (2024) evaluated an AI-based smart glasses device in a multicentric Indian cohort. Featuring reading assistance, face recognition, walking assistance, and object detection, the device showed high acceptance and usability across diverse user groups.

AI-SenseVision Wearable Device: Joshi et al. (2024) introduced AI-SenseVision, a low-cost wearable device that integrates sensors and deep learning models on a single-board processor. It supports both indoor/outdoor modes, as well as object counting, offering portability and affordability.

Theme 3

AI in Diagnosis, Visual Processing, and Medical Support

Deep Learning for Eye Disease Diagnosis: Wang et al. (2023) provided a comprehensive overview of deep learning applications for ocular disease detection and the development of visual aids. AI-based diagnosis supports early detection, improving treatment outcomes.

Generative AI for Visual Saliency Assessment: Matsunaga et al. (2025) proposed an integrative system that utilises eye tracking and SegCLIP generative AI to evaluate lower- and higher-level visual processing in children with cerebral

visual impairment (CVI). The system presents a new direction for AI-supported clinical assessment.

Theme 4

Integrated Technologies- VLC, Edge Computing, IoT

AI + VLC Hybrid Assistive Paradigm: Lavric et al. (2024) discussed AI-enabled Visible Light Communication (VLC) as a promising approach for indoor navigation and innovative environments, presenting the first comprehensive roadmap integrating AI with VLC for visually impaired assistance.

Theme 5

Ethical Considerations in AI Assistive Technologies

Ethical Review of AI-ATs: Sasu et al. (2025) conducted a systematic review of 81 publications, identifying critical concerns related to equity, accessibility, privacy, autonomy, and accountability. The study highlights gaps between ethical principles and real-world implementation, emphasising the need for interdisciplinary collaboration.

Research Gaps identified

A review of the existing literature reveals several critical research gaps that continue to limit the development and adoption of AI-based solutions for visually impaired individuals. First, most studies lack large-scale and long-term field trials, resulting in limited evidence on the real-world performance and sustainability of these methods. Additionally, very few technologies are explicitly designed for low-income or resource-constrained populations, despite their substantial need for accessible assistive tools. Research integrating multimodal sensory feedback, such as combining audio, haptic, and environmental cues, also remains underdeveloped. Another major limitation is the insufficient use of participatory design approaches, which involve visually impaired users in directly shaping the technology. Ethical frameworks for safe, transparent, and responsible deployment of AI-based assistive systems are still in early stages, creating further challenges. Moreover, there is a notable lack of datasets that authentically represent the diverse real-world environments and experiences of visually impaired users. Finally, limited research focuses on AI tools that support broader dimensions of life, including education, employment, and social inclusion, leaving significant opportunities for future work.

Recommendations

1. Inclusive and diverse datasets should be developed through co-creation with visually impaired users to ensure that AI systems genuinely reflect their real-world environments and needs.
2. Future assistive technologies should incorporate multimodal AI, combining audio, haptic feedback, and large language models, to provide richer, more natural conversational guidance for visually impaired individuals.
3. AI-based assistive systems should be integrated into emerging smart city infrastructures to enhance navigation, safety, and public services, making them more accessible and responsive to visually impaired users.
4. Researchers and developers should focus on designing affordable edge-AI wearables that function effectively in low-resource settings, making advanced assistive technology accessible to underserved populations.
5. Ethical-by-design frameworks must be established to ensure transparency, accountability, and strong data protection throughout the lifecycle of AI-assisted solutions.
6. Cross-cultural and cross-geographic evaluation studies should be conducted to assess the performance of AI technologies across diverse social, environmental, and cultural contexts.
7. Strong interdisciplinary collaboration among clinicians, engineers, rehabilitation specialists, and visually impaired users should be encouraged to create more holistic, practical, and user-centred AI solutions.

A synthesised Bibliometric analysis

The bibliometric analysis of the 16 research papers published on the application of artificial intelligence for visually impaired individuals reveals a moderate but growing scholarly influence. Collectively, these papers have received 162 citations, yielding an average of 10.13 citations per paper and an H-index of 5, indicating that at least five publications have been cited five times or more. The most influential work in the dataset is the paper titled *"Efficient Multi-object Detection and Smart Navigation Using Artificial Intelligence for Visually Impaired People"* by Joshi, R. C., Yadav, S., Dutta, M. K., and Travieso-Gonzalez, C. M. (2022), which has accumulated 49 citations, making it the highest cited study. A year-wise breakdown highlights an apparent rise in research activity: in 2024, five papers garnered a total of 43 citations, while in 2025, four papers collectively received 66 citations, showing increasing visibility and impact. In terms of author productivity, Chen L. B., Dutta M. K., and Joshi R. C. each contributed two papers, marking them

as the most prolific researchers within this dataset. The geographical distribution of publications reveals that the USA leads with four papers, followed by India with three publications, and Spain and Taiwan each contributing two papers. Overall, the bibliometric indicators suggest an expanding research front, characterised by increasing international collaboration and growing academic attention to AI-driven solutions for visually impaired users.

Conclusion

AI has demonstrated strong potential to transform the lives of visually impaired individuals by enhancing mobility, independence, medical support, and environmental awareness. Based on the analysis of sixteen Web of Science publications, this review highlights significant progress in wearable devices, navigation systems, and diagnostic tools. However, real-world deployment challenges persist, including affordability, scalability, ethical considerations, and the need for inclusive design. Future research should prioritise the development of low-cost, user-centred, and ethically aligned AI models, supported by robust real-world evaluations. AI-enabled assistive technologies will continue to evolve, offering increasingly personalised and context-aware support to visually impaired users worldwide.

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Use of Meta Artificial Intelligence in Academic Libraries: Opportunity and Challenges

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ABSTRACT: This research aims to explore how Meta Artificial Intelligence (Meta AI)-driven assistive technologies can help improve the management and service provision in academic libraries for users with various challenges. The artificial intelligence research division of Meta Platforms, Meta AI, has grown remarkably quickly to become a vast array of machine-learning (ML) and deep-learning (DL) technologies that enhance communication, social media, and new virtual worlds. Meta AI was founded in 2015 and is utilized in various areas, including natural language processing (NLP), image generation, speech recognition, recommendation systems, and predictive analytics. AI and related technologies significantly decrease the amount of manual labour and enhance the accuracy of information and retrieval efficiency in libraries through automated cataloguing, metadata creation, semantic indexing, collection management, and predictive analytics. Immersive virtual worlds, chatbots with AI support, and personalizedpersonalised recommendation systems enhance user interaction and expand access to library resources. Digitization. The digitization of cultural heritage materials is further facilitated by AI-enabled tools, preservation and research support platforms, and improved management and acceleration of academic research processes. Although it has some positive aspects, the implementation of Meta AI in academic libraries is associated with several ethical and practical issues, including concerns about data privacy, algorithm bias, the need to train and verify it, and financial challenges. To address these issues, it is necessary to implement open policies, digital literacy programs, and responsible AI. In general, the inclusion of Meta AI presents a transformational possibility, enabling libraries to become dynamic and user-centred knowledge platforms during the digital era.

KEYWORDS: Meta AI, Meta Artificial Intelligence, Machine learning, Academic libraries, Library management, User services

1. Introduction

The artificial intelligence research division of Meta Platforms, Meta AI, creates and delivers AI-based technologies through its products, including Instagram and WhatsApp. It provides AI-driven experiences, such as chatbots, photo-editing and image-generation applications, and message summarisation. Meta AI was officially established as a research division on December 11, 2015. In September 2023, it released a public beta of its AI assistant, and in April 2024, it released it in the United States. Meta AI has grown substantially since 2024 and can now operate in over 40 countries, despite some European and Brazilian launches being delayed due to legal reasons. Meta AI, created by Meta (formerly Facebook), is a suite of sophisticated artificial intelligence technologies that enhance various applications, including those in libraries. The advanced ML and DL methods typify meta-AI (Yaghoubi et al., 2024). These state-of-the-art technologies enable Meta AI to handle complex tasks such as NLP, image and speech recognition, recommendation engines, and predictive analytics with a high level of efficiency. Meta AI is a generative artificial intelligence assistant developed by Meta that can respond to questions, create images, provide recommendations, and engage in conversation. Meta utilises its applications, including WhatsApp, Facebook, Instagram, and Messenger, to support Meta AI and can be found on hardware produced by Meta, such as the Ray-Ban Meta smart glasses. The technology utilises the LLaMA large language model, developed by Meta. According to Huisman et al. (2021), Meta AI is characterized by advanced ML and DL functions, which allow for effective addressing of such complex activities as NLP, recommendation systems, predictive analytics, and graphics created by AI devices regarding user demand and audio recognition.

2. The characteristics of Meta AI

Meta AI models are highly accurate and efficient, and can work with large datasets to provide accurate results.

Meta is well-equipped to handle large amounts of data, and Meta AI is highly scalable and versatile, which is why it can be deployed at both small and enterprise levels.

Meta AI drives a wide range of applications, including content filtering, personalised recommendations, virtual assistants, and automated customer support.

Meta AI is compatible with various software and platforms, making it easy to embed in existing infrastructures.

The models that Meta uses are designed to continually learn, thereby adapting and gaining increased accuracy and efficiency with every new dataset.

The generative artificial intelligence assistant, known as Meta AI, is an entity that implements communication, provides recommendations, and responds to queries, acting as a virtual assistant to assist with work, communicate, and answer questions.

It can scan data from Meta applications, such as past messages in WhatsApp. It can be utilised in the process of editing and creating videos, as well as in creating the so-called vibes and translating Reels into different languages. It is available in various Meta applications, including WhatsApp, Facebook, Instagram, and Messenger, as well as in hardware products offered by Meta, such as smart glasses sold under the Ray-Ban brand, which can utilise camera input for visual AI applications. The ecosystem nature of Meta's social-networking and messaging apps offers a large user base, which is a considerable advantage. In the services of Meta, communication with Meta AI can be used to personalize content and advertising; this is at will. Meta claims that it will process only messages containing a specific reference or shared with Meta, and that any private calls and messages do not get shared with other parties and are end-to-end encrypted. Based on this, the selected articles were analysed to examine how the potential of Meta-AI-controlled assistive technologies can enhance library management, user services, and the beneficiary approach to individuals with various challenges.

3. Integrating Meta AI in Libraries

Meta AI is primarily used in libraries, thanks to the application of AI technologies developed by Meta and the broader concept of the metaverse, which helps protect and enhance operations, services, and user experiences. The fundamental implementations comprise chatbots, user support, and AI-based search and recommendation engines that all complement user services through automated categorization, advanced information search, and personalised recommendations. In addition to these, predictive analytics guide resources, digitization technology helps preserve collections, and enhanced Behavioural analytics help reveal patron engagement patterns. Meta AI can receive metadata through the use of natural language processing (NLP), which enables it to comprehend user queries and generate text answers written by humans. By examining large volumes of data, the system supports academic research and the development of individual learning programs. Similar to other large language models, Meta AI reads and understands human language through NLP, thus being able to answer queries of patrons in a

way that resembles human interaction. The ability of AI to filter large amounts of data, identify trends, retrieve information, and review literature promotes research activities and various library tasks. Machine learning tools enable the system to execute specific functions based on the training data, including automatic tagging and categorisation of new resources. Semantic indexing enables the AI to understand the purpose of search queries, rather than simply matching keywords. It generates more relevant results even when exact phrases are not present in the catalogue. Some of the applications that enhance the experience of users and library services include the following categories:

3.1 Meta AI for Library Management

The metaverse and Meta AI are transforming the way information is retrieved and managed, altering user expectations, and shaping the services provided by libraries in higher education (Oladokun et al., 2024).

a. Automated Cataloguing, Metadata, and Indexing: The use of Meta AI decreases the workload of librarians and ensures data quality by automating the creation of metadata and catalogues (Oyighan et al., 2024). AI will accelerate the process of classifying and organizing library materials, thus reducing the amount of manual labour required, as well as improving the accuracy and uniformity of records in repetitive tasks, even in digital archives.
b. Metadata Extraction and Enhancement: The digitised materials are automatically mined and refined using tools to enhance discoverability.
c. Collection Optimization: AI considers the usage data to help libraries make well-informed purchasing decisions, discover gaps in collections, and spend resources efficiently.
d. Customized Recommendations: Meta AI will enhance the satisfaction and involvement of the patron, offering personalised book and resource recommendations based on behavioural analysis. AI-based systems create personalised reading lists and enhance the discovery of resources based on borrowing history and user preferences.
e. Collection Management: Libraries utilise predictive analytics and AI to forecast demand, optimise inventory, and leverage data to develop data-driven collection development strategies.
f. AI-controlled chatbots: Virtual assistants would provide instant, twenty-four-hour-a-day support, responding to frequently asked questions, navigating people through resources, and referring them to services, thereby liberating human librarians to accomplish more complex tasks and

alleviate pressure on the staff (Fatouh & Hamam, 2024).

g. Usage Pattern Analysis: Meta AI analyses the pattern of usage in order to develop future trends and make an informed decision on the collection development and resource allocation (Oyighan et al., 2024).

h. Information Management: AI technologies are also helpful in organising digital resources, particularly in large scholarly libraries, where predicting material demand is necessary, as well as in managing resources efficiently.

i. Patron and Sentiment Analysis: Examining user behaviour and feedback in social media sources enables service enhancements based on the sentiment of the patron.

3.2 Meta AI for User Services

Market Analysis: Chatbots and Virtual Assistants assist in communication around the clock, allowing users to overcome the obstacles of navigating resources and finding answers to the most frequently asked questions (Fatouh & Hamam, 2024). NLP has formed the basis of chatbots and search engines, which can support user queries conversationally.

- Better Search Accuracy: The advanced NLP based on meta-AI, semantic indexing, and personalised recommendations helps users find the necessary information faster. NLP develops improved algorithms, accessibility options, and methods for preserving cultural heritage in libraries. NLP chatbots are utilised in supporting research and converting metadata generation and multilingual search tasks, providing users with comprehensive search and analytical services to library personnel (Chou & Chu, 2022).
- Immersive Virtual Environments: In these types of libraries, virtual worlds allow users to sign in and view content (Namdas, 2024). These libraries enable users to navigate virtual libraries, attend events and conferences, and work in immersive digital environments using augmented reality (AR) and virtual reality (VR), thereby extending the institution's reach beyond its physical boundaries.
- Enhanced Accessibility: AI technologies will make accessibility more user-friendly for various user categories by implementing voice-activated features, text-to-speech capabilities, and creating text descriptions of visual components in online documents (Chauhan, 2024).
- Intelligent Search and Recommendation Systems: These systems provide more relevant search results, based on how users have searched in the

past and their preferences for search results, similar to personalized online shopping or streaming services.

3.3 Digitization, Preservation and Access Tools

Solutions powered by AI and utilising Meta's technology will offer numerous benefits compared to manual operations. Advanced image recognition and content extraction enable the digital preservation of delicate documents, manuscripts, and photographs, making them more accessible to a wider audience. AI-based solutions digitise fragile and rare items by enhancing the image, identifying text through OCR, and 3D scanning, which improves both the searchability level and the long-term preservation of cultural heritage.

3.4 Learning Support and Research Assistants

The tools of artificial intelligence, such as Perplexity and 3 Scite, can help scholars and library professionals recognize and evaluate pertinent literature. AI supports and assists in the mining of data and text, the creation of concise summaries of scholarly articles, and the development of interactive, user-specific information literacy programs. Using an AI-powered system, Osman (2025) assesses Quilbot, Gradescope, Scite, Consensus, Elicit, and Semantic Scholar, which report that they can be used in systematic reviews, productivity enhancement, scientific writing, and literature discovery. Findings suggest that these tools maximise scientific communication, enhance productivity, and hasten data processing, as well as improve the speed of discovery. However, these issues persist in terms of ensuring ethical responsibility, reducing bias, and enhancing data quality.

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With advanced features such as data mining, literature review, citation analysis, and creating knowledge graphs based on instructional material, AI technologies can help researchers and make the research process faster. The AI-based applications, which utilise robotics, machine learning (ML), and natural language processing (NLP), significantly assist research work, including literature searches, data analysis, experimental design, and manuscript composition (Madanchian & Taherdoost, 2024).

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Problems and Ethical Reflection

a) Data Privacy and Data Security: Adoption of AI will enhance risks of data loss and unauthorized access, and, therefore, there is a need to establish effective privacy protection and transparent data-handling policies in libraries.
b) Algorithmic Bias: AI-based systems can reproduce or even increase biases within their training data (such as usage of copyrighted or unverified datasets of the so-called shadow libraries) and lead to discrimination.
c) Digital Literacy and Training: To be able to use AI tools effectively, librarians and patrons need to have adequate digital literacy knowledge. Therefore, continuous training and capacity-building programs need to be given priority in institutions.
d) Financial Limitations: The high cost of acquiring, implementing and maintaining AI infrastructure is also a major limitation, especially to libraries with low financial capabilities.

With an active approach to addressing these concerns, informed by ethical principles, user-centred design, and long-term digital literacy initiatives, libraries will be able to leverage the benefits of Meta AI and continue to play a vital role as a source of inclusive and innovative information in the digital era.

Conclusion

The implementation of Meta AI and other artificial intelligence technologies in library settings is a key measure in changing conventional library services to make them more dynamic, efficient, and user-friendly. Meta AI can significantly enhance information retrieval, resource management, and user interactions by leveraging its advanced features, including natural language processing, automated cataloguing, recommendations, predictive analytics, and immersive virtual worlds. They not only simplify library processes but also enhance the

learning and research experience of patrons, making libraries significant in the ever-digitised world.

Nevertheless, the introduction of AI in libraries should be undertaken with care, considering the ethical, technical, and financial implications. Issues associated with data privacy, algorithmic bias, the need for digital literacy training, and funding are significant challenges that institutions must address through transparent policies, responsible use guidelines, and continuous professional development. Finally, the considered and responsible introduction of Meta AI can make libraries the centres of knowledge in the present-day world, extending their reach and access, enhancing the service, and improving the overall user experience. With a proper balance between innovation and responsibility, libraries will be able to fully leverage the transformative potential of AI to serve their mission in the digital era.

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Exploring Local Retrieval-Augmented Generation for Academic Libraries: A Conceptual Analysis and Implementation Framework

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ABSTRACT: This study examines Local Retrieval-Augmented Generation (Local RAG) as an emerging artificial intelligence framework for enhancing information services in academic libraries. Traditional keyword-based systems and cloud-based large language models present limitations, including semantic retrieval constraints, hallucinated responses and data privacy concerns. This research develops a conceptual framework that explains the Local RAG architecture, identifies implementation prospects and challenges, and proposes a six-phase deployment framework for library professionals. Findings indicate that Local RAG offers enhanced accessibility through conversational interfaces, improved retrieval accuracy by grounding responses in institutional documents, complete data sovereignty, cost-effectiveness and customization capabilities. However, implementation faces challenges including technical complexity, computational requirements, staff training needs and ethical governance considerations. The study concludes that Local RAG represents a viable solution for academic libraries seeking to modernise services while preserving institutional autonomy; however, successful deployment requires systematic planning and sustained organisational commitment.

KEYWORDS: Retrieval-Augmented Generation, Local RAG, Artificial Intelligence, Open-source LLM, information retrieval, academic library, conversational AI, library technology.

1. Introduction

Libraries serve as the critical source of knowledge and information in higher education, enabling learners and researchers to conduct research across multiple fields of study (Khan et al., 2023). The emergence of digital technology has transformed the relationship between libraries and users; therefore, libraries must adopt an intelligent approach towards technology if they wish to meet the expectations of their patrons successfully (Cox et al., 2019). Traditional keyword searches rely on exact matches of keywords but fail to provide a means to find related semantically similar words; thus, they limit both the quality of search results and user engagement (Roy et al., 2012). The rise of Large Language Models (LLMs) such as ChatGPT offers a conversational interface for information access

(OpenAI, 2023) and It is quite possible for fixed pre-trained datasets to generate inaccurate or fictitious answers (Li et al., 2023) and since these technologies exist in the cloud many fears exist about potential privacy violations of their users and possible breaches of institutional governance (Adegbuyi, 2024).

Retrieval-Augmented Generation (RAG) has emerged as a potential solution by integrating generative models with retrieval components, thereby grounding responses in verifiable documents rather than model memory (Lewis et al., 2020; Gao et al., 2023; Oche et al., 2025). Most RAG implementations, however, still depend on external cloud services, leaving privacy risks and vendor dependence unresolved. Local RAG, by contrast, offers a locally deployed, open-source alternative that helps institutions retain data sovereignty, tailor systems to their own collections, and reduce operational costs (Xuan, 2025; Mukhopadhyay, 2025). There has been limited study of Local RAG in academic libraries, particularly the practical challenges and long-term implications of Local RAG. Therefore, additional exploration of Local RAG as a privacy-preserving and context-aware AI solution for libraries is needed. A conceptual foundation for Local RAG was established, and this paper fills this gap by discussing, in an organized manner, the opportunities, challenges, and implementation strategies of Local RAG as a sustainable and privacy-preserving framework for academic information services.

2. Literature Review

The development of information retrieval systems within academic libraries represents a significant shift from traditional keyword-based catalogues to intelligent, AI-based discovery systems. Conventional systems rely on the precise matching of keywords, which limits the interpretation of semantic relationships and the identification of diverse terms, thereby restricting recall and user interaction (Roy et al., 2012; Huang, 2022). These constraints have increased due to the digitisation of collections, which has diminished the benefits of personalisation and real-time assistance in libraries (Cox et al., 2019; Khan et al., 2023). The failure of keyword systems to adapt to more complex research environments has prompted libraries to explore the use of artificial intelligence applications that can interpret natural language and offer more advanced search behaviour.

The introduction of ChatGPT and other Large Language Models (LLMs) has provided user-friendly features that enhance conversational experiences, making them more likely to meet the demands of users seeking interactive search experiences (OpenAI, 2023). Nonetheless, researchers have demonstrated that

the models are often associated with hallucinated or erroneous information because they are based on pre-trained data that have no connection to institutional repositories (Li et al., 2023). Additionally, commercial AI models rely on external cloud infrastructure, which raises serious ethical concerns regarding privacy, data security, and institutional autonomy (Adegbuyi, 2024; Wang et al., 2024). Nehra and Bansode (2024) noted that although LLMs can increase access to services, they cannot be readily tailored to specific collections within an academic institution. Therefore, their adoption and application in libraries is still limited by the reliance on vendors and the inability to guarantee total data sovereignty (Khan et al., 2023).

The Retrieval-Augmented Generation (RAG) has emerged as a significant solution to these problems, as it combines document retrieval and generative modelling to generate grounded, evidence-based responses (Lewis et al., 2020; Gao et al., 2023; Oche et al., 2025). Recent articles have shown that RAG drastically decreases the occurrence of hallucinations and increases accuracy by accessing retrieved institutional content, thereby producing responses (Brown et al., 2025; Bevara et al., 2025). However, the vast majority of RAG systems are hosted commercially, which still leads to issues of cloud reliance and privacy exposure. It has given rise to the idea of Local RAG, an open-source substitute that allows full institutionalisation and customisation via locally deployed structures (Mukhopadhyay, 2025; Xuan, 2025). By utilizing open-source models, such as Mistral 7B (Jiang et al., 2023) or LLaMA libraries, one can ensure compliance with privacy principles while enhancing retrieval precision and efficiency by incorporating vector databases with semantic search (Johnson et al., 2017; Reimers & Gurevych, 2019). Although these developments have been made, research on how Local RAG can be put into practice and tested in academic libraries remains scarce. The majority of available literature focuses on architecture or potential benefits instead of empirical outcomes or user-centred performance (Es et al., 2024; Trotolo, 2025).

3. Objectives of the Study

The objectives of this article are as follows:

- To examine the conceptual framework and technical architecture of Local RAG systems.
- To identify the advantages, opportunities and challenges of implementing Local RAG in academic libraries.
- To provide practical implementation frameworks and recommendations for academic library professionals regarding Local RAG deployment.

4. Research Methodology

This research examines Local Retrieval-Augmented Generation as an emerging AI-based search and conversational framework for academic libraries, employing qualitative and thematic analysis. The study reviewed research papers and conceptual works addressing RAG systems, large language models, AI chatbots and AI applications in library contexts. Data sources included scholarly articles, conference papers, technical reports, and project documentation describing RAG-based implementations and AI-driven library services. A systematic literature review was conducted across the ResearchGate, Google Scholar, arXiv, and Scopus databases, restricting the search to English-language publications from 2020 to 2025. Key search terms included "*retrieval-augmented generation*" "*, RAG in libraries*" "*, local LLM*" "*, AI in academic libraries*", and "*library chatbots*". From the retrieved literature, 35 articles were selected for detailed thematic analysis based on their relevance to the implementation of Local RAG in academic settings. The study examined the evolution from traditional keyword-based search to RAG-based systems, including RAG architecture and workflows, implementation practices, and adoption challenges.

5. Conceptual Framework of Local Rag

Local Retrieval-Augmented Generation (RAG) refers to an artificial intelligence system that integrates language model features with document retrieval systems, which are entirely deployed in an institutional context based on open-source systems (Lewis et al., 2020; Gao et al., 2023). In contrast to standalone large language models, which only utilize existing knowledge pre-trained, Local RAG systems access relevant documents in institutional repositories and generate responses based on actual information, rather than guesses (Brown et al., 2025). This method has a significant impact on reducing hallucinations and enabling systems to operate with existing proprietary or specialized institutional data (Bevara et al., 2025; Oche et al., 2025).

Figure 1 below shows that three integrated engines implement the Local RAG workflow. The Retrieval Engine comprises a query processor and a search engine that perform vector searches using the query, as interpreted by the library user, against the indexed knowledge base (Johnson et al., 2017). The Augmentation Engine subsequently develops augmented prompts by injecting the retrieved pertinent documents as context. Lastly, the Generation Engine utilizes a local generative AI model to generate grounded library user responses, with citations

generated based on the augmented context, as opposed to pre-trained knowledge alone (Mazumder & Mukhopadhyay, 2024).

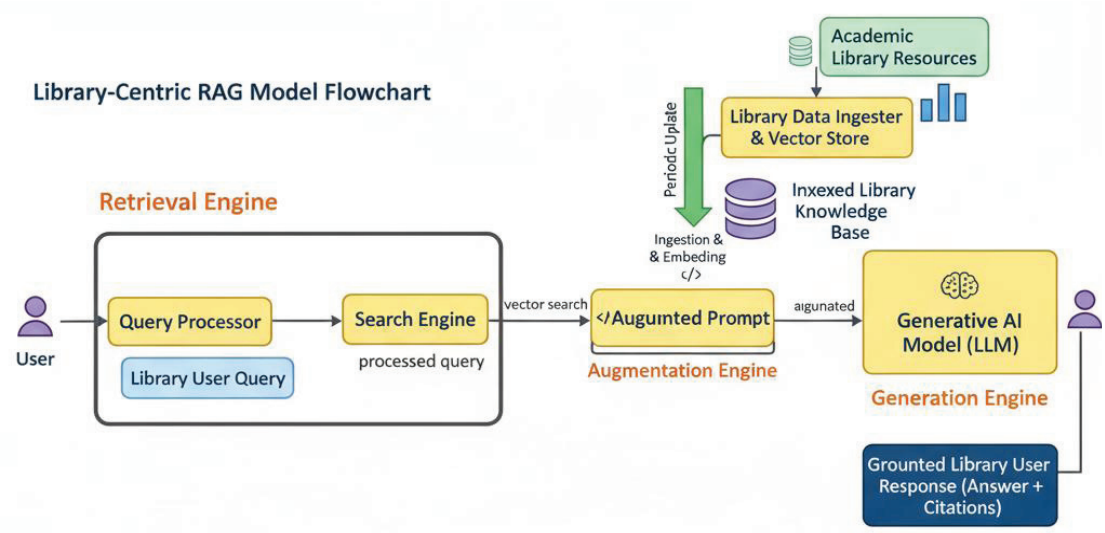


Figure 1. Library-Centric RAG Model Flowchart showing the three-engine workflow

Several key elements facilitate this workflow. Resources in academic libraries are updated periodically with the help of a library data ingester and a vector store, which converts institutional literature into comprehensible forms and stores it in an indexed body of knowledge (Reimers & Gurevych, 2019). Instead of utilizing cloud computing providers, open-source language models like Mistral 7B or LLaMA can be executed directly within the facilities of an institution, where complete data sovereignty is maintained (Jiang et al., 2023).

The main distinction between Local RAG and cloud-based AI services is that there are no external data transmissions, and the entire processing is under institutional control (Xuan, 2025). Unlike traditional library search systems, which rely on keyword matching, Local RAG is semantically based and generates conversational replies. These features make Local RAG especially suitable for academic libraries that require the privacy of their data, the ability to customise it through institutional control, and the customisation options (Mukhopadhyay, 2025).

5.2 Open-Source Technology Stack for Local RAG Deployment

Several open-source tools enable academic libraries to implement Local RAG systems without commercial dependencies. Table. One presents the essential

technical components required for Local RAG architecture, identifying available frameworks and their specific advantages for institutional library environments. These tools collectively support privacy-preserving customizable deployment within existing library infrastructure.

Table 1. Open-Source Tools and Technologies for Local RAG Implementation

Component	Tool/Framework	Primary Function	Key Features for Libraries
Language Model	Mistral 7B, LLaMA 2/3, Phi-3	Response generation	Multilingual support, customizable, runs on standard servers
Embedding Model	Sentence-BERT, all-MiniLM-L6-v2	Semantic text representation	Efficient similarity search, low computational cost
Vector Database	ChromaDB, FAISS, Weaviate	Document storage and retrieval	Scalable for extensive collections, fast query response
RAG Framework	LangChain, LlamaIndex, Haystack	Workflow orchestration	Integration with existing systems, customizable pipelines
Local Deployment	Ollama, LocalAI, vLLM	On-premise LLM hosting	Privacy-preserving, no internet dependency
Document Processor	PyMuPDF, Apache Tika	Text extraction	Handles multiple formats (PDF, DOCX, XML)

6. Scope And Limitations of the Study

This paper will discuss the Local RAG deployment in academic libraries from a conceptual and theoretical approach. This is a theoretical paper that constructs conceptual frameworks for developing RAG systems within library settings, examining opportunities for knowledge sharing, improving information retrieval, and enhancing user support services. The investigation has several advantages, including increased accessibility to better information and operational efficiency. Since Local RAG is a relatively new technology in library and information science, this underlying concept analysis serves as the basis for future empirical studies and applications (Khan et al., 2023; Nehra & Bansode, 2024).

The study synthesizes existing literature and theoretical knowledge to provide a comprehensive understanding of Local RAG potential in academic libraries. The

methodology will be based on up-to-date theoretical models and case studies in related fields, effectively addressing current knowledge. Empirical research on Local RAG in libraries is also forming (Bevara et al., 2025). As much as it is a practical approach to identifying key opportunities and challenges, it brings forth opportunities that can be empirically validated in the future through practical implementation case studies (Mukhopadhyay, 2025). This paper provides a conceptual base that empirical research can be used to enhance knowledge about the Local RAG application in academic libraries (Es et al., 2024).

7. Prospects of Local Rag In Academic Library Services

RAG systems that are local offer considerable opportunities to enhance academic library services on various levels. Such prospects address the age-old constraints of traditional library systems and meet the needs of modern user expectations and institutional requirements.

7.1 Enhanced Accessibility

Local RAG also allows 24/7 chat access to institutional collections without being reliant on the availability of commercial services or operating hour limits. This means that users can interact with library resources using their natural language queries at any time, greatly enhancing access for various user groups.

7.2 Information Retrieval

Local RAG systems offer personalized and context-sensitive service through semantic interpretation and not by simple keyword matching. Systems provide specific suggestions based on real institutional reports, which can be accurate and relevant, thereby minimizing hallucinations from individual language models.

7.3 Data Sovereignty and Privacy

Local RAG has complete institutional control of sensitive library data, user queries and collections using local deployment. This will mitigate privacy risks associated with cloud-based services and align with institutional information governance policies and compliance requirements.

7.4 Cost-Effectiveness

Local RAG will save on a commercial AI service subscription fee repeatedly, which will lower the costs of long-term operations in comparison to cloud-based solutions. Although it entails significant investment in infrastructure to start up, the lack of recurring vendor charges makes Local RAG financially appealing to resource-limited academic libraries.

7.5 System Customisation

Local RAG may be customised to meet the user requirements and workflows based on the needs of individual institutional collections to allow libraries to create solutions that are related to their personal missions and research priorities. Tailoring goes further to support language-specific terminology and integration with the existing library systems.

7.6 Institutional Innovation

The introduction of Local RAG makes academic libraries innovative institutions which are dedicated to serving the user with high-level information services. This technology implementation demonstrates that the institution is committed to innovation, which enables the achievement of research excellence through increased access to information.

Table 2. Key Prospects of Local RAG Implementation in Academic Libraries

Prospect Area	Key Benefits	Impact on Library Services	Supporting Evidence
Enhanced Accessibility	24/7 conversational access, natural language queries	Improved service availability for remote and international users	Bevara et al., 2025; Mukhopadhyay, 2025
Information Retrieval	Semantic understanding, personalized recommendations, and reduced hallucinations	More accurate and context-aware search results	Gao et al., 2023; Lewis et al., 2020
Data Sovereignty and Privacy	Complete institutional control, no external data transmission	Compliance with privacy policies and governance requirements	Xuan, 2025; Quinones & Perea, 2025
Cost-Effectiveness	Elimination of recurring subscriptions, long-term savings	Sustainable AI implementation within budget constraints	Cher, 2024; Xuan, 2025
System Customization:	Tailored to institutional collections and workflows	Services aligned with unique research priorities	Mazumder & Mukhopadhyay, 2024; Oche et al., 2025
Institutional Innovation	Technology-forward positioning, research excellence support	Enhanced institutional reputation and user attraction	Mukhopadhyay, 2025

8. Challenges of Local Rag In Academic Library Services

Making Local RAG effective in academic libraries requires addressing critical issues on technical, organizational, and ethical levels. Although these challenges are rather significant, they can be overcome with the help of systematic planning and collaboration within the institution.

8.1 Technical Complexity

Local RAG deployment requires technical proficiency in the system integration of machine learning integrations of vector databases, and continued maintenance. Many academic libraries lack the in-house technical capabilities that necessitate collaboration with the computer science department or an external company or technology vendor.

8.2 Computational Resources

Local deployment requires high server resources, such as storage capacity of vector databases in terms of GPU resources, and network bandwidth. These infrastructure needs involve substantial capital investments and ongoing operational expenses that may pose a challenge to libraries with limited technology budgets.

8.3 Initial Costs

In addition to infrastructure, Local RAG implementation would need development and integration costs such as software licensing, system configuration, data migration, and integration with existing library systems. Such initial expenses prevent library implementation even when the costs and benefits are long-term.

8.4 Staff Training Requirements

The staff at the library need to have training on how to manage the system, troubleshooting, user support and continuous optimization. To effectively answer user questions and address technical issues, staff should be knowledgeable about RAG technology.

8.5 Quality Assurance

Local RAG systems can be inaccurate or misunderstood, which requires human intervention despite being improved over standalone language models. Quality assurances, corrections of errors and improvement processes should be instituted.

8.6 Ethical considerations

Prejudices in training data, privacy of users in using the system, and openness in the functioning of the system should be considered. Academic libraries must

establish governance systems that address the ethical use of AI, equity, and responsibility . 9. Practical Implementation Framework for Library Professionals.

Table 3. Implementation Challenges and Mitigation Strategies for Local RAG

Challenge Area	Specific Challenges	Mitigation Strategies	Supporting Evidence
Technical Complexity	ML expertise, system integration, maintenance	Collaboration with IT/CS departments, external consultants	Rodriguez & Mune, 2022; Khan et al., 2023
Computational Resources	GPU requirements, storage capacity, bandwidth	Phased deployment, infrastructure planning, hybrid solutions	Nehra & Bansode, 2024
Initial Costs	Infrastructure investment, software licensing, integration	Budget planning, pilot projects, and grant funding	Comia, 2025
Staff Training	System management, troubleshooting, and user support	Structured training programs, documentation, and professional development	Xuan, 2025, (Oche et al., 2025)
Quality Assurance	Potential inaccuracies, misinterpretations	Human oversight, evaluation frameworks, and continuous monitoring	Brown et al., 2025
Ethical Considerations	Data bias, privacy protection, and transparency	Governance frameworks, ethical AI policies, and accountability measures	Kotek et al., 2023; Hossain et al., 2025

9. Practical Implementation Framework For Library Professionals

The implementation of Local RAG requires methodical planning and a gradual rollout across various areas of organizational activity to be successful. This framework incorporates the results of literature analysis, conceptual research, and analysis of organizational needs to offer practical advice to library professionals. Table 4. Further breaks implementation activities into six consecutive stages with key actions and anticipated deliverables being identified to inform resource

allocation, stakeholder engagement, and project management. This is a systematic method that allows libraries to eliminate technical complexity and stay strategically aligned with institutional goals.

Table 4. Implementation Checklist and Framework for Local RAG Systems

Implementation Phase	Key Actions	Success Indicators
Phase 1: Planning and Assessment	• Conduct a feasibility study • Evaluate technical infrastructure • Assess institutional readiness • Analyse budget and resources • Identify target users and collections	• Feasibility report • Needs assessment • document • Budget allocation plan • Stakeholder approval
Phase 2: Technology Architecture	• Evaluate open-source LLMs • Select a vector database solution • Choose RAG orchestration • Verify system compatibility • Design integration protocols	• Technology stack documentation • Architecture design document • Integration roadmap • Compatibility assessment report
Phase 3: Pilot Deployment	• Design a limited-scope pilot • Select test collections • Implement prototype system • Collect performance data • Gather user feedback	• Functional pilot system • User feedback report • Performance evaluation • Lessons learned document
Phase 4: Capacity Building	• Develop a training curriculum • Conduct staff training sessions • Create support documentation • Establish troubleshooting protocols • Prepare user guides	• Trained library personnel • Training materials • Support documentation • User service protocols

Implementation Phase	Key Actions	Success Indicators
Phase 5: Quality and Governance	• Implement accuracy testing • Establish monitoring systems • Develop ethical AI policies • Create privacy protocols • Design accountability mechanisms	• Quality assurance framework • Performance monitoring dashboard • Governance policy document • Compliance protocols
Phase 6: Sustainability and Scaling	• Secure ongoing funding • Plan system maintenance • Establish partnerships • Schedule regular updates • Enable system expansion	• Long-term budget allocation • Maintenance schedule • Partnership agreements • Scaling implementation plan

10. Findings and Discussion

This study demonstrates that Local RAG introduces effective strategies that can help academic libraries enhance their information provision services without compromising institutional control and data sovereignty. The most important findings are that RAG architectures are vital in reducing hallucinations, as responses are grounded in documents that have been retrieved. Additionally, local deployment ensures that privacy concerns are addressed and allows for the customization of institutions. Nevertheless, to be effective, it is necessary to address the resource limitations of technical complexity and organizational preparedness.

According to this conceptual analysis, the paper suggests a strategic planning approach in stages. Resource commitment is only possible after thorough feasibility studies that determine the technical capacity and infrastructure needs. Pilot projects should be launched by libraries on specific collections to check the effectiveness and scale later. Staff training, which provides capabilities in system management and user support, is a critical success factor. Institutional values have to be reflected in governance structures dealing with ethical issues, privacy and accountability. Such a feedback-based continuous evaluation and performance monitoring makes it possible to optimize in an iterative manner. The bridge of knowledge gaps is filled through collaborative partnerships with technology

experts and other institutions. Long-term sustainability involves specific budgetary planning of the maintenance, updates and professional development to ensure its effectiveness immediately after the deployment.

11. Conclusion

Local Retrieval-Augmented Generation is an important prospect of academic libraries to introduce information services in a modernized state and retain institutional control, data privacy and non-dependence on commercial AI providers. The given study analyzed the conceptual framework and technical architecture of the Local RAG systems, established the benefits and limitations of their implementation and offered practical recommendations to the library leaders. Although challenges such as technical complexity, computational demands and ethics exist, it is possible to overcome them with the help of systematic planning, gradual implementation and governing models. As this technology continues to mature, with experience of ongoing empirical research and practice implementation, the knowledge of Local RAG applications in academic libraries will keep improving. Future studies ought to address the effects on a long-term basis, create evidence-based best practices and examine the way Local RAG systems change with the expansion of artificial intelligence and information retrieval technologies. Local RAG through considered and strategic academic library implementation helps these libraries optimize their core business of delivering information to aid learning, research and institutional achievement, and retain the intellectual context and personal service that defines professional librarianship in the digital era.

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The role of Cloud Computing, AI and Blockchain as Innovative Library Services in the Digital Age

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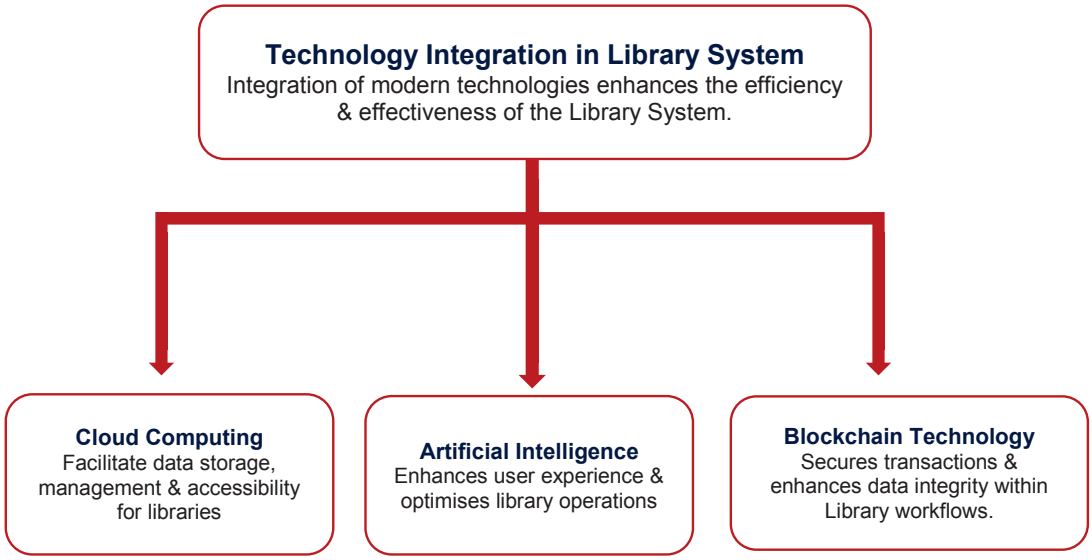
ABSTRACT: With the help of digital technologies, data, information, and knowledge are interlinked, forming the pillars of the new educational management system. According to the NEP, innovative knowledge and skills are more important. Now, we live in a digital era, in which knowledge should be spread in a digital format, which can be applied and utilised by users. Sharing adequate digital understanding, values, and innovation requires various types of tools, such as social media collaboration platforms and open-access repositories. In the rapid advancement of digitalisation and automation, libraries will also be part of digital knowledge creation and sharing; for this, libraries will adopt new infrastructures that support the digitalisation of knowledge. Through a range of theoretical and practical perspectives, the researcher aims to investigate emerging trends and challenges, and also explore the role of cloud computing, AI, and Blockchain in library systems in the digital age. While navigating the complexities of the digital age, we aim to foster a deeper understanding of the role technology plays in shaping our engagement with library automation.

KEYWORDS: Digital age, Cloud Computing, AI, Blockchain, ILL, CMS, ML, VR (Virtual Reality), IaaS, PaaS, SaaS.

1. Introduction

Knowledge sharing is the exchange of knowledge between groups or individuals who require that information. Through knowledge sharing, innovations and learning take place in society. Digital knowledge sharing is a highly effective tool for sharing knowledge. It provides fast communication in a very short time. However, for the creation and sharing of digital knowledge, it requires the necessary digital infrastructure, including hardware, software tools, and networks or networking

capabilities. AI, Blockchain, and Cloud-based technologies enable users to access library materials from anywhere, at any time, using the internet. This is particularly advantageous for distance learning initiatives and international research collaborations. These services facilitate instant access and sharing of documents, research papers, and library catalogues, fulfilling the increased expectation of students & researchers for 24/7 access to library materials.



1. Cloud-based Technology

Cloud computing provides services such as software, storage, and networking over the internet, allowing users to access library resources at any time. It helps libraries improve efficiency, reduce the need for physical infrastructure, and better support virtual learning. There are three main types of cloud computing, based on their services:

A) **Infrastructure as a Service (IaaS):** This model is best suited for libraries that require open-ended storage without the need to invest in physical infrastructure.

B) **Platform as a Service (PaaS):** PaaS is used for developing individualised library applications and managing an online store.

C) **Software as a Service (SaaS):** SaaS is best suited for implementing cloud-based applications and library management systems.

Above all, the three models of Cloud-based provide trendy self-determination while restructuring the library as a digital knowledge hub. It includes maintaining

connections to other services, virtual reality, data, runtime, middleware, operating systems, virtualisation, servers, storage, and networking.

1.1 Advantages of cloud computing

1.1.1 Enhanced Accessibility and Remote Access

Cloud-based technologies enable students, faculty, staff, and researchers to access library materials from anywhere, at any time, using the internet. This is particularly beneficial for distance learning initiatives and international research collaborations. For cloud-based library management systems, services like Google Drive and Microsoft OneDrive facilitate instant access and sharing of documents, research papers, and library catalogues. This fulfils the increased expectation of students & researchers.

1.1.2 Cost Efficiency

Academic libraries can opt for cloud services instead of purchasing costly hardware, thereby eliminating the need for frequent hardware updates and reducing long-term IT expenditures. This helps libraries manage budget restrictions.

1.1.3 Data Storage and Management

Cloud computing offers scalable storage options, allowing libraries to expand their capacity without being limited by physical space.

1.1.4 Collaboration and Resource Sharing

Cloud computing facilitates collaboration among academic institutions by enabling libraries to share information, resources, and research collections. This cooperative paradigm, evident in library consortia for e-journals, e-books, and subject databases, enhances access to scholarly materials for a broader academic community and facilitates the sharing of expenses associated with purchasing digital materials.

1.1.5 Digital Libraries and Content Management

The effective arrangement, listing, and distribution of digital materials are effectively done by cloud-based content management systems (CMS). Specialised cloud platforms, such as Ex Libris Alma and Dura Cloud, assist academic libraries in managing digital content.

1.1.6 Integration with Emerging Technologies

The future trends of cloud computing include the rapid integration of Artificial Intelligence (AI) and Machine Learning (ML) to enhance search functionality and user experience in library services.

Implementing cloud computing in libraries, while offering significant benefits, also presents several challenges that academic libraries must address for successful adoption and long-term sustainability.

1.2 Challenges of cloud computing

1.2.1 Security

Securing data stored on a cloud platform from hacking and other cybercrimes is a significant and necessary challenge. For the monitoring of unusual activity across servers and the implementation of security software, as well as hardware, libraries must be involved.

1.2.2 Data Privacy

Closely related to security, data privacy is a critical concern that needs to be addressed. Libraries handle sensitive user information and research data, making hardy privacy measures paramount.

1.2.3 Reliance on Outside Service Providers

Libraries become reliant on external service providers for their cloud infrastructure and services. Libraries must ensure continuous monitoring of the cloud service and its performance, particularly given the potential lack of ongoing support from cloud providers.

1.2.4 Cost

Cloud computing is often seen as economical due to reduced expenditure on physical servers and hardware.

1.2.5 Internet Connectivity

A Stable internet connection is most important for cloud libraries to function effectively. Any disruption in connectivity can impact access to services and resources.

Cloud computing enables libraries to overcome traditional limitations related to physical infrastructure, costs and resource access, while also adopting new technologies and expanding access to library resources.

2 AI (Artificial Intelligence) Technology

AI (Artificial Intelligence) performs tasks that involve programming computers, which require human intelligence. This maximises library materials processing speed, efficiency, and effectiveness, and enhances service delivery compared to human work. It can automate repetitive processes such as acquisitions, circulation, and cataloguing, freeing up staff time and helping them utilise their time for digital preservation and research support. This significantly enhances the efficiency of library operations and supports the long-term viability of the Library Systems. In essence, AI enables libraries to adapt to the evolving digital landscape, offering innovative solutions for information access, resource management, and user engagement, thereby ensuring their continued relevance and optimal service delivery.

2.1 AI-Based Applications

Here are specific applications of AI currently implemented or being developed in libraries –

2.1.1 Descriptive Cataloguing and Subject Indexing

AI applications, particularly Expert Systems (ES) and Optical Character Recognition (OCR), are used for automatic cataloguing and classification. It can simulate human decision-making by utilising a "knowledge base" compiled from human experts to suggest appropriate index terms or respond to reference queries.

2.1.2 Technical Services and Circulation

AI can automate repetitive processes, such as acquisitions, circulation, and serial management, thereby freeing up staff time for higher-value tasks. Expert Systems can even assist in applying cataloguing rules and determining vendor assignments for acquiring library materials.

2.1.3 Collection Development

AI systems can learn from past experiences and user interests to suggest materials for acquisition, improving the acquisition process and enhancing user experience through recommendations of magazines, journals, authors, and books.

2.2 Merits of AI technology

2.2.1 Improve Accessibility and Resource Discoverability

AI make research more discoverable, which can boost research productivity. It provides uninterrupted information resources and services. AI facilitates the retrieval and searching of information by using media with greater efficiency. It can instantly comb library databases to suggest similar materials, aiding researchers. Through digitisation, electronic copies, and robotic cranes, the storage and retrieval space occupied by physical materials has been reduced. And allowing remote browsing.

2.2.2 Facilitated Collaboration and Resource Management

AI promotes collaboration among academic institutions by enabling libraries to share resources, information and research collections. Cloud-based platforms incorporating AI foster teamwork on projects and the sharing of educational content, enhancing knowledge diffusion and strengthening academic research networks. AI systems can handle resource development or collection development by learning from past experiences.

2.2.3 Addressing Language Barriers and Enhancing User Experience

Natural Language Processing (NLP), a field of AI, can be used to reduce language barriers by assisting international students in translating and understanding materials. It can also be helpful to search for information in multilingual databases. Virtual Reality (VR), equipped with AI features such as computer vision and speech recognition, creates artificial 3D worlds that immerse users in a 360-degree digital environment, providing opportunities for remote or disabled users to visit libraries and interact with resources virtually.

2.2.4 Automation of Core Library Functions

AI applications in Library Systems encompass descriptive cataloguing, subject indexing, reference services, technical services, shelf reading, collection development, and information retrieval systems. Expert Systems, an AI application, can simulate human decision-making tasks, such as subject indexing or reference services.

2.2.5 Enhanced Information Retrieval and Accessibility

By improving search functionality, AI-driven search engines can analyse user activity to offer tailored recommendations for scholarly materials, boosting research productivity and introducing patrons to materials they might not have otherwise found.

2.3 Challenges in implementing Artificial Intelligence (AI)

Implementing Artificial Intelligence (AI) in Library Systems faces several challenges, primarily revolving around technical, financial, and human-related factors. These challenges need to be addressed for a successful and sustainable integration of AI into library operations.

2.3.1 Lack of Technical Expertise

A significant barrier is the absence of necessary technical skills among library staff to use and operate AI systems effectively. The level and nature of effort required to develop an intelligent Library system are directly proportional to its complexity and power, meaning more intelligent systems demand greater investment in skilled personnel and expensive development tools.

2.3.2 Funding Constraints and High Costs

Libraries often face tight budgets for hardware and software, which acts as a constraint on the type of AI systems they can procure or develop. The initial start-up cost of introducing AI in libraries can be expensive, as it would necessitate significant changes to existing modes of operation and service delivery. Furthermore, substantial costs are associated with the development and maintenance of AI systems.

2.3.3 Inherent Complexities of AI System Development

The development of experts in artificial intelligence systems themselves carries intrinsic complexities. These systems require careful programming logic and algorithms to reason and make decisions, simulating human intelligence.

2.3.4 Resistance due to Job Displacement Fears

A significant concern among librarians is the potential for AI systems to replace human jobs, leading to increased unemployment. Intelligent machines capable of shelving books, retrieving information, answering reference queries, and

attending to users have the potential to take over tasks currently performed by librarians. This fear is a significant reason why many librarians may be reluctant to embrace AI in libraries.

2.3.5 Over-Dependence and Loss of Basic Skills

An over-reliance on AI systems could lead librarians to overlook the fundamental processes involved in library operations, such as cataloguing and classification, if robots handle these tasks.

To overcome these challenges, proposed solutions include ensuring adequate funding, providing concerted training and retraining for library professionals, and educating the user community on the ethical use and benefits of these technologies.

3 Blockchain-based Technology

Blockchain is essentially a digital record of transactions that link together in blocks & form a chain. It is a decentralised, distributed archive that records proceedings across multiple computers, making them transparent and immutable. Blockchain technology has the potential to revolutionise traditional library functions and information management practices by offering solutions to long-standing challenges related to security, privacy, provenance, and efficiency. Blockchain technology has undergone significant evolution across four distinct generations, and this progression has a profound impact on its potential for future advancements in library services. The distinguishing factors between these generations primarily involve the **array of sectors covered by blockchain applications and the value created within these sectors**, taking into account the new features introduced.

Here's how each generation contributes to Blockchain's growing relevance for libraries:

A) **Blockchain 1.0 (The Foundation):** This first generation primarily focused on the confirmation of digital transactions in a decentralised system, laying the groundwork with the application of cryptography for cryptocurrencies like Bitcoin. It established a peer-to-peer networking architecture and a well-managed registry of transactions connected in a chain structure with hashes. While foundational, this initial stage faced challenges such as usability issues, inefficiency, and high computational requirements.

B) **Blockchain 2.0 (Enhanced Functionality):** Building upon the first generation, Blockchain 2.0 introduced a variety of platforms like Ethereum and IBM Blockchain, extending its utility beyond mere cryptocurrencies.

Key advancements included the introduction of smart contracts, which are computerised transaction protocols that automatically execute terms when certain conditions are met. It included other features, such as Proof of Work (PoW) and Proof of Stake (PoS) consensus protocols, as well as Decentralised Applications (DApps). This generation's smart contract capability holds immense promise for libraries, potentially streamlining electronic resource payments within legal frameworks.

C) **Blockchain 3.0 (Broadened Application):** This generation saw Blockchain's application expand significantly beyond cryptocurrencies, finance, and supply chain management. It gained relevance in diverse fields such as governance, health, science and Technology, Internet of Things (IoT), education, and, importantly, librarianship. It incorporated crucial features like immutability, transparency, scalability, interoperability, and sustainability, addressing some of the earlier limitations.

D) **Blockchain 4.0 (Future Integration and Autonomy):** Currently underway, Blockchain 4.0 is poised to integrate Artificial Intelligence (AI) for autonomous or smart services, reducing the need for human management. It aims to improve upon its predecessor in areas like energy management, scalability, usability, performance, and consensus efficiency. Crucially for libraries, this generation is designed to accommodate complex data file formats such as PDF, video, audio, and other formats not previously associated with Blockchain. This is a significant leap, as libraries manage vast collections of diverse digital media. The ability to handle complex file formats securely and immutably makes it highly promising for digital archiving, preservation, and ensuring the provenance of various multimedia resources.

3.1 The role of Blockchain technology in library services enhancement

3.1.1 Enhanced Security, Privacy, and Trust in Information Management

Blockchain is fundamentally a decentralised and distributed database that uses cryptography to create a time-stamped, immutable, and dynamic record. This contrasts with conventional databases that rely on a centralised server. Its decentralised and distributed nature makes it difficult for unauthorised parties to hack, tamper with, or fake information.

3.1.2 Revolutionising Core Library Operations

a) **Collection Development and Financial Transactions:** Blockchain can significantly enhance the selection, ordering, acquisition, monitoring, and distribution of library materials between libraries and publishers or book vendors. Using blockchain-based currencies like Bitcoin for payments could potentially eliminate exchange rate problems, helping libraries stabilise their budgets amidst currency fluctuations when acquiring resources globally.

b) **Circulation Services and Interlibrary Loan (ILL):** Blockchain-enabled supply chain management can be adopted to tremendously enhance the management and flow of borrowed or loaned library materials. It can create immutable and permanent distributed ledgers of these activities, facilitating the tracing and tracking of materials from charge-out to return. This system enables efficient tracking of each borrowed item to its specific library or client.

c) **Storage and Archiving of Records:** Blockchain is ideal for archiving and tracking essential library records where provenance, integrity, and authenticity are crucial. It can ascertain the source and integrity of information, particularly among networking libraries. This is especially important for law, medical, research, and academic libraries that preserve special and authoritative collections requiring verifiable provenance. Blockchain can provide immutable provenance metadata for assets, enabling the tracking of assets and creating time-stamped, verifiable versions of library holdings to audit and verify their reliability and authority.

d) **Research Data Management:** Libraries, especially academic and research ones, offer research data management services. Blockchain can significantly improve this by providing open accountability, enhanced security, and protection of ownership rights for research data. It can reduce duplication of research effort through open-source initiatives and the sharing of well-managed data, thereby enhancing the long-term value of existing research. Its immutable time-stamp metadata makes it easier to trace the provenance and originality of research data, ensuring intellectual property acknowledgement and protection.

e) **Cataloguing, Classification, Indexing, and Abstracting:** Libraries, publishers, and service providers can collaborate to develop a blockchain-based network for managing bibliographic details. As books are published,

their cataloguing entries (e.g. Cataloguing In Publication - CIP) and classification numbers can be added to the blockchain record, verified by participating entities. This decentralised and distributed ledger of cataloguing entries fosters collaboration and facilitates technical services through a shared, trusted dataset.

Blockchain technology offers a wide range of significant benefits and presents certain challenges when integrated into traditional library functions and information management practices.

3.3 Challenges to Implementing Blockchain Technology in Libraries

3.3.1 Initial Cost and Complexity

Blockchain has a disruptive capability that would alter the mode of operations and service delivery in libraries, requiring massive changes. Consequently, the initial start-up cost might be expensive.

3.3.2 Perceived Loss of Control

If libraries start using Blockchain, they may not be the only ones who control their information and user data. However, this is clarified as not a complete loss of control. Still, rather than a transfer of some privileges and control to users, this aligns with the user-centred Library 2.0 model, which focuses on collaboration and shared content creation.

Conclusions

The integration of technology in library systems, including cloud computing, Artificial Intelligence (AI), and blockchain, is encouraged to restructure traditional Library Systems into a vital and digital infrastructure capable of supporting the growing demand for digital knowledge. These technologies collectively increase the efficiency, accessibility, and security of information services. Cloud computing enables expandable storage and access to vast digital collections, enabling remote access and collective resource sharing. AI initiate intelligent automation, personalised services, and advanced data analytics, thereby improving user experiences and decision-making processes. Blockchain provides by securing data integrity, secure transactions, and transparent record-keeping, which is pivotal for copyright, digital rights management, and faith in scholarly communication.

As libraries evolve from being passive repositories to active digital knowledge hubs, supporting these technologies is essential for encouraging inclusive, sustainable, and innovative information ecosystems. This merging not only modernises library operations but also empowers users to collaborate and access knowledge smoothly, aligning with the goals of digital knowledge creation, sharing, and infrastructure development. Continued investment, capacity building, and interdisciplinary collaboration will be key to fully realising the potential of these emerging technologies in the library landscape.

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The Future of Human-AI Collaboration in Research Support: Implications for Academic Libraries

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ABSTRACT: The recent accelerated pace of artificial intelligence (AI) and large language models (LLMs) is changing how research work is accomplished, necessitating a larger part of the academic library to aid the AI-mediated search, data integration and evaluation. Instead of viewing such a change as incorporating a specific aspect, the article reflects on the prospects of collaboration between humans and AI that supports scholarly work. It evaluates the implications of such changes for the tasks of the librarian, service design, and organisational rules. It identifies commonalities in the utilisation of AI tools by researchers based on a thematic overview of the extensive literature in AI research, human-AI interactions, and library science, emphasising that human individuals continue to be vital factors when it comes to making moral choices, interpreting situations or instructing others.

To explain these relationships, a framework is presented that displays the combination of technological characteristics, user capabilities, and monitoring systems to create reliable research environments.

In addition, significant opportunities and obstacles are described, and shortcomings in current knowledge are identified, indicating future actions for practical research, training courses on AI awareness, and strategic planning by university libraries.

KEYWORDS: Human-AI cooperation, Research support service, Academic library, AI literacy, Scholarly communication, Large language models (LLMs), Ethical AI, Library innovation, Information retrieval, Human-centred AI.

1. Introduction

In recent times, artificial intelligence, particularly ChatGPT, Gemini, or more general generative systems, has been applied in almost all phases of research, including

preliminary search and topic sharing, in-depth research, topic shaping for review, in-depth information analysis, and result presentation. These technologies are not distinct software that one uses when the need arises, but they have become like active collaborators in inquiry (Meyer, 2023). Specially, academic tools are also capturing interest, such as Research Rabbit, R Discovery, Elicit and other platforms that libraries accept and extend access by functionality, including source finding, citation tracking, providing summaries, or recommendations to read (Lo et al., 2024; Islam, 2025; Nguyen et al., 2024). Such changes have reshaped the amount of knowledge produced while blurring the boundaries between gathering, creating, and sharing it, raising real questions about the evolving responsibilities of university librarians, who traditionally support the early stages of learning within academic investigation.

2. Literature Review

Over time, academic libraries focused on building collections, teaching information skills, offering help with queries, and managing research data, yet now, due to AI advances, access to knowledge and digital resources has shifted how scholars engage institutions for project guidance(Islam, 2025; Panda, 2024). Between 2021 and 2023, various analyses highlighted library staff observations: a growing output around AI use in academia by 2023, rising curiosity about search platforms powered by Machine learning, alongside tool-assisted inquiry processes (Lo et al., 2024; Tsekea, 2025). Lo et al. (2024) observed stronger calls for libraries to introduce users to basic AI understanding. In contrast, Lo et al. (2025) and Panda (2024) emphasised the need to prioritise real-world integration and performance checks of intelligent systems applied to scholarly workflows.

Meanwhile, the fast spread of large language models in academia has raised serious ethical, knowledge-related, and operational questions (Stahl, 2024; Almufarneh, 2025). Researchers, along with expert groups, warn about dangers such as fake citations, unseen biases, data leaks, ownership disputes, and ambiguous credit assignment, as well as possible harm to scholarly honesty if artificial intelligence tools are used without scrutiny (Meyer, 2023; Teel, 2023; Kim, 2024). These issues demonstrate that AI should not be considered solely as a passive technical resource. Instead, an increasing number of specialists believe that AI in the research process should be used not only by people but also by machines, and human cognition, critical analysis, and ethical responsibility remain central to the process despite the technological assistance in the thinking and innovation process (Nguyen et al., 2024; Lo et al., 2024). The adoption of collaborative models has real consequences for academic libraries. The perception of AI as a means of

automating work may undermine fundamental elements such as teaching, ethics, and user-centeredness (Tsekea, 2025; Stahl, 2024). In the reverse, engaging librarians in the design, evaluation, or direction of the human use of AI in research may result in new functions, to assist in the shaping of campus wide regulations on AI, incorporate AI skills in current training curricula, assist in ethical software choices, but also create transparent, trustworthy systems that apply AI to assist in searching (Panda, 2024; Islam, 2025; Lo et al., 2024). Instead of substituting professionals, it relocates the one doing the work and the other doing the support in research support networks (Meyer, 2023; Kim, 2024).

This paper examines potential approaches to collaboration between individuals and artificial intelligence in the research context, considering the implications of such collaborations for research within university libraries. Following recent articles on the idea of large language models in the academic community, as well as the usage of AI in libraries, and the interface between people and intelligent systems, the article:

Objectives:

Therefore, the following objectives are pursued in this study:

- To explore how AI technologies will improve and change research support services in academic libraries.
- To discuss how the role, competencies, and professional practices of librarians will change under AI-enhanced research conditions.
- To examine the ethical, practical, and operational consequences of the collaboration of humans and AI in academic libraries.

Methodology

This paper employs a conceptual method combined with storytelling analysis to gather new insights into how humans interact with artificial intelligence when supporting research, particularly regarding its impacts on university libraries. Drawing mainly from LIS journals alongside AI-reports issued by professional-related polices, groups are included as well as academic articles focusing on interactions between people and intelligent systems. Selection emphasised materials tied closely to automated processes in research tasks, shifting responsibilities for librarians, along with practical or moral questions within library environments. A thematic analysis helped sort the material into three key areas tied to the research goals:

1. opportunities for AI to enhance research support services;
2. changing duties, skills, or expectations for librarians when using artificial intelligence;
3. ethical, practical, or operational impacts when using human-AI teamwork in university libraries.

This structured synthesis enables the development of future-oriented conceptual insights and collaborative models that address the needs and challenges facing academic libraries in an AI-driven research landscape.

4. Conceptual Foundations

4.1 The Character of the Interaction between Human and AI.

The collaboration of humans and AI is based on common intelligence, where individuals and computers combine their efforts to achieve tasks that neither could accomplish by themselves. Rather than replacing human functions, AI enhances human thinking by increasing the rate of calculation, identifying patterns, or processing large volumes of data. Davenport and Kirby (2016) stated that in this combined capability, technology empowers human skills; however, people often lack imagination, real-world knowledge, moral judgment, and an understanding of machines. In this perspective, AI does not operate independently, but rather serves as a facilitating tool that is involved in the decision-making process of human beings and information handling.

One concept of human-AI collaboration is mutual support, where computer processing collaborates with human thought in various and somewhat connected ways. Due to the ability of machines to process large amounts of data within a short time frame, they are more effective than humans at identifying trends, devising summaries, or performing repetitive tasks, and doing so without mistakes (Shneiderman, 2022). Conversely, people possess expertise in mean-making, familiarity with cultural contexts, moral judgment, and discomfort with uncertainty - functions that algorithms have yet to match (Amershi et al., 2019). Research on combined intelligence suggests that more successful outcomes occur when tasks are tailored to the strengths of each partner: computers can be utilised for rapid analysis and identifying general trends, whereas people can make informed decisions, refine accuracy, and critically analyse applications (Dellermann et al., 2019).

Despite such advantages, research warns against high automation. Overuse of AI can also lead to individuals over-trusting machines, resulting in people being

less attentive, questioning less frequently, or doubting less often (Parasuraman & Riley, 1997). This may include, in scholarly writing, unquestioningly accepting summaries produced by AI, bogus references, or biased recommendations. Shneiderman (2022) argues that the lack of human control over automated processes undermines responsibility and ethical standards, particularly in areas such as research and library science. Therefore, developing collaboration strategies in which humans remain in a dominant position, apply the speed of AI to its purpose, but do not abdicate their judgment, instead maintaining it at the centre, should be the objective.

Consequently, collaboration with AI is based on the principles of equal and considerate integration, keeping humans in the lead and allowing technology to assist under strict control. Based on this concept, we have a point of departure for examining how future collaboration between humans and machines could transform research support apparatus and library services.

4.2 Library Values and Human Expertise

Several core values shape academic libraries, including critical thinking, truthful information, user privacy, transparency, and equal access to education. Consequently, library workers become good assistants when conducting research activities. This aspect cannot be eliminated by the advent of artificial intelligence, even though the manner in which questions are asked may evolve. These rules are maintained by human expertise; professionals can provide context, reflecting judgment and ethical decision-making algorithms that computers cannot replicate or implement. According to Shneiderman (2022), the focus on people in data management directs technology to address the expectations of academics and society.

Librarians associate the content created by AI with actual user requirements and provide practical guidance. Although artificial intelligence makes the data retrieval and manipulation process quicker, human control is still necessary - testing the accuracy, authenticating the obtained results, or tracing mistakes and biased findings, particularly in challenging fields. The studies on library practices emphasise that teaching skills and information literacy, combined with a structured approach to classification, can help professionals facilitate responsible and open utilisation of AI (Lo, 2024; Cox et al., 2019). Therefore, the implementation of AI tools does not undermine the need for competent staff; on the contrary, it elevates their accountability to provide oversight, ethical judgment, and assessment. This even-handed cooperation is the reason why professional judgment should be central in informing AI-supported research.

5. Research Support Services that are AI-Improved

5.1 Augmented Discovery and Search with AI.

AI alters the process of research discovery through smart search tools, customised suggestions or enhanced data labels. Semantic search identifies ideas within a specific context, rather than solely relying on keywords, because AI understands the connections between concepts and themes (Gupta et al., 2022). It magnifies useful results, reduces distractions, and assists users in exploring - a valuable feature when fields intersect. Even more access is enhanced in machine learning-powered systems, which learn about users and their activity, identify trends, and propose papers, specialists, or groups that they believe best fit the specific needs of each individual (Beel & Langer, 2023).

In addition, AI enhances the creation of metadata, including the automatic identification of objects, themes, and the sorting of data, resulting in complete catalogues and simplified access to resources (C7X et al., 2019). With such capabilities, AI can be used as a strong auxiliary in a library search system; accuracy is enhanced, users enjoy streamlined interactions, and workers are simultaneously relieved of manual duties.

5.2 AI in Literature Review and Synthesis

AI tools now have a larger purpose in the literature review; they can summarise text, cluster themes, track references, or even draft a paper. Due to large models of languages, researchers can rapidly summarise individual articles - or multiple articles simultaneously - into their main points, which makes it less difficult to grasp the main ideas and techniques (Meyer, 2023). Rather than sorting publications manually, automated clustering identifies patterns among publications, reveals new topics, and demonstrates how knowledge is structured in an area (Jiang et al., 2024).

AI can enhance the process of citation by identifying the main studies, displaying connections between the sources, or mentioning overlooked works - valuable activities in general and systematic reviews (Wu et al., 2025). Writing aids can assist in structuring areas and amalgamating findings, but still require human checks to prevent mistakes or incorrect outputs (Shneiderman, 2022). These functions, combined, demonstrate how automation accelerates work on the most challenging stages of the review; nevertheless, human expertise remains required.

5.3 AI Assistance in Data Processing and Digital Scholarship

More and more studies emphasise the role of artificial intelligence in data processing for academic research, which enables scholars to manage large and diverse datasets more efficiently. Rather than relying on manual processes, machine learning enables the automatic identification of trends, prediction, clustering of comparable objects, and outlier detection - functions previously only accessible to statistics professionals (Arthur et al., 2023). Regarding non-numerical inquiry, AI-driven systems help scan through texts, recognise emotions, extract important names, or identify themes, thus simplifying activities that normally require a lot of time and effort (Koltay, 2023).

Artificial intelligence is used in creating and interpreting online exhibitions, visual data displays or collections in the humanities in digital research environments. Generative systems enable academics to experiment with new methods of understanding information, recreate destroyed records, or simulate cultural artefacts, thereby expanding the range of methods used in this area (Liu, 2024). Given that they frequently offer data help units and tech-enabled workspaces, university libraries can utilise such technologies to guide investigators in selecting analysis strategies, adhering to ethical guidelines, and ensuring consistent results.

As AI tools become more widespread, librarians have become increasingly concerned with the process of controlling data processing, evaluating the output of automated processes, and ensuring that these practices are appropriate to specific fields and contexts (Cox et al., 2019). That is the way in which collaboration between humans and AI is becoming more influential in the way research is conducted and academic exploration is pursued.

5.4 Research Support Opportunities and Challenges of AI

The application of AI in research support has its obvious advantages. With the automation, it enhances the speed at which scholars can find pertinent papers. It takes mundane tasks off your hands, leaving more time to work. Machines do not need manual sorting and can examine large volumes of data. Consequently, the researchers will receive specific suggestions depending on their needs. This facilitates quicker results without compromising accuracy. The mental burden is lightened, and employees have the time to focus on the teaching or advising part. Library professionals transition to occupying authority-level positions, such as policy design. Other new applications have chat-based academic helpers. Smart tagging systems are more intuitive in organising information. Learning systems are dynamic, adapting to user advancement and helping to develop skills over time.

Nevertheless, there are grave disadvantages to such opportunities. Since the findings of AI may be erroneous, misleading, or concealed bias, blindly relying on them may deteriorate the quality of research (Meyer, 2023). The use of AI in academic libraries is also not straightforward due to issues such as low transparency, ambiguity in decision-making, inadequate data protection, and ownership (Shneiderman, 2022). Practically, institutions should evaluate AI solutions with a critical eye and integrate them seamlessly with existing systems, while ensuring that access is equitable as well. This is crucial to prevent smart technologies from widening the disparity in digital opportunities.

Such concerns emphasise the necessity of human oversight, reasonable regulations, and put systematic guidelines defining the correct use of AI into the limelight. University libraries should strive to be both progressive and accountable, ensuring that such tools enhance rather than undermine the major tenets of research, as well as teir own work.

6. Changing the Academic Librarian Roles

The use of AI in research work redefines the role of academic librarians in assisting researchers, shifting them away from traditional services toward active collaboration that incorporates teaching, critical thinking, and technological skills. Due to the current implementation of AI in search tools, advice sessions, and digital projects, the library staff frequently become the go-betweens who navigate the users through the information generated by AI. They help individuals judge outcomes that make sense, their origin, and reliability to the extent of smart search, automation suggestions, or machine-generated abstracts and references. These responsibilities require knowledge of technology and certain areas (Lo, 2024; Cox et al., 2019).

Librarians currently instruct users on the responsible and considerate use of AI, advising them on its effective application in the research process. They not only manage resources, but they also generate learning content, conduct training, and apply AI capabilities to existing learning frameworks. As universities also struggle with biased algorithms or concerns about the authenticity of AI-written texts, librarians become crucial allies, assisting students and researchers in navigating such issues (Tsekea, 2025; Wang, 2025).

In addition to teaching, librarians now assist in policy formulation and support ethics. As they contribute to regulations concerning AI in organisations, they provide advice on privacy, openness, adequate credit, and the responsible incorporation of generative tools in research. Since academic values such as

equitable access, integrity, and intellectual liberty are important, their contribution indicates responsible AI usage (Shneiderman, 2022; Davenport & Kirby, 2016).

Fewer libraries are going it alone anymore; they are collaborating with technology units, academics, or software vendors to create more effective research assistance systems based on artificial intelligence. Such partnerships involve experimenting with intelligent tools, reconfiguring working processes, and even how jobs and tasks are distributed among individuals and machines, aiming to achieve speed and efficiency (Dellermann et al., 2019). As the change of AI continues, the success of librarians lies in maintaining control oriented on user demands and applying automation to reinforce their support, demonstrating their persistence in providing trustworthy knowledge.

7. Ethical, Practical, and Operational Implications towards Academic Library

Ethical questions that should be raised in university libraries are prompted by the increasing use of AI in research assistance, since algorithms can bring bias based on the data they were trained on, they can influence the results of the search, unfairly providing a way of visualising the knowledge at times (Shneiderman, 2022; Kim, 2024). Machines make decisions without clear reasoning; in this case, it is more difficult to trust the results or secure personal information. Staff also require tools to countercheck mistakes in auto-generated texts, rather than simply assuming they are accurate. As AI increasingly serves as a larger portion of the writing work, the issues of credit, originality, and the correct limits become the subject of debate (Meyer, 2023; Teel, 2023). In response, guidelines should be constructed by institutions that encourage openness and equitable access. Instead of being technology-blind, businesses should consider following the principles of responsibility, equity, and consumer control by incorporating such systems.

With such moral concerns, another practical challenge for university libraries is the integration of AI into existing systems or practices. Institutions should evaluate the reliability, accuracy, and ease of use of the technology to become AI adopters, including asking whether the technology would integrate well with the databases, search interfaces, and digital archives, and providing ongoing learning to enable library staff to acquire the appropriate skills (Islam, 2025; Lo, 2024). The necessity to manage budgets becomes even more pressing because the implementation of AI presupposes considering its benefits against costs, dependence on suppliers, and the need for constant training. Additionally, researchers may rely too heavily on machine outputs, and it is necessary to have clear-cut rules that aid in the review of materials and critical analysis in academic research.

The application of AI introduces reforms to the forms of library operation, particularly in terms of organisation, procedures, or management. The institutions require explicit regulations that establish limits to AI applications, as well as safeguard academic integrity, confidentiality of personal data, and evaluate new technologies (Tsekea, 2025). Practical frameworks should clarify the responsibilities assigned to individuals, as opposed to machinery, by identifying aspects that can be automated while maintaining critical positions that require professional discretion. Engaging librarians with tech personnel, faculty, and leaders will help shape decisions to ensure that AI integration is guided by the primary principles or upcoming goals (Cox et al., 2019). Addressing these moral, logistical and functional areas will foster balanced human-system collaboration, in which case, help in the research will be better without jeopardising reliability.

Three connected levels are part of the system:

AI Functional Layer - displays computing capability that can be used to conduct or aid research.

Layer of human skills - this entails the skills of librarians, decision-making, morality, and even user-centred design.

Cooperation and structure of governance - that is, organisational rules, process layout, and at the same time, allowing joint choices.

These layers are viewed as a unified system that enables responsible and efficient research, preparing it for the next step.

The AI Functional Layer consists of automated computing capabilities which aid in accelerating research processes of large-scale datasets. Due to attributes such as semantic search, machines can perceive the intent of a query to extract specific results. Users do not read complete texts; instead, they are provided with short summaries of important points as a result of automatic condensation. Consequently, complicated documents can be consumed within a short period of time. An example of such recommendation engines is one that, based on learned data trends, guides scholars to suitable sources or new study directions. Simultaneously, artificial intelligence develops metadata, systematically attaching labels and sorting materials. This enhances the ability to store and locate digital assets in the future. Its ability to identify patterns not only discloses concealed trends but also relations that are difficult to identify with the help of human hands. All these efforts combined enhance efficiency, ease the burden on scientists' minds, and facilitate the discovery, analysis, and search for findings tasks.

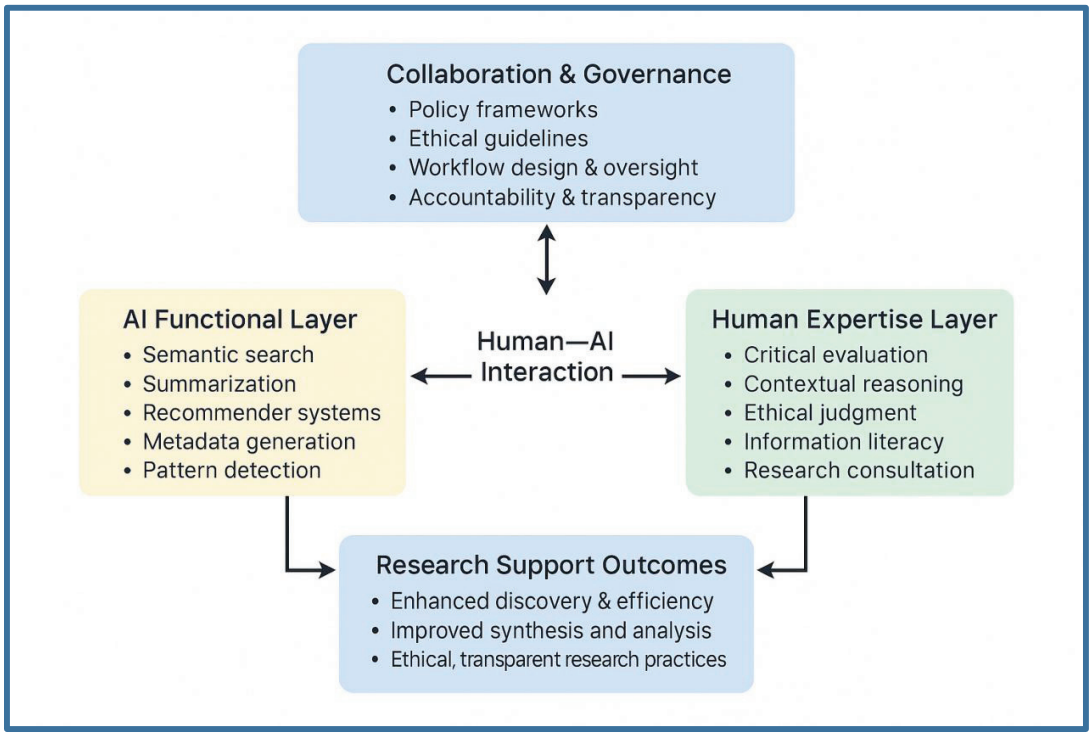


Figure 1: Conceptual Model Diagram

The thinking, evaluation, and processing of knowledge - skills unique to a person - are included in the Human Expertise Level, making research considerate, just, and relevant to real-life contexts. In this position, people evaluate the accuracy, reliability, or utility of the material; meanwhile, they also use background knowledge to place findings into a societal, cultural, or field-specific context. People make such decisions regarding the moral implications, rather than relying on automated systems that would favour honesty, balance, and the appropriate processing of AI-generated outcomes. Moreover, their awareness of finding, authenticating, and distributing academic materials is high; thus, they are confident in managing the references, resources, and publications. Professionals provide guidance in the research, assist in decision-making, and enhance or modify the strategies. Their understanding provides a background, sense, or moral consciousness - thereby, automatic outputs remain dependable, balanced, or more human-friendly.

The level of Collaboration and Governance establishes the fundamental framework and ethical guidelines required to make Human-AI work in research safe, transparent, and accountable. Although it directs policy systems, it defines boundaries, regulations, and the right procedures for using AI in research; hence,

the use of technology aligns with the needs of organisations and disciplines. There are additional ethics to uphold the truthfulness in investigations, block malicious programs, and maintain fairness, safeguarding both the individuals involved and the broader academic communities. Through the arrangement of work processes and oversight, management models create simple procedures for introducing AI tools into research activities in a conscious effort to ensure that automated assistance supplements rather than replaces human decision-making. Equally important is the fact that there should be transparent supervisory measures to ensure that AI is comprehensible, its decisions are traceable, and that its impact can be regularly reviewed. Interconnecting the level of AI operations with human judgment, using systematic rules, the collaboration model directs the patterns of interaction, develops confidence, and promotes even-handed ethics across various research environments.

Real benefits are demonstrated at the Research Support Outcomes level when AI, people, and oversight systems are performing successfully in their interactions. Due to this combination, the process of discovering new facts becomes quicker - researchers find useful information much more easily, and less time is wasted on performing simple tasks. They are not required to collect data, but can devote their attention to integrating ideas effectively, thanks to the functioning of machine-based detection and human judgment. Consequently, the conclusions are more powerful and founded on a more in-depth analysis. Simultaneously, there are ethical and regulatory standards that govern fairness and transparency, which help uphold honesty at every stage of the investigation. As these components become interconnected, the structure becomes meaningful - it shows how collaboration between humans and technology enhances the quality of research, reliability, and accountability.

The main principle of this model is balance, in which AI, people, and oversight collaborate to make research responsible. The AI does not replace work; instead, it accelerates operations by automating repetitive tasks, enhancing information search, or identifying trends that were previously difficult to detect. In the meantime, researchers interfere with their reasoning abilities, which rely on their understanding of the context and moral judgment to evaluate the work of machines. Most significantly, above all these interactions is a loose yet solid structure through which operations are directed - one that is preoccupied with transparency, accountability, safety, and justice through clearly laid down rules concerning the implementation of tools based on artificial intelligence. These interconnected components form a unified system, enhancing the benefits of AI while maintaining human control and upholding ethical values. Integrating them,

scientists enhance accuracy and speed, in addition to gaining confidence, being a responsible guide to innovation, and making human-AI collaboration enduring in terms of its functionality within the scope of studies.

This model goes beyond the current scholarship by focusing on human-AI interaction rather than simply using technologies, providing a clear understanding of how academic libraries can implement AI without undermining professional judgment or values. This framework supports future research activities, process enhancements, and the development of guidelines, as it provides an outline of the major dynamics at play.

8. Research and Practice: Future directions

The model presented in this paper identifies one of the major roles of people and artificial intelligence collaborating in research to help services provided by university libraries. In the future, various avenues of research and practice may enhance the process of constructing, validating, or implementing such teamwork.

Subsequent research should investigate how AI can be practically applied in research advice, source or digital scholarship environments. By conducting interviews, surveys, and case studies of diverse libraries in universities, common patterns can be identified, including the users of these tools, their expectations, and the challenges they encounter. Such evidence would confirm theoretical ideas and would benefit a progressive nature in which human and machine functions are allocated to support academic activities.

It must have a clear method for evaluating AI systems that takes into account aspects such as accuracy, transparency, convenience, fairness, and academic integrity. The approaches can be used to inform decisions based on data, and libraries can also apply technologies that enhance research without compromising its reliability. It may be important to have a study comparing the meaning retrieval platforms, content condensers, or automatic citation aids.

Future studies are advised to explore the skills librarians need to have in order to support AI-based research processes, including digital literacy, ethical judgment, pedagogical skills, and knowledge about human-AI interactions. Creating educational programs, educational resources, or career growth opportunities within the area of AI awareness can help the library workers become practitioners, teachers, and counsellors in making technology-related decisions.

However, as AI is increasingly used in academic research, libraries should develop principles that neither restrict nor limit themselves to the realms of authorship, transparency, data security, scholarly integrity, or the appropriate use of generative systems. The next course of action may be the development of a flexible structure and governance examples that institutions can follow or modify. Inter-organisational work can help to maintain consistency and shared standards.

The collaboration of humans and AI in libraries spans various disciplines, including library research, computing, and digital arts, and also raises ethical concerns. In future research, the interaction between librarians and researchers, technology professionals, or software developers to co-create systems and processes can also be examined. Smaller initiatives in various institutions could be used to experiment with means of increasing the scope of AI-enhanced research services, without ensuring a fair distribution of the benefits.

Finally, scholars should explore the possibility of how the role, purpose, and scope of academic librarians might evolve as the use of AI continues to increase. Research, both theoretical and practical, must be conducted to understand how library professionals adapt to new duties, integrate AI with personal judgment, and preserve fundamental librarian values in an environment dominated by artificial intelligence.

Such directions enable us to understand why further research is important, particularly in terms of opportunities, challenges, and organisational changes related to individuals collaborating with AI in research assistance. It is within this focus that proceeding can assist university libraries in applying artificial intelligence wisely, improving employee competencies, and maintaining equitable and transparent assistance, as it promotes the fundamental values of higher education.

9. Conclusion

This paper examines the collaboration between humans and AI in research assistance, with a focus on academic libraries. Through the integration of automated research processes, person-machine collaboration, and the redefinition of library work, it demonstrates that the support of tomorrow will not be provided solely by technology, but rather by the collaboration of computerised tools with human capabilities. The proposed model clarifies that AI enhances searches, processes, and links information, while librarians provide significance, morals, and a teaching

purpose. These skills, when united, form reliable and robust research support at the level of the digital age.

The findings indicate that AI applications should be equitable, considerate, and people-oriented. Excessive automation can compromise the integrity, transparency, and autonomy of thought in research. Conversely, cautious collaboration - having definite guidelines, awareness of AI, and human participation in the processes - may open the great advantages of AI without jeopardising important library principles. Therefore, academic libraries have an opportunity, as well as an obligation, to improve with the help of AI and ensure that the tools do not harm, but rather promote impartiality, accountability, and a commitment to academic work.

In the future, academic librarianship is expected to evolve into so-called mixed-function roles, where experts will act as both AI facilitators and teachers, evaluating systems and guiding policies. As the intelligence of artificial intelligence becomes part of the research process, library personnel will assist in the development of equitable guidelines, encourage the use of artificial intelligence, and facilitate dependable learning and discovery areas. The shift in collaboration between human beings and technologies is not a sacrifice of key values, but rather a continuation of them, which makes librarians central players in the process of delivering high standards of scholarship in the context of increasing the use of intelligent tools.

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Smart Libraries: Emerging Trends and Future Directions in Modern Information Centres

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ABSTRACT: This research paper examines the emerging trend of smart libraries and their transformation of traditional library services through the integration of technology. Smart libraries represent a fundamental shift in how libraries serve their communities by incorporating automation, artificial intelligence, Internet of Things (IoT) devices, and digital services alongside traditional resources. This paper explores the key technologies driving this transformation, including RFID systems, self-service kiosks, mobile applications, and cloud-based management systems. It analyses the expanded roles of modern libraries as makerspaces, digital learning centres, and community innovation hubs. The research also addresses critical challenges, including funding constraints, the digital divide, privacy concerns, and the balance between automation and human services. Through an examination of global case studies and current implementations, this paper demonstrates that smart libraries are not merely technological upgrades but represent a reimagining of libraries as dynamic, accessible, and responsive community institutions. The findings suggest that successful smart library implementation requires careful planning, adequate funding, staff training, and a clear focus on enhancing rather than replacing human services. This research contributes to understanding how libraries can leverage technology to remain relevant and valuable in the digital age while maintaining their core mission of providing equitable access to information and learning opportunities for all community members.

KEYWORDS: Smart Libraries, Library Automation, Digital Transformation, RFID Technology, Makerspaces, Digital Literacy, Library Innovation, Information Technology, Community Learning Centres, Library of the Future.

1. Introduction

1.1 Background

Libraries have served as cornerstones of education and community development for thousands of years, evolving from ancient repositories of scrolls to modern information centres. However, the digital revolution of the 21st century has fundamentally challenged traditional library models. With information increasingly available online, questions have emerged about the continued relevance of physical library spaces and traditional library services.

Rather than becoming obsolete, libraries are responding to these challenges through transformation into "smart libraries"—technology-enhanced institutions that blend traditional services with digital innovations. This emerging trend represents not only the adoption of new technologies but also a comprehensive reimagining of what libraries can offer their communities.

1.2 Research Objectives

This paper aims to:

- Define and characterise the concept of smart libraries
- Identify key technologies and trends driving innovative library development
- Examine the expanded roles and services of modern smart libraries
- Analyse challenges and barriers to smart library implementation
- Evaluate the impact of smart libraries on communities and library users
- Explore future directions for innovative library development

1.3 Methodology

This research employs a comprehensive literature review approach, examining academic publications, library industry reports, case studies, and technology documentation. The paper synthesises information from multiple sources to provide a holistic understanding of innovative library trends and their implications for the future of library services.

2. Defining Smart Libraries

2.1 Conceptual Framework

A smart library can be defined as an information centre that integrates advanced technologies with traditional library services to enhance user experience, improve operational efficiency, and expand access to resources and learning opportunities. Unlike conventional libraries that primarily house physical collections, smart libraries function as technology-enabled learning ecosystems.

The "smart" designation reflects several key characteristics:

- **Automation** of routine tasks and processes
- **Connectivity** through digital networks and IoT devices
- **Intelligence** through data analytics and AI systems
- **Responsiveness** to user needs and preferences
- **Accessibility** across physical and digital spaces

2.2 Core Principles

Smart libraries operate on several fundamental principles:

User-Centred Design: Services and technologies are implemented based on user needs rather than technological capabilities alone. The user experience guides all decisions.

Seamless Integration: Physical and digital resources work together cohesively rather than functioning as separate systems. Users can seamlessly transition between formats and access points without encountering barriers.

Open Access: Technology is utilised to eliminate barriers and enhance access to information, tools, and learning opportunities for all community members, regardless of their background or circumstances.

Continuous Innovation: Smart libraries embrace change and regularly evaluate and update their services, technologies, and approaches based on evolving community needs and technological capabilities.

3. Key Technologies Enabling Smart Libraries

3.1 Radio-Frequency Identification (RFID) Systems

RFID technology has revolutionised library operations by replacing traditional barcode systems. RFID tags contain electronic chips that can be read by scanners without direct line of sight, enabling multiple items to be processed simultaneously.

Applications in libraries include:

- Self-service check-in and checkout stations
- Automated book sorting and returns processing
- Real-time inventory management
- Security systems that prevent theft
- Item location tracking and wayfinding

The efficiency gains from RFID implementation are substantial. Libraries report processing times reduced by up to 75% compared to manual systems. Inventory that once required weeks of staff time can now be completed in hours using portable RFID readers.

3.2 Self-Service and Automation Systems

Automated systems handle routine transactions, freeing staff to focus on more complex and valuable interactions with patrons. Modern self-service kiosks

offer intuitive interfaces that guide users through the process of borrowing and returning materials independently.

Advanced systems include:

- **Automated Material Handling (AMH)** systems that sort returned items by category and status
- **Book drops** with automatic check-in capability
- **Hold pickup stations** that use RFID to identify reserved items for self-service collection
- **Print management systems** that track and manage printing, copying, and scanning services

3.3 Mobile Applications and Digital Platforms

Library mobile apps extend services beyond physical buildings, creating 24/7 access to library resources and information. Modern apps integrate multiple functions into unified platforms that put library services literally in users' pockets.

Key features include:

- Catalogue searching and browsing
- Account management (renewals, holds, fines)
- Digital resource access (e-books, audiobooks, databases)
- Room and equipment reservations
- Event registration and calendars
- Push notifications for due dates and available holds
- Virtual library card storage

3.4 Cloud Computing and Shared Systems

Cloud-based library management systems have revolutionised the way libraries operate and collaborate. Instead of maintaining expensive local servers and software, libraries access systems hosted in the cloud, which reduces costs and enables easier updates and maintenance.

Cloud systems facilitate:

- **Resource sharing networks** where multiple libraries share collections, and users can request items from any participating library
- **Unified discovery platforms** that search across physical and digital collections simultaneously
- **Consortium agreements** for shared purchasing of expensive digital resources

- **Backup and disaster recovery** with data stored securely off-site

3.5 Artificial Intelligence and Machine Learning

AI technologies are beginning to transform smart libraries through various applications:

- **Chatbots and Virtual Assistants**: Automated systems answer common questions, help users navigate catalogues, and provide basic reference assistance 24/7. Advanced chatbots utilise natural language processing to comprehend user queries and deliver relevant responses.
- **Recommendation Systems**: Machine learning algorithms analyse borrowing patterns to suggest relevant materials, similar to commercial recommendation engines used by retailers and streaming services.
- **Predictive Analytics**: Libraries use data analytics to forecast demand for specific materials, identify underutilised resources, and predict future service needs.

3.6 Internet of Things (IoT) Integration

IoT sensors and connected devices create innovative library environments that respond to conditions and usage patterns:

- **Occupancy sensors** track space utilisation to inform layout decisions
- **Environmental monitors** optimise temperature, humidity, and lighting for both patron comfort and collection preservation
- **Smart shelving** detects when items are misplaced and alerts staff
- **Energy management systems** reduce consumption based on real-time occupancy

4. Expanded Roles and Services

4.1 Makerspaces and Creation Labs

One of the most significant trends in smart libraries is the emergence of makerspaces—dedicated areas equipped with tools and technologies for hands-on creation and innovation. This shift from consumption to creation represents a fundamental evolution in library services.

Common makerspace equipment includes:

- 3D printers and 3D scanning devices
- Laser cutters and engravers

- CNC machines for precision manufacturing
- Electronics workbenches with soldering equipment
- Textile equipment, including sewing machines and embroidery tools
- Audio and video recording equipment
- Virtual reality and augmented reality systems

Makerspaces democratise access to expensive equipment, fostering innovation, creativity, and skill development. They support various user groups, including students working on projects, entrepreneurs developing prototypes, hobbyists exploring new interests, and artists experimenting with new media.

4.2 Digital Literacy and Technology Training

As technology becomes increasingly central to daily life, work, and civic participation, libraries have assumed critical roles in digital literacy education. Smart libraries offer structured programs teaching:

- Basic computer skills and internet navigation
- Office software and productivity tools
- Online safety and privacy protection
- Media literacy and evaluating online information
- Coding and programming fundamentals
- Digital content creation
- Social media for personal and professional use

These programs address the digital divide by ensuring that a lack of skills doesn't prevent people from participating fully in the digital society.

4.3 Virtual and Augmented Reality Experiences

Smart libraries are incorporating immersive technologies to create engaging educational experiences:

- **Virtual field trips** to historical sites, museums, or natural environments
- **Anatomy and science visualisations** in three dimensions
- **Career exploration** through VR simulations of different work environments
- **Architectural and historical reconstructions** that bring the past to life
- **Art and cultural experiences** that provide access to distant museums and galleries

4.4 Gaming and Interactive Learning

Recognition that gaming can be educational and valuable has led many smart libraries to develop gaming programs and esports facilities. These attract younger users and provide environments for developing valuable skills, including:

- Strategic thinking and problem-solving
- Collaboration and teamwork
- Digital citizenship and online etiquette
- Technology proficiency

4.5 Data Services and Research Support

Smart libraries increasingly support data-intensive research and provide specialised services, including:

- Data visualisation tools and training
- Statistical software access and instruction
- Research data management consultation
- Digital scholarship support
- Citation management tools

5. Accessibility and Inclusion

5.1 Assistive Technologies

Smart libraries prioritise accessibility by implementing technologies that serve users with disabilities:

- **Screen readers and text-to-speech** software for visually impaired users
- **Adjustable-height workstations** for wheelchair users
- **Hearing loop systems** for hearing aid users
- **Braille displays** and embossers
- **Alternative input devices**, including adaptive keyboards and switches
- **Captioning services** for videos and programs

5.2 Remote Access and Digital Equity

Technology enables libraries to serve patrons who cannot easily access physical locations due to:

- Disabilities or health conditions
- Geographic distance, particularly in rural areas

- Transportation limitations
- Time constraints from work or family obligations

Remote services include digital collections, virtual reference consultations, online programs and classes, and home delivery services supported by digital request systems.

5.3 Multilingual Services

Smart libraries serve increasingly diverse communities through:

Multilingual interface options for catalogues and apps

- Translation tools and services
- Collections in multiple languages
- Conversation and language learning programs
- Cultural programs celebrating community diversity

6. Sustainability and Environmental Considerations

6.1 Green Building Design

Modern smart library buildings incorporate sustainable design principles:

- **Passive climate control** through optimal building orientation and natural ventilation
- **Solar panels** and renewable energy systems
- **Green roofs** and living walls that improve insulation and air quality
- **Rainwater harvesting** for irrigation and non-potable uses
- **LED lighting** with motion sensors and daylight harvesting
- **Sustainable materials**, including recycled and locally-sourced building components

6.2 Energy Management

Intelligent building systems optimise energy usage through:

- Automated HVAC systems responding to occupancy and weather
- Bright lighting that adjusts based on natural light and room usage
- Energy monitoring and reporting systems
- Peak demand management to reduce utility costs

6.3 Digital vs. Physical Resources

While physical books remain important, digital collections reduce the environmental impacts associated with:

- Paper production and printing
- Transportation and shipping
- Climate-controlled storage requirements
- Disposal and waste

6.4 Libraries of Things

Many smart libraries operate "libraries of things" where patrons can borrow tools, equipment, and other items for temporary use. This sharing economy model promotes sustainability by reducing consumption and waste while providing access to items people need only occasionally.

7. Data Privacy and Security Challenges

7.1 Privacy Concerns

Innovative library systems generate substantial data about patron activities, creating tension between operational needs and the need for privacy protection. Every interaction—whether it's a self-checkout transaction, Wi-Fi connection, database search, or room reservation—creates a data trail.

Privacy challenges include:

- Balancing personalisation with anonymity
- Protecting intellectual freedom and the confidentiality of reading habits
- Securing personal information from breaches
- Preventing surveillance and data misuse

7.2 Best Practices for Data Protection

Leading smart libraries implement comprehensive privacy protections:

- **Privacy by design** approaches that build protection into systems from the beginning
- **Data minimi**sation Collecting only necessary information
- **Regular data purging** to eliminate unnecessary retention
- **Transparent policies** clearly communicating what data is collected and how it's used
- **User control** allowing patrons to manage their own data

- **Staff training** on privacy protection and data handling
- **Regular security audits** and vulnerability testing

7.3 Cybersecurity

As libraries become more connected, they face increasing cybersecurity threats, including:

- Malware and ransomware attacks
- Data breaches
- Unauthorised access to systems
- Denial of service attacks

Smart libraries must implement robust security measures, including firewalls, encryption, regular security updates, access controls, and incident response plans, to protect their data and systems.

8. Challenges and Barriers

8.1 Funding Constraints

Implementing innovative library technologies requires substantial investment in:

- Hardware and software purchases
- Infrastructure upgrades, including networking and electrical systems
- Staff training and professional development
- Ongoing maintenance and technology refresh cycles
- Technical support and troubleshooting

Many libraries, particularly in smaller communities or economically disadvantaged areas, struggle to secure adequate funding for these investments.

8.2 The Digital Divide

While smart libraries aim to bridge digital divides, they can inadvertently create new barriers:

- **Technology anxiety** among users who are uncomfortable with automated systems
- **Assumption of digital literacy** in system design
- **Reduced human interaction** that some users prefer or need
- **Over-reliance on personal devices** when library apps and services require smartphones

Successful smart libraries ensure that technology supplements rather than replaces human assistance and that multiple access points accommodate varying comfort levels with technology.

8.3 Staff Training and Adaptation

Library staff must continuously learn new systems and technologies while maintaining traditional skills. This creates challenges, including:

- Time and cost of training programs
- Staff resistance to change
- Varying levels of technological proficiency
- Need for ongoing professional development
- Balancing traditional and emerging roles

8.4 Rapid Technological Change

Technology evolves quickly, creating risks of:

- Premature obsolescence of expensive systems
- Incompatibility between newer and older technologies
- Vendor dependency and lock-in
- Difficulty making strategic long-term investments

8.5 Balancing Innovation and Tradition

Libraries must navigate tensions between:

- Physical and digital collections
- Automated and personal service
- Innovation and stability
- Broad appeal and specialised services
- Traditional library values and modern expectations

9. Global Case Studies

9.1 National Library of Singapore

The National Library of Singapore exemplifies the effective implementation of smart libraries on a large scale. Notable features include:

- **Automated Book Sorting System** processing up to 1,000 items per hour
- **Book retrieval robots** delivering items from high-density storage
- **Augmented reality storytelling** experiences for children

- **Integrated mobile app** connecting physical and digital services
- **Smart wayfinding** helps users locate resources

9.2 Calgary Central Library, Canada

Opened in 2018, Calgary's central library represents modern innovative library architecture and services:

- Comprehensive **maker space and digital lab** facilities
- **Data-driven design** using analytics to understand usage patterns
- **Indigenous knowledge cent**re incorporating technology with cultural sensitivity
- **Sustainable design** achieving LEED certification
- **Community programming spaces** with advanced AV capabilities

9.3 DOK Library Concept Centre, Netherlands

DOK reimagined the library experience through:

- **Thematic organisation** replacing traditional classification systems
- **Experience-based design** creating discoverable learning environments
- **Extensive self-service** enabling extended unstaffed hours
- **Integration of cafe and social spaces**, making the library a community destination
- **Maker facilities and media labs** emphasising creation over consumption

9.4 Automated Libraries in China

Chinese cities have deployed numerous "smart library cabins"—small automated facilities enabling 24/7 access:

- **Facial recognition or mobile verification** for access
- **Fully automated borrowing and returns**
- **High-density storage** maximises space efficiency
- **Network connectivity** to the central library systems
- **Neighbourhood distribution** brings services closer to residents

10. Impact Assessment

10.1 User Experience Improvements

Innovative library implementations generally report:

- **Reduced wait times** for checkouts and services

- **Increased satisfaction** with convenience and accessibility
- **Higher usage rates**, particularly among younger demographics
- **Extended service hours** through automation
- **Greater access** to specialised tools and technologies

10.2 Operational Efficiency

Libraries document significant operational improvements:

- **Staff time reallocation** from routine tasks to user services
- **Inventory accuracy** improvements exceeding 95%
- **Reduced processing costs** per transaction
- **Better resource allocation** through data-driven decisions
- **Enhanced collaboration** through shared systems

10.3 Community Impact

Smart libraries generate broader community benefits:

- **Economic development** through workforce training and entrepreneurship support
- **Educational attainment** through learning resources and tutoring
- **Social inclusion** by providing gathering spaces and community programs
- **Innovation ecosystems** through makerspace access
- **Digital equity** through technology access and training

11. Future Directions

11.1 Emerging Technologies

Future smart libraries will likely incorporate:

- **Advanced AI and Personalisation**: More sophisticated recommendation systems, predictive services anticipating user needs, and personalised learning pathways adapted to individual users.
- **Blockchain Applications**: Decentralised systems for digital rights management, transparent lending networks, and verified credentials for library-provided training and certifications.
- **Biometric Systems**: Seamless access control using fingerprint, facial recognition, or iris scanning, balanced carefully with privacy protections.
- **Robotics**: Expanded use of robots for shelf reading, inventory management, material transportation, and potentially even reference assistance.

- **5G Connectivity**: Ultra-fast wireless networks enabling real-time collaboration, high-quality streaming, and advanced AR/VR experiences.

11.2 Integration with Learning Ecosystems

Smart libraries will likely deepen partnerships with:

- Schools and universities for integrated learning support
- Community colleges and workforce development programs
- Museums and cultural institutions for combined resources
- Businesses for innovation and entrepreneurship support
- Healthcare providers for health literacy and information services

11.3 Personalised and Adaptive Services

Future systems may offer:

- Learning pathways adapted to individual goals and learning styles
- Proactive recommendations based on life stage and interests
- Customised interfaces reflecting user preferences
- Predictive service delivery, anticipating needs before users request them

11.4 Distributed and Pop-Up Models

Beyond traditional library buildings, future models may include:

- Mobile library units with innovative technology
- Pop-up locations in community centres, shopping areas, and transit hubs
- Home-based services supported by digital systems
- Virtual library spaces in gaming and metaverse environments

12. Discussion

12.1 The Essential Balance

The most successful smart libraries strike a balance between technology and humanity. While automation and digital services offer efficiency and expanded access, the human elements of library service remain irreplaceable. Librarians provide expertise in information literacy, critical thinking, research methodology, and community connection that technology cannot replicate.

The goal of innovative library technology should be to enhance rather than replace human services. Automation of routine tasks frees staff to focus on complex assistance, programming, outreach, and the relationships that make libraries vital community institutions.

12.2 Equity Considerations

As libraries adopt innovative technologies, equity must remain at the forefront of their approach. Technology should reduce rather than increase barriers to access. This requires:

- Maintaining multiple service access points accommodating varying technological comfort levels
- Ensuring digital systems meet accessibility standards
- Providing adequate human assistance for those who need it
- Addressing the homework gap through device lending and connectivity programs
- Considering impacts on historically underserved populations

12.3 Privacy as a Core Value

Libraries have always championed intellectual freedom and patron confidentiality. In the era of the smart library, these principles require active protection through thoughtful system design, clear policies, staff training, and transparency with users. Privacy cannot be an afterthought but must be foundational to innovative library development.

12.4 Sustainability

Environmental sustainability should guide innovative library development through green building design, energy-efficient operations, and service models that promote sharing and reduce consumption. Libraries can model sustainability for their communities while meeting their operational needs.

13. Conclusion

Smart libraries represent an emerging trend that is fundamentally transforming how libraries serve communities in the digital age. By integrating technologies including RFID systems, automation, mobile platforms, AI, and IoT devices, libraries are enhancing efficiency, expanding access, and creating new service possibilities.

The evolution toward smart libraries encompasses much more than technological upgrades. It represents a comprehensive reimagining of library roles—from passive repositories to active creation spaces, from book warehouses to community innovation hubs, from isolated institutions to networked learning ecosystems.

Key findings from this research include:

1. **Technology as an enabler**: Smart technologies free staff from routine tasks, allowing them to focus on high-value services that require human expertise, judgment, and relationship-building.
2. **Expanded roles**: Smart libraries function as makerspaces, digital literacy centres, data labs, and social gathering spaces in addition to providing traditional services.
3. **Access and equity**: When implemented thoughtfully, innovative library technologies can reduce barriers and increase access, though careful attention to the digital divide remains essential.
4. **Sustainability**: Smart libraries can model environmental responsibility through green design, efficient operations, and sharing economy models.
5. **Privacy imperatives**: As libraries collect more data through innovative systems, robust privacy protections become increasingly critical to maintaining patron trust and intellectual freedom.
6. **Ongoing challenges**, including funding constraints, rapid technological change, staff training needs, and the need to balance innovation with tradition, require continuous attention.
7. **Community impact**: Smart libraries generate significant community benefits, including economic development, educational support, social inclusion, and innovation capacity.

The future of libraries lies not in choosing between traditional and digital, physical and virtual, or human and automated services, but in thoughtfully integrating these elements to serve communities more effectively. Smart libraries that maintain core library values while embracing technological possibilities demonstrate that libraries remain as relevant and necessary in the 21st century as they have been throughout history.

Success requires adequate funding, comprehensive planning, ongoing staff development, community engagement, and unwavering commitment to equity, access, and intellectual freedom. When these elements align, smart libraries fulfil their potential as democratic institutions providing all community members with the information, tools, and opportunities needed to learn, create, and thrive in an increasingly complex world.

As technology continues to evolve, libraries must remain adaptable, continuously evaluating emerging innovations for their potential to advance their missions. The smartest libraries will be those that use technology not for its own sake, but as a

means to strengthen human connections, foster community building, and provide transformative learning experiences that make libraries irreplaceable community assets.

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Empowering Healthcare Through Intelligence: AI's Growing Role in Health Sciences Libraries

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ABSTRACT: The integration of Artificial Intelligence (AI) in medical and health sciences libraries is transforming how healthcare professionals access, process, and apply knowledge, indicating a significant shift in the landscape of healthcare information management. We examine current trends, technological advancements, and the potential challenges associated with the adoption of AI in health sciences librarianship. This paper highlights the multifaceted role of AI in transforming these libraries, enhancing information retrieval, supporting clinical decision-making, and driving research innovation. Innovative technology has emerged as a transformative force in libraries, driving innovation in how knowledge is organized, accessed, and disseminated. Among special libraries, medical and health sciences libraries hold a unique position, serving as bridges between information, healthcare providers, researchers, and patients. By reimagining libraries as intelligent knowledge hubs, the paper highlights a future in which medical and health sciences librarians partner with AI to deliver evidence-based, timely, and context-sensitive information that ultimately contributes to improved healthcare outcomes. This paper examines the multifaceted impact of AI on medical and health sciences libraries, examining how AI-powered technologies are advancing clinical decision-making, enhancing research productivity, supporting medical education, and enabling patient-centred services. The paper also analyses ethical concerns regarding information privacy, coupled with the dynamic duties of librarians in modern settings. Case studies and examples are drawn from leading institutions and medical knowledge systems, offering insights into best practices.

KEYWORDS: Evidence-Based Medicine, Knowledge Management, Artificial Intelligence, Health Sciences Libraries, Special Libraries, Academic Libraries, Digital Transformation,

Introduction

AI encompasses computer systems that mimic human cognitive functions such as problem-solving, language understanding, learning, and decision-making. Within library settings, AI can streamline routine operations, process vast amounts of data, and offer tailored suggestions to patrons. Libraries are undergoing one of the most significant transformations in their history. The shift from print to digital resources, the rise of open access, and the growing demand for real-time information have already changed the way libraries function. Now, with the rise of Machine Intelligence libraries are entering an era of unprecedented change. For medical and health sciences libraries, AI has even greater potential: it can help healthcare professionals access reliable evidence quickly, support medical students in their learning journey, and empower researchers to analyze biomedical literature in more efficient ways. Medical libraries are often classified as **special libraries** because they serve highly specific user groups—clinicians, medical students, researchers, and healthcare institutions. Unlike general academic libraries, they require tailored services, rapid delivery of evidence, and integration with clinical practice. The rapid growth of medical knowledge—estimated to double every 73 days—makes it impossible for professionals to keep up without technological assistance **(Densen, 2011)** [1]. AI provides a pathway to manage this knowledge explosion effectively. This paper explores how AI is reshaping medical and health sciences libraries, focusing on applications, opportunities, challenges, and future directions

Literature Review

Medical and health sciences libraries have long been cornerstone institutions for healthcare professionals seeking evidence-based information to inform practice, research, and education. The advent of AI technologies is precipitating a significant shift in how these libraries operate, offering unprecedented opportunities for improving knowledge dissemination and healthcare outcomes **(Bates et al., 2020)** [2] AI brings together cutting-edge technologies like machine learning, natural language processing, and data analytics, collectively poised to enhance and expand the services offered by health sciences libraries, empowering them to deliver more insightful and responsive support

- **Roles of AI in Health Sciences Libraries**
    1. **Enhanced Information Retrieval**: AI can improve search functionalities and information retrieval processes in digital libraries **(Yang & Soboroff, 2016).** [3]

2. **Knowledge Synthesis and Summarisation**: AI tools can assist in synthesizing vast amounts of medical literature **(Mishra et al., 2019).** [4]
3. **Personalized Information Services**: AI can help tailor information services to the needs of healthcare professionals **(Kostagiolas et al., 2017).** [5]

Practical Insights from Selected Cases

Stanford University Medical Library

Stanford has piloted AI-powered tools to assist in systematic reviews, reducing the time required for article screening from months to weeks.

Pub Med's AI Enhancements

PubMed, one of the world's largest biomedical databases, has integrated AI to enhance search results. Its "Best Match" algorithm uses machine learning to rank articles more effectively based on relevance.

Chatbots in Indian Medical Libraries

Some Indian medical institutions have introduced AI chatbots to support postgraduate medical students, answering basic queries about resources and providing links to e-journals and e-books.

Methodology

This research employs a qualitative approach, reviewing literature from databases such as ***PubMed, Scopus, and Web of Science***, with a focus on AI applications in health sciences libraries. The review focused on English-language peer-reviewed articles published between ***2010 and 2023***, specifically examining the intersections of AI, health sciences libraries, and associated topics to curate a relevant and contemporary body of research.

Innovative Uses of Artificial Intelligence in Medical and Health Sciences Libraries

1. Clinical Question Answering

AI-driven platforms, such as IBM Watson Health, demonstrate how machines can answer complex clinical questions by analyzing large datasets of biomedical

literature and patient records. Medical libraries can integrate such systems to assist doctors and students in retrieving targeted evidence.

2. Intelligent Literature Discovery

Medical professionals rely on quick access to accurate evidence. AI-driven discovery tools enhance search accuracy by leveraging semantic search capabilities, natural language processing techniques, and predictive analytics, resulting in more intuitive and practical information retrieval experiences. For example, AI can interpret a clinician's query in natural language and retrieve the most relevant articles, guidelines, or case reports.

3. Supporting Evidence-Based Medicine

AI tools can synthesize findings from multiple research papers, generating summaries that support clinical decision-making. For example, AI-driven systematic review tools help researchers identify patterns and gaps in evidence

4. Automated Indexing and Cataloguing

Traditional cataloguing using controlled vocabularies, such as MeSH (Medical Subject Headings), is labour-intensive. AI can automate indexing by analyzing article abstracts, assigning relevant keywords, and accurately classifying documents. This reduces librarian workload while increasing efficiency.

5. AI Chatbots for Reference Services

Medical libraries are experimenting with AI-powered chatbots that provide 24/7 answers to user queries. These bots can provide directions to resources, explain database usage, and even recommend journals for publication.

6. Predictive Analytics for Research Trends

AI can identify emerging topics in medicine by analyzing publication trends, citation networks, and keyword patterns. Librarians can use this information to guide faculty and students toward frontier research areas.

7. Personalized Learning in Medical Education

Medical libraries can support this by integrating AI into e-learning platforms, providing customized reading lists and interactive study aids that cater to individual needs.

Significant Roles of Artificial Intelligence in Medical Research

The integration of AI in health sciences research promises faster access to innovative treatments, improved patient outcomes, and more efficient research processes. Effective partnership among researchers, clinicians, and AI specialists is vital for unlocking AI's full potential in healthcare and advancing biomedical research. Artificial Intelligence (AI) is revolutionizing research in the medical and health sciences, transforming how data is analyzed, insights are gained, and discoveries are made.

- **Enhancing Clinical Trials**: AI is revolutionizing clinical trials by refining trial design, leveraging predictive analytics to boost patient enrollment, and simplifying data handling, ultimately yielding trials that are both more efficient and economical.
- **Accelerating Drug Discovery**: AI algorithms can rapidly analyze vast biological datasets, identifying potential drug candidates and predicting interactions, significantly speeding up the traditionally lengthy drug development process.
- **Medical Imaging and Diagnostics**: AI-driven technologies scrutinize medical images, such as X-rays, MRIs, and CT scans, with remarkable precision, facilitating the prompt identification and diagnosis of diseases.
- **Data Analysis and Research Support**: AI automates literature reviews, analyses electronic health records (EHRs), and supports researchers in extracting insights from complex datasets
- **Predictive Modelling and Personalized Medicine**: AI analyses genetic profiles, clinical data, and other factors to develop tailored treatment plans, advancing personalized medicine approaches, particularly in oncology.

Emerging Trends in AI Research and Innovation

- **AI in Indian Healthcare**: Initiatives like NITI Aayog's International Centre for Transformational Artificial Intelligence (ICTAI) focus on applying AI to improve rural healthcare in India.
- **Real-World Data (RWD) and AI**: Combining AI with RWD enhances clinical development strategies, helps identify patient subgroups, and informs trial designs.
- **Generative AI and Foundational Models**: Technologies like AlphaFold (DeepMind) are predicting protein structures, opening new avenues for understanding disease mechanisms and drug targets.

Challenges and Ethical Implications

1. **Over-Reliance on AI** – Clinicians and students must still apply critical thinking and not depend entirely on automated summaries.
2. **Algorithmic Bias** – Machine Learning systems may replicate biases present in their instruction data, which can distort search results or recommendations.
3. **Cost and Infrastructure** – Implementing AI requires significant investment in technology and skilled staff.
4. **The need for librarian upskilling** – Librarians must learn data science, machine learning basics, and digital ethics to remain effective partners in this transformation.
5. **Data Privacy** – Handling patient-related data requires strict compliance with privacy laws, such as **HIPAA** (Health Insurance Portability and Accountability Act) or **GDPR**.(General Data Protection Regulation)

Results Analysis and Discussion

Artificial Intelligence is bringing significant changes to how health sciences libraries operate and deliver services. Let us delve into significant domains where AI is driving transformative changes and leaving its mark.

➢ Cataloguing and Classification

Innovative technologies are proving to be valuable tools in automating and enhancing the cataloguing and classification processes in libraries. Traditionally, cataloguing has been a labour-intensive task requiring meticulous attention to detail. With its capacity for rapid processing and analysis of vast data sets, AI can contribute to making this process more efficient and streamlined. **(Liu & Cai, 2017).**[6] For instance, machine learning algorithms can assist in automatically assigning metadata, suggesting relevant keywords, and organizing resources, thereby saving librarians time and enhancing the discoverability of resources.

➢ Reference Services

AI-powered chatbots and virtual assistants are revolutionizing the way libraries deliver reference services. These intelligent systems can handle user queries, offer basic guidance, and even direct users to relevant resources **(Sharma et al., 2021**).[7] Chatbots can operate 24/7, providing immediate responses to common questions and freeing up librarians to focus on more complex user needs. This round-the-clock availability enhances user satisfaction and extends the library's reach beyond physical and traditional operating hours.

- **Data Mining and Research Support**

Health sciences libraries can leverage these AI capabilities to support researchers in extracting meaningful information from large datasets, thereby accelerating discoveries and informing evidence-based practice. AI is a powerful ally in mining biomedical literature for valuable research insights. Techniques like text mining and natural language processing enable researchers to sift through vast amounts of published data to identify patterns, trends, and correlations that might be overlooked through manual searches **(Cohen & Hersh, 2005).[8]**

Advantages of Integrating Artificial Intelligence

The incorporation of AI in health sciences libraries brings several advantages:

- **Enhanced User Experience**: AI-driven tools, such as chatbots, improve the accessibility and responsiveness of library services.
- **Efficiency:** AI handles repetitive tasks, freeing librarians to focus on more complex and value-added services.
- **Accuracy and Speed**: AI can process information rapidly and with a high degree of accuracy.

Future Perspectives

The future of AI in medical libraries looks bright, with several exciting trends on the horizon. Here are some key developments shaping the landscape:

- **Voice-enabled search** for hands-free queries in clinical environments.
- **AI-assisted multilingual translation** for accessing global medical literature.
- **Integration with electronic health records (EHRs)** to provide real-time evidence at the point of care.
- **Collaborative AI-human models**, where librarians train and monitor AI systems to ensure reliability and ethical use.

Medical libraries of the future will no longer be passive repositories but **dynamic, intelligent hubs of knowledge** where AI and human expertise converge.

Conclusion

Medical libraries, as a form of specialized libraries, are uniquely positioned to lead this revolution due to their role in bridging knowledge and healthcare practice.

The partnership between human expertise and artificial intelligence is the key to building libraries that heal with knowledge. AI is not replacing medical and health sciences libraries; it is reshaping them. Through AI integration, medical libraries can deliver swift, precise, and tailored services to meet the unique needs of clinicians, students, and researchers, thereby elevating the quality of support they offer. However, this transformation also demands new skills, ethical vigilance, and thoughtful leadership from librarians.

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Unlocking Organizational Intelligence: KM Practices and AI Adoption in India's Upstream Oil & Gas

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ABSTRACT: The upstream segment of India's oil and gas industry operates in a highly complex, technology-driven environment, where effective knowledge management (KM) plays a crucial role in enhancing efficiency, safety, and innovation. This study explores how mature KM practices are within major Indian upstream companies by applying a structured KM maturity model. It examines key aspects, including people, processes, technology, and organizational culture, to understand how knowledge is created, shared, and utilized. Data was gathered through surveys, interviews, and document reviews from both public and private sector organizations. The results show that KM maturity varies significantly among companies, with common challenges such as difficulties in capturing tacit knowledge and limited integration of KM systems into daily operational activities. The study concludes by offering practical recommendations to enhance KM frameworks and help organizations make more informed and strategic decisions within the Indian upstream oil and gas sector.

KEYWORDS: Knowledge Management, Knowledge Management Maturity, Oil and Gas Industry, Upstream Sector, Indian Energy Sector, Tacit Knowledge, Knowledge Sharing, Organisational Learning, KM Framework, Knowledge Retention, Exploration and Production (E&P), Digital Transformation, Knowledge Management Practices, Public Sector Undertakings (PSUs), Knowledge-Based Decision Making.

1. Introduction

1.1 Background of the Study

The upstream oil and gas sector is central to India's energy security, driving essential activities such as exploration, Drilling, and hydrocarbon production. These operations rely heavily on specialized knowledge, including precise geological interpretation, advanced engineering capabilities, and realtime decisionmaking in complex and uncertain environments. In such a knowledge-intensive setting, effective Knowledge Management (KM) becomes indispensable not only for enhancing operational efficiency and minimizing risks but also

for promoting innovation, ensuring regulatory compliance, and protecting organizational knowledge during workforce transitions. While global oil and gas companies increasingly view KM as a strategic lever for competitiveness, KM adoption in India varies widely, particularly between public sector undertakings and private operators. Although organizations such as ONGC, Oil India, and Cairn have implemented several KM initiatives, there remains a limited understanding of how mature, consistent, and impactful these practices are. Addressing this gap, the present study aims to assess the KM maturity level across Indian upstream companies and examine the factors that enable or hinder effective knowledge creation, sharing, and retention within the sector.

1.2 Importance of Knowledge Management in Upstream Oil & Gas

The upstream oil and gas sector is characterized by complex, high-risk, and capital-intensive activities such as exploration, drilling, reservoir management, and production operations. These functions generate and depend on large volumes of both explicit and tacit knowledge from geological interpretations and engineering designs to field insights, operational know-how, and safety practices. In such a demanding environment, effective Knowledge Management (KM) becomes essential for capturing, preserving, and sharing critical knowledge across teams and project sites. Strong KM practices help organizations reduce inefficiencies, avoid repetitive errors, enhance decisionmaking, and maintain continuity during workforce transitions or project handovers. KM also fuels innovation by enabling cross-functional collaboration and the systematic reuse of best practices and lessons learned. As digital technologies, such as realtime monitoring systems, AI-assisted exploration tools, and digital twins, become increasingly integrated into upstream operations, KM serves as a vital link between human expertise and digital intelligence. In an industry where minor operational lapses can result in substantial financial loss or environmental impact, robust KM frameworks play a direct role in ensuring safer, more efficient, and sustainable operations.

1.3 Rationale for Assessing KM Maturity

Assessing the maturity of Knowledge Management (KM) practices is crucial for understanding how effectively an organization captures, shares, and applies its knowledge assets to achieve strategic objectives. In India's upstream oil and gas sector, characterized by knowledge-intensive, high-risk, and technologically complex operations, evaluating KM maturity is particularly important. While many companies have introduced KM initiatives, the absence of a structured measurement framework makes it difficult to assess their effectiveness, identify gaps, or benchmark progress against industry standards. A formal KM maturity

assessment examines key dimensions, including people, processes, technology, and organizational culture, providing insights into how effectively knowledge is managed and leveraged. This evaluation not only aligns KM efforts with business goals but also ensures continuity of critical knowledge, particularly in long-term projects involving multiple teams. Moreover, in a sector grappling with challenges such as an ageing workforce, rapid technological advancements, and heightened environmental scrutiny, KM maturity assessments provide a strategic roadmap to strengthen institutional memory, accelerate organizational learning, and enhance overall performance. By understanding their current level of KM maturity, organizations can implement targeted interventions to cultivate a more knowledge-driven, resilient, and innovative operational model.

1.4 Objectives of the Study

The main objective of the research is to study the status of Knowledge Management (KM) Practices in the Indian Oil and Gas industry. It will also cover the expected development and the way ahead for knowledge management. The following are the objectives of the study:

1.4.1 To understand how knowledge is currently managed in the Indian Oil and Gas sector.

1.4.2 To find the main problems and barriers in using knowledge effectively.

1.5 Research Questions

To examine the abovementioned objectives of this study, the following research questions are subjected to empirical verification:

RQ1: What is the status and trends of Knowledge Management (KM) practices and processes in the Indian Oil and Gas industry?

RQ2: What are the key factors and barriers hindering the effective implementation of Knowledge Management (KM) practices in the Indian Oil and Gas sector?

1.6 Scope and Limitations

The upstream sector of India's oil and gas industry operates in a highly knowledge-intensive environment, demanding deep technical expertise and seamless collaboration across diverse teams. Although knowledge is widely recognized as a strategic asset, a significant portion of valuable tacit knowledge remains undocumented due to operational complexities, cultural variations, and the lack of a unified management framework. Current Knowledge Management (KM)

practices in the sector are still evolving and often do not align with the structure or maturity observed in other industries. Furthermore, limited national-level policy support and the absence of standardized tools to assess the effectiveness of KM have constrained progress. These gaps directly impact operational efficiency, safety, environmental performance, and continuity of critical knowledge. In light of these challenges, this study aims to evaluate the current KM practices within India's upstream oil and gas sector, identify key barriers, and propose actionable strategies to enhance knowledge capture, sharing, and utilization, ultimately supporting innovation, sustainability, and long-term industry resilience.

2. Review of Literature

Knowledge Management (KM) has been extensively explored in the management and information systems literature, highlighting its strategic role in enhancing organizational performance. Early foundational work by Nonaka and Takeuchi (1995) highlighted the dynamic interaction between tacit and explicit knowledge through the SECI model, framing knowledge creation as a continuous and ongoing organizational process. Their view positioned knowledge as the primary source of innovation. Complementing this, Davenport and Prusak (1998) stressed the importance of capturing, distributing, and applying knowledge, arguing that technology alone cannot enable KM without a supportive organizational culture and human interaction. Alavi and Leidner (2001) synthesized existing KM research. They proposed that KM consists of processes such as knowledge creation, storage, transfer, and application, emphasizing that KM systems must align with organizational goals to be effective. Grant (1996) added a strategic perspective by advocating for the knowledge-based view of the firm, suggesting that knowledge is the critical resource driving competitive advantage. Further, Wiig (1997) discussed the value creation aspect of KM, emphasizing that effective knowledge processes help organizations make informed decisions and improve operational efficiency. More contemporary scholars, such as Hislop, Bosua, and Helms (2018), have examined KM in the context of digital transformation, demonstrating how evolving technologies, social media, and collaborative platforms influence knowledge-sharing behaviours. Overall, the literature consistently indicates that KM is essential for innovation, strategic decision making, organizational learning, and sustainable competitive advantage, and its effectiveness depends on the integration of human, technological, and structural factors.

A Global Perspective: Knowledge Management (KM) has become a critical strategic tool for the oil and gas industry due to its complex operations, safety requirements, and reliance on specialized technical expertise. Globally, the sector faces significant

knowledge loss risks as experienced professionals retire, prompting companies to adopt KM systems to preserve tacit operational knowledge (Bhatti et al., 2016). According to Alharthi et al. (2019), oil and gas companies are increasingly investing in digital knowledge repositories, lessons-learned systems, and realtime data platforms to support decisionmaking in exploration, Drilling, and production. In their study of multinational oil firms, Edvardsson and Durst (2013) found that effective KM contributes to operational efficiency, risk reduction, and innovation, particularly in high-risk environments such as offshore Drilling. The global nature of the industry also demands a strong knowledge-sharing culture across geographically dispersed teams; however, cultural, technological, and organizational barriers often impede the flow of knowledge (Hassan & Al-Jubari, 2019). Offshore operations in regions such as the North Sea and the Middle East highlight the role of KM in enhancing safety management and emergency response, where realtime knowledge access can prevent accidents and downtime (Abdullah & Samad, 2019). The adoption of emerging technologies such as artificial intelligence, big data analytics, and digital twins further strengthens KM by enabling predictive maintenance and data-driven planning (Mohamed et al., 2021). Overall, the literature shows that KM is indispensable for sustaining competitiveness, improving asset integrity, reducing operational risks, and driving innovation in the global oil and gas industry.

Knowledge Management (KM) has gained substantial importance in the Indian upstream oil and gas industry due to the sector's reliance on specialized technical knowledge, the retirement of experienced geoscientists, and the increasing complexity of exploration. Companies such as ONGC, OIL India, and private upstream operators have recognized KM as a strategic asset for enhancing operational efficiency and reducing exploration risks. According to Kapse and Patil (2018), Indian upstream organizations face unique challenges related to the transfer of tacit knowledge, particularly in seismic interpretation, reservoir management, drilling operations, and health, safety, and environmental (HSE) practices. ONGC's structured KM initiatives, such as the Knowledge Management Portal, Best Practices Repository, and Communities of Practice, have been highlighted as key enablers for organizational learning and decision support (Banerjee & Chauhan, 2019). In their study on Indian oil PSUs, Singh and Kant (2008) observed that effective KM directly impacts innovation, operational performance, and problem-solving efficiency in field operations.

The sector also faces cultural and technological barriers that inhibit knowledge sharing, including hierarchical work structures, limited digital integration, and a lack of KM awareness among field executives (Dutta & Bose, 2015). Despite

these barriers, the adoption of digital oilfield technologies, realtime monitoring systems, and data-driven reservoir modelling has accelerated KM implementation in recent years. Gupta and Sharma (2020) emphasize that integrating KM with digital platforms strengthens collaboration among multidisciplinary teams and supports faster decisionmaking in drilling and production optimization. Overall, the literature indicates that KM in the Indian upstream sector is evolving from documentation-centric systems to more collaborative, technology-enabled frameworks, enhancing organizational learning, operational reliability, and strategic competitiveness.

Knowledge Management (KM) maturity models enable organizations to assess, benchmark, and enhance their KM capabilities through structured developmental stages. Among the widely recognized frameworks, the APQC Knowledge Management Maturity Model is one of the most influential and comprehensive models. APQC's model outlines progressive stages, from Initial to Developing, Standardising, Optimising, and Innovating, helping organizations evaluate KM across leadership, processes, technology, knowledge sharing, and culture (APQC, 2015). It emphasizes the importance of embedding KM within organizational strategy and fostering communities of practice to enhance knowledge flow. The KPMG KM Maturity Model, developed through global surveys and consulting insights, focuses on organizational enablers, including governance, culture, technology, and measurement. It identifies five levels of maturity and stresses that KM success depends on aligning people, processes, and technological systems (KPMG, 2000). KPMG's approach is intervention-driven, highlighting the role of leadership support and structured knowledge processes in achieving mature KM practices. Another influential framework, the Delphi KM Maturity Model (DKM**)**, designed by Lee and Kim (2001), adopts a holistic perspective by integrating KM maturity with organizational learning, information systems, and innovation capabilities. It categorizes maturity into five stages: Initial, Repeatable, Defined, Managed, and Optimising, mirroring the logic of capability maturity models. DKM emphasizes the importance of knowledge creation, reuse, and continuous improvement, positioning KM as an evolving capability that strengthens organizational competitiveness. Collectively, these models demonstrate that KM maturity is a multidimensional concept requiring strategic alignment, cultural readiness, process consistency, and technological support. The literature suggests that organizations that progress through maturity levels typically exhibit improved decisionmaking, innovation, collaboration, and operational performance.

Although Knowledge Management (KM) has been widely studied across industries, several gaps remain in the existing literature. First, most KM research focuses on conceptual frameworks and general organizational practices, while

empirical studies, especially longitudinal ones, are limited, thereby restricting our understanding of how KM evolves. Second, while KM maturity models, such as those from APQC and KPMG, are extensively discussed, few studies critically compare their applicability across different industries or adapt them to specialized sectors, like the upstream oil and gas industry. Third, research on KM in the oil and gas industry is heavily skewed toward global case studies, with inadequate attention to country-specific constraints, such as regulatory environments, organizational culture, and indigenous technological capabilities. Fourth, the majority of existing studies emphasize explicit knowledge systems (e.g., repositories, digital platforms) but give insufficient attention to tacit knowledge transfer, especially in field operations, where experiential knowledge is crucial. Fifth, the rapid rise of digital transformation technologies, AI, analytics, and digital twins has outpaced academic research, creating a lag in understanding how these technologies reshape KM behaviour, maturity, and adoption. Finally, there is a lack of integrated frameworks that link KM maturity, organizational performance, safety outcomes, and innovation in complex, high-risk sectors. These gaps highlight the need for more contextual, empirical, and technology-aligned KM research that reflects the realities of modern industry practices.

3. Statement of Problem

Despite the growing recognition of Knowledge Management (KM) as a strategic capability, there remains a notable gap in understanding how KM maturity models specifically apply to India's upstream oil and gas sector. Most existing research is conceptual, focusing primarily on explicit knowledge systems, with limited attention to the transfer of tacit knowledge, field-level operational challenges, and the impact of emerging digital technologies on KM practices. Moreover, the absence of empirical, context-specific assessments of KM maturity within Indian upstream organizations limits their ability to benchmark knowledge capabilities, improve decisionmaking, and retain critical expertise. This gap highlights the need for a targeted investigation into KM maturity and its role in improving operational efficiency and strategic performance in India's upstream oil and gas industry.

4. Overview of the Indian Upstream Oil & Gas Sector

4.1 Structure of the Upstream Sector

The upstream oil and gas sector in India primarily focuses on exploration, development, and production of hydrocarbons, forming the initial stage of the energy supply chain. Structurally, it comprises both public sector undertakings

(PSUs), such as ONGC and Oil India Limited, as well as private sector entities, including domestic and international joint ventures. The sector is organized across multiple layers, ranging from exploration blocks and drilling projects to production facilities and field operations, which require close coordination among geological, engineering, and operational teams. Regulatory oversight, licensing arrangements, and technical partnerships also play a critical role in shaping the operational framework, ensuring that activities align with national energy policies, safety standards, and environmental regulations.

4.2 Key Players and Operations (Exploration, Drilling, Production)

India's upstream oil and gas landscape is dominated by major public sector players like ONGC and Oil India Limited, alongside private companies such as Reliance Industries, Cairn India, and various international operators. These companies engage in exploration activities to identify potential hydrocarbon reserves using seismic surveys, geological analysis, and exploratory Drilling. Drilling operations follow, involving sophisticated techniques to access oil and gas reservoirs, often in challenging terrains or offshore environments. Production activities then focus on extracting hydrocarbons efficiently and safely, with engineering teams managing reservoir performance, well integrity, and field operations to ensure optimal results. Each stage relies heavily on specialized technical expertise, advanced technology, and cross-functional collaboration to optimize resource recovery and maintain operational excellence.

4.3 Role of Knowledge in Upstream Operations

Knowledge is a critical asset in the upstream sector, underpinning every stage of exploration, Drilling, and production. Decisions in this environment depend not only on documented data such as geological surveys, engineering designs, and operational reports but also on tacit knowledge gained from field experience, lessons learned, and expert judgment. Effective Knowledge Management (KM) ensures that this knowledge is captured, shared, and applied across teams, enabling organizations to minimize risks, reduce operational errors, and enhance decisionmaking. In addition, robust KM supports innovation by facilitating cross-project learning, process optimization, and the reuse of best practices, ultimately improving safety, efficiency, and long-term sustainability in a highly complex and high-risk operational context.

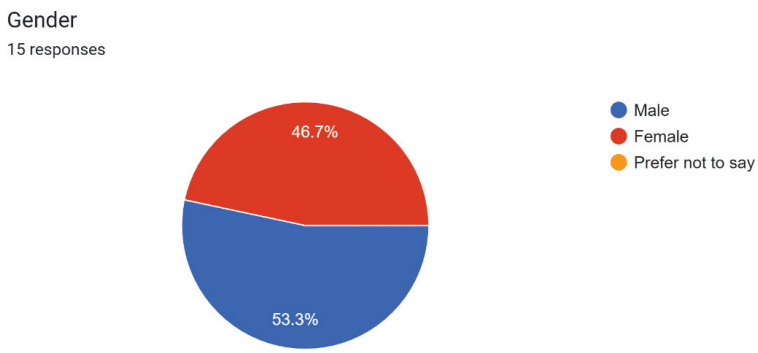
4.4 Challenges in Knowledge Management in Indian Upstream Oil & Gas:

Despite the recognized importance of knowledge in upstream operations, the sector faces several challenges in effectively managing this knowledge. One major

issue is the predominance of tacit knowledge held by experienced engineers, geologists, and field personnel, which often remains undocumented and difficult to transfer to new or less experienced staff. Organizational silos and limited cross-departmental collaboration further hinder seamless knowledge sharing. Additionally, while digital tools and KM platforms are increasingly adopted, inconsistent usage, legacy systems, and insufficient integration with operational workflows reduce their effectiveness. Workforce attrition, especially the retirement of senior experts, poses another significant risk to knowledge continuity. Cultural factors, such as a lack of incentive structures for knowledge sharing and limited standardization in documenting and classifying knowledge, exacerbate these issues. Addressing these challenges is crucial for ensuring that critical expertise is preserved, operational risks are minimized, and the sector can fully leverage its knowledge assets to drive innovation and sustained performance.

5. Data Analysis

5.1 Gender-wise Distribution of Respondents

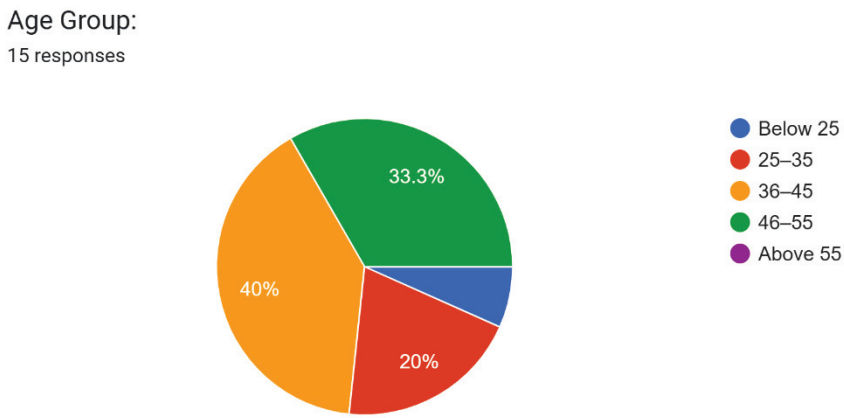


The dataset includes both male and female respondents, though there is a noticeable difference in their representation. Males constitute the larger portion of the sample, making it somewhat male-dominated; however, females, although fewer in number, still contribute meaningfully to the dataset. This uneven distribution may influence interpretations of gender-related trends or outcomes, as male perspectives could be more prominently reflected. Nevertheless, the inclusion of respondents from both genders allows for meaningful comparisons, provided the analysis takes into account the disparity in sample sizes.

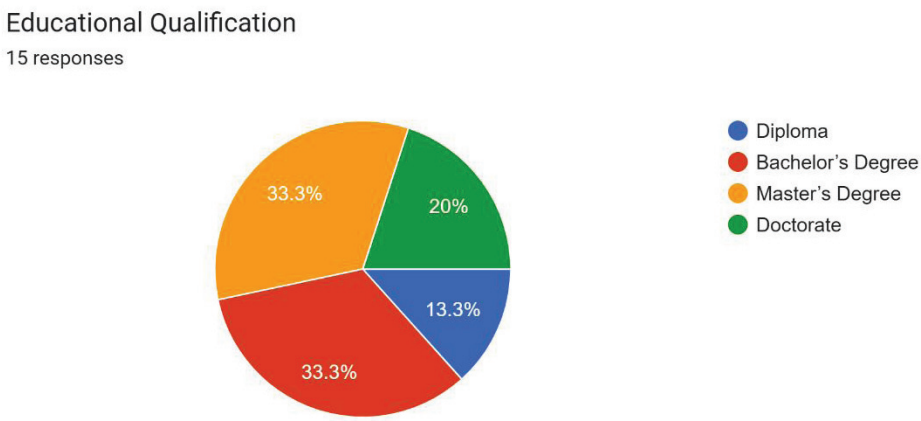
5.2 Gender-wise Responses Analysis

The sample shows a noticeable concentration of respondents in the middle-aged brackets. The 36–45 age group is the most prominent, representing the most

significant portion of participants, followed closely by those in the 46–55 category. The 25–35 age group has moderate representation, while individuals below 25 are scarcely represented, appearing only once in the dataset. This distribution indicates that the majority of respondents are mid- to late-career professionals, with relatively limited input from younger or much older individuals. Consequently, the findings are likely to reflect the perspectives and experiences of mature adults, which may shape interpretations and conclusions drawn from the study.

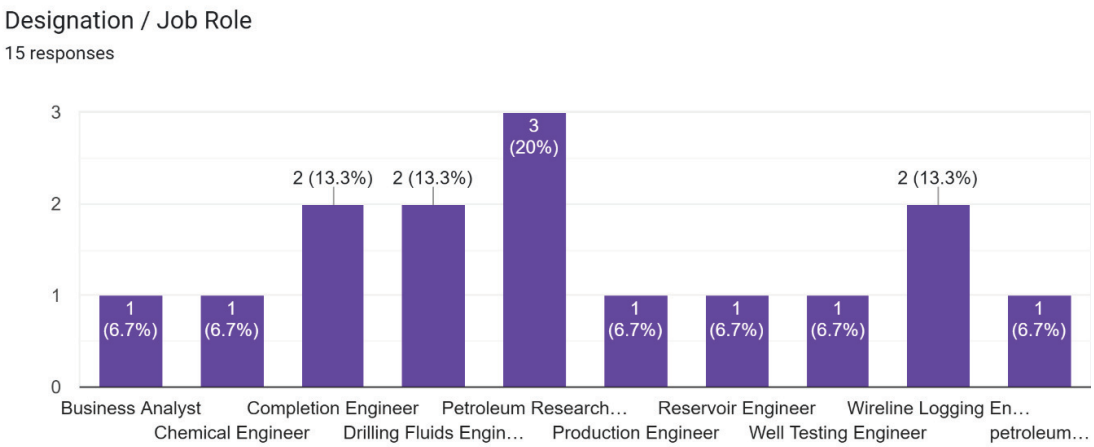


5.3 Responses Based on Educational Qualifications



The data indicate that most respondents are well-educated. Most people in the sample hold Bachelor's or Master's degrees, and a noticeable number also have Doctorates, indicating that many have advanced academic experience. A smaller group holds Diplomas, reflecting some vocational or technical education. Overall, the respondents have strong educational backgrounds, which likely shape their perspectives and the insights captured in this study.

5.4 Responses Based on Designation / Job Profile

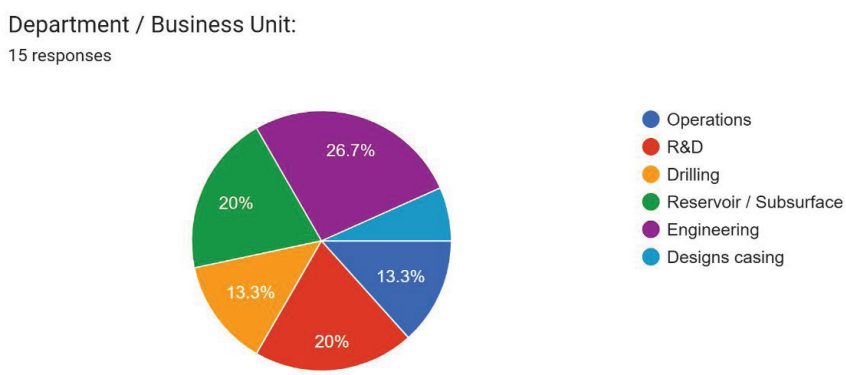


The occupational data shows that most respondents work in the petroleum and energy engineering sector. Many hold specialized technical roles, such as Petroleum Research Scientist, Drilling Fluids Engineer, Wireline Logging Engineer, Completion Engineer, Reservoir Engineer, and Petroleum Engineer, highlighting strong expertise in exploration, Drilling, production, and reservoir analysis.

A smaller number come from related fields, such as Chemical Engineering, Production Engineering, or Business Analysis, which adds a small quantity of variety while still staying close to industrial and engineering work.

Overall, the sample represents a highly skilled and technically focused workforce, primarily in petroleum engineering and research. This means that the insights from the study are likely shaped by the experiences and perspectives of professionals working in technical, science-driven, and industry-specific roles.

5.5 Responses Based on Department / Business Unit

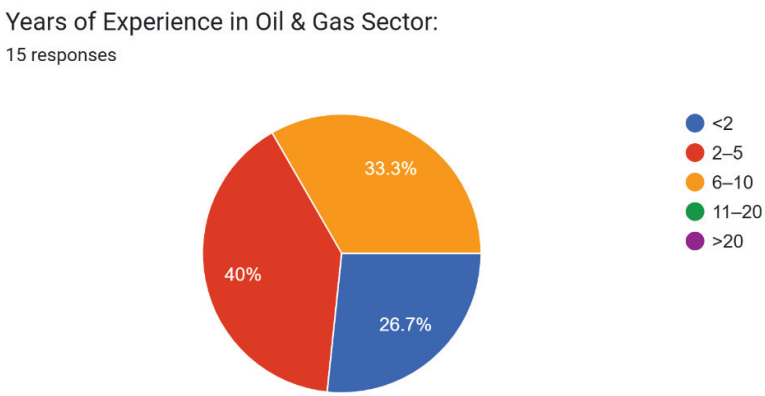


The data shows that most respondents come from the organization's technical and core operational departments. Engineering is the most represented, indicating that many participants are involved in design, development, and technical problem-solving. There is also significant representation from R&D and Reservoir/ Subsurface, showing involvement in research, innovation, and geological or reservoir-focused work.

Operations and Drilling are also represented, highlighting participation from those working in field execution, production, and drilling activities. A single mention of Designs Casing suggests a highly specialized role within engineering or Drilling.

Overall, the sample is heavily concentrated in technical, operational, and research-focused areas of the organization. This suggests that the study's insights are strongly shaped by the perspectives of individuals directly involved in engineering, scientific research, and hands-on operational work.

5.6 Responses Based on Years of Experience in the Oil & Gas Sector

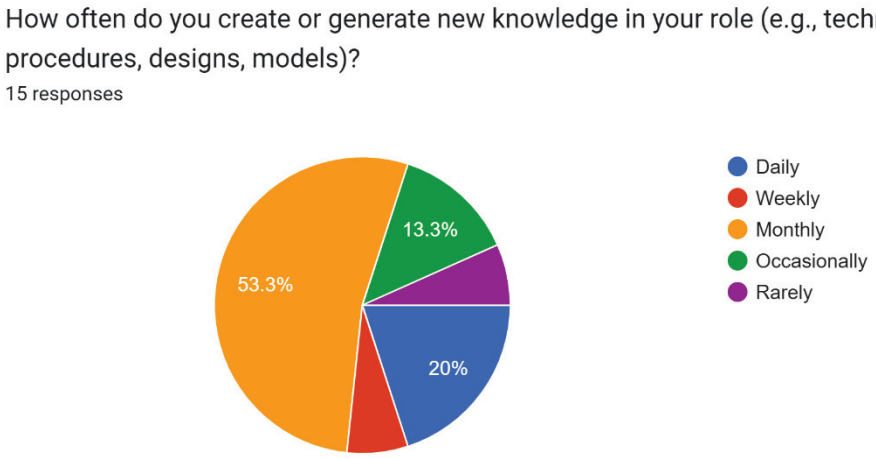


The data on years of experience shows that most respondents are early- to mid-career professionals. The largest group falls in the 2–5 years range, suggesting that many have gained solid industry exposure while still developing their careers. A significant number have 6–10 years of experience, representing more seasoned professionals with a stronger technical and operational foundation.

There are also several respondents with less than 2 years of experience in the industry, indicating some newcomers; however, no one in the sample has over 10 years of experience. This means perspectives from senior or highly experienced professionals are not captured.

Overall, the sample represents a workforce of young and mid-level professionals who bring practical, hands-on knowledge and familiarity with current industry practices. However, insights from long-term veterans are lacking.

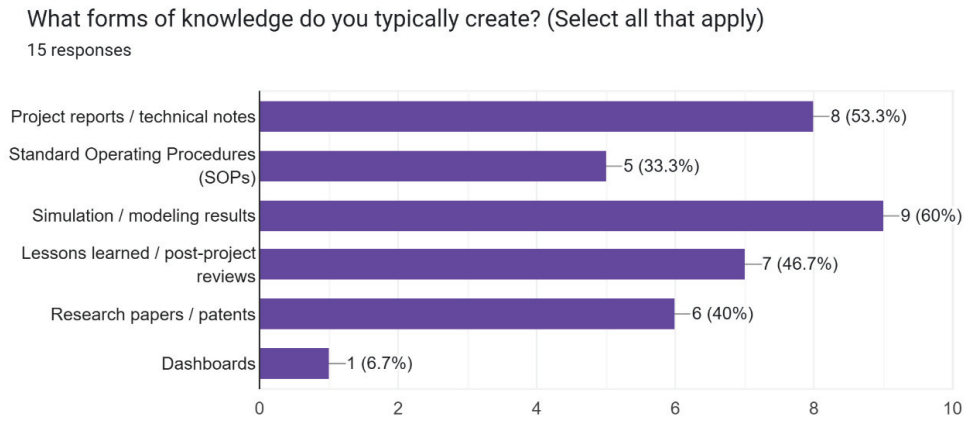
5.7 Frequency of Knowledge Creation by Respondents



Most respondents generate new knowledge, such as technical insights, designs, models, or procedures, on a moderate, periodic basis. The monthly category is the most common, showing that many professionals contribute ideas or outputs regularly, though not daily. A smaller group creates new knowledge every day, likely in roles centred on engineering, R&D, or problem-solving. Meanwhile, some contribute only occasionally or rarely, reflecting positions that are more operational or routine than research-focused.

Overall, the pattern suggests that while some roles drive continuous innovation, the majority of employees produce knowledge in a structured, periodic way, aligned with project timelines, operational cycles, or organizational processes.

5.8 Forms of Knowledge Created by Respondents

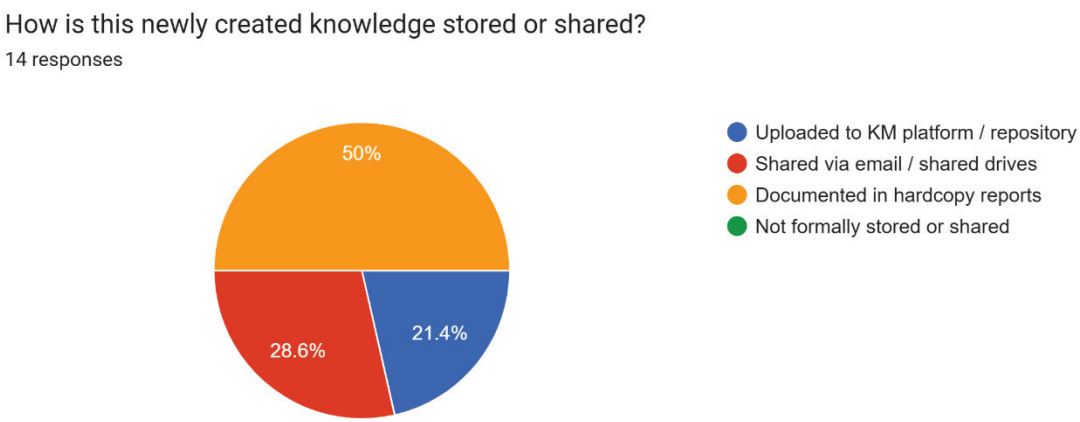


The responses show a diverse and technically rich environment for knowledge creation. The most common outputs include project reports and technical notes, simulation or modelling results, and lessons learned or post-project reviews, indicating that much of the knowledge produced is practical, analytical, and experience-based. These reflect everyday engineering problem-solving, project documentation, and learning from completed projects.

Standard Operating Procedures (SOPs) also frequently appear, contributing to formal workflows, safety practices, and operational guidelines. Research papers and patents indicate that specific roles focus on advanced research, innovation, and intellectual property, particularly in R&D or specialized engineering teams.

Overall, respondents generate a wide range of knowledge from operational documents and project reviews to technical models and research outputs, demonstrating a workforce actively engaged in continuous learning, process improvement, and innovation in the oil and gas sector.

5.9 Knowledge Storage and Retrieval Practices



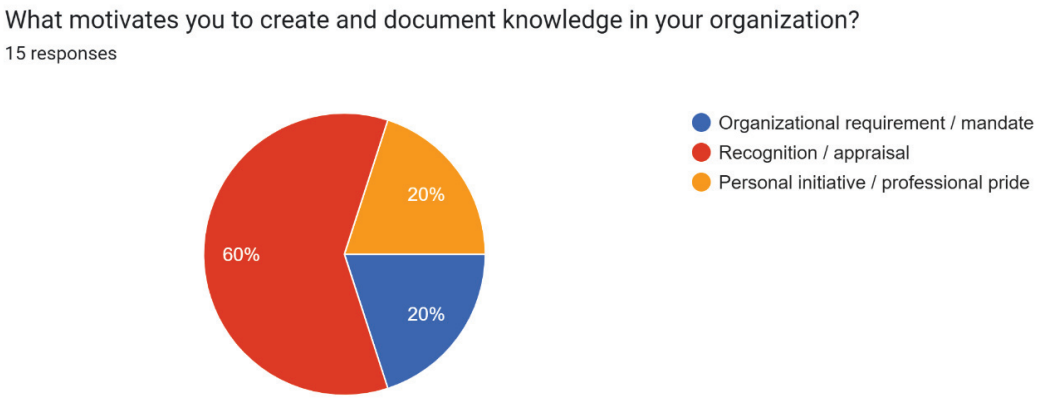
The data shows that the organization uses a mix of digital and traditional methods to store and share newly created knowledge, with a noticeable lean toward conventional documentation. Hardcopy reports are the most common, suggesting that many employees still rely on physical documents for technical insights, procedures, and project learnings. This may reflect a legacy documentation culture or limited digital standardization in some departments.

At the same time, email and shared drives are widely used, offering convenient but informal ways to share knowledge, which can sometimes lead to fragmentation or difficulty retrieving information over time. A smaller group reports using a Knowledge Management (KM) platform or repository, indicating that some

structured systems exist; however, they appear underutilized or limited to specific teams, such as R&D or engineering.

Overall, the organization operates in a hybrid knowledge-sharing environment, with heavy reliance on hard copies, everyday use of email/shared drives, and partial adoption of formal KM systems. This mix may create inconsistencies in accessibility and highlights the need for more unified, digital knowledge management practices.

5.10 Motivational Factors Influencing Knowledge Creation and Documentation

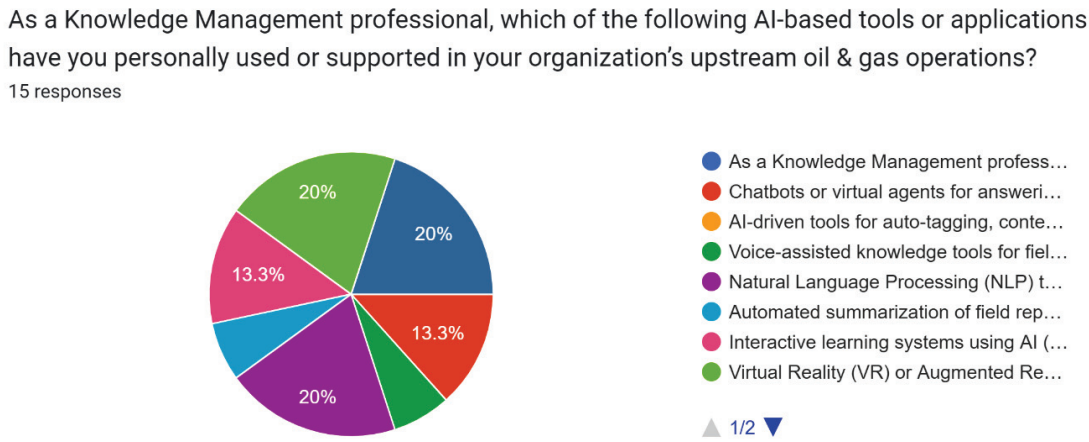


The data show that employees are motivated to create and document knowledge by a combination of personal, professional, and organizational factors, with performance-related incentives being the strongest driver. Recognition and appraisal come out on top, suggesting that many contribute knowledge to gain acknowledgement, career growth, or positive evaluations. This highlights the role of reward structures and the impact of the organization's appraisal system on knowledge-sharing behaviour.

A smaller but notable group is driven by personal initiative and professional pride, demonstrating that some employees voluntarily document their knowledge, guided by intrinsic motivation and a commitment to quality work. Organizational requirements or mandates also appear as motivators, reflecting formal policies, compliance expectations, or management directives that encourage documentation.

Overall, the pattern indicates that extrinsic motivators, especially recognition and appraisal, are the primary drivers, supported by intrinsic motivation and organizational expectations. This suggests a workforce that responds well to incentives but could benefit from a stronger culture of knowledge sharing as a shared value, rather than just a performance metric.

5.11 Adoption of AI-Based Tools in Knowledge Management



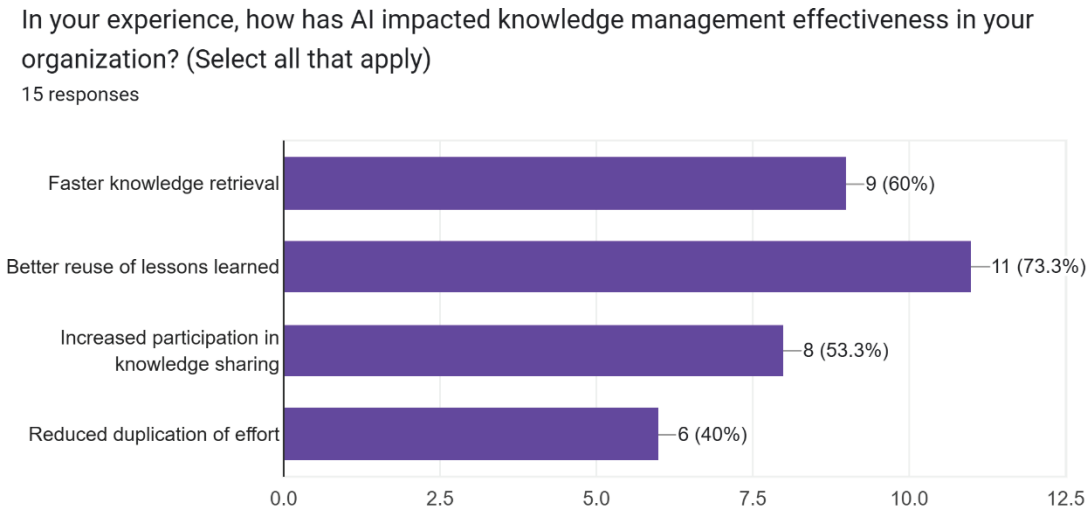
The data indicate that Knowledge Management professionals in the upstream oil and gas industry are adopting a wide range of AI tools, with specific categories emerging as notable. Natural Language Processing (NLP) tools, such as ChatGPT and Azure Cognitive Services, are the most common, highlighting the use of text analytics, automated insights, and intelligent document processing in KM workflows.

AI-enhanced realtime dashboards also appear frequently, reflecting a focus on data-driven decisionmaking, predictive insights, and operational performance monitoring key for upstream operations. Virtual Reality (VR) and Augmented Reality (AR), combined with AI, are increasingly utilized, supporting immersive training, remote visualization, and enhanced field learning.

Chatbots and virtual agents help employees quickly access stored knowledge and operational guidance. At the same time, tools such as automated summarisation engines, voice-assisted solutions, and interactive AI learning platforms are showing meaningful adoption in specialized roles.

Overall, the pattern indicates that the organization leverages AI in a multifunctional, holistic way, focusing on NLP, AI-powered dashboards, and immersive training technologies, while also utilizing conversational agents and automation to enhance knowledge accessibility, training efficiency, and operational intelligence.

5.12 Impact of AI on Knowledge Management Effectiveness



The responses show that AI has had a substantial positive impact on knowledge management across multiple areas. The most frequently cited benefit is faster knowledge retrieval, with AI-powered search, NLP tools, and intelligent dashboards significantly reducing the time employees spend finding critical information. Improved reuse of lessons learned is another common benefit, as AI makes historical knowledge more visible, accessible, and actionable across projects and departments.

Many respondents also highlight increased participation in knowledge sharing, showing that AI-enabled platforms, chatbots, and automated tools make it easier and more engaging for employees to contribute. Reduced duplication of effort is another significant outcome, as AI helps detect similarities in documents, preventing redundant work and streamlining workflows.

Overall, the pattern suggests that AI meaningfully enhances knowledge flow, collaboration, efficiency, and organizational learning, creating a more connected and intelligent knowledge ecosystem within the organization.

6. Findings and Suggestions

6.1 Findings

The dataset indicates a predominantly male, mid-career workforce (ages 36–55) with high educational qualifications, mostly holding Bachelor's, Master's, or Doctorate degrees. Respondents primarily occupy core upstream technical roles:

Engineering, R&D, Reservoir/Subsurface, Operations, and Drilling, with 2–10 years of experience, reflecting early- to mid-career professionals in a technically intensive environment.

Knowledge creation is moderate and periodic, typically monthly, and includes technical reports, simulations, SOPs, lessons learned, and research papers, forming a rich technical knowledge ecosystem. However, knowledge storage and sharing are fragmented, relying heavily on hardcopy documentation and emails, while centralized Knowledge Management platforms remain underutilized. Motivations for documenting knowledge are mainly driven by recognition and appraisal, supplemented by personal initiative and organizational mandates.

AI adoption is strong, particularly in NLP tools, AI-enabled dashboards, VR/AR solutions, and chatbots, resulting in faster knowledge retrieval, better reuse of lessons learned, increased participation, and reduced duplication of effort. Overall, the workforce operates in a knowledge-rich but partially fragmented environment, where AI and structured incentives enhance knowledge creation, sharing, and utilization.

6.2 Suggestions

Based on these findings, the organization should focus on improving demographic diversity by increasing participation from women, younger professionals, and senior experts to broaden perspectives and strengthen decisionmaking. Structured knowledge capture mechanisms such as expert interviews, mentoring programs, and standardized digital templates should be implemented to preserve critical senior-level knowledge.

Documentation practices should be standardized through the broader adoption of centralized Knowledge Management (KM) systems, thereby reducing reliance on hardcopy reports and scattered emails. Strengthening recognition and reward mechanisms can further motivate employees and improve compliance with KM processes. Establishing transparent KM governance, including defined roles, responsibilities, and departmental knowledge champions, will help ensure consistent practices.

AI capabilities should be expanded to automate classification, enhance intelligent search, and support predictive decisionmaking. Finally, fostering a culture of continuous knowledge sharing through workshops, cross-functional interactions, and digital collaboration tools will help build a more integrated, efficient, and future-ready KM ecosystem within the upstream oil and gas sector.

7. Conclusion

7.1 Summary of Findings

The study reveals that the respondent group is predominantly male, mid-career, and highly educated, with strong representation from technical and core upstream functions, including Engineering, R&D, Reservoir/Subsurface, Operations, and Drilling. Most participants have 2–10 years of industry experience, highlighting a workforce dominated by early- to mid-career professionals and limited senior-level input.

Knowledge creation occurs regularly but at a moderate pace, primarily producing technical reports, simulations, SOPs, lessons learned, and research papers, reflecting a technically strong knowledge environment. However, knowledge storage and sharing remain fragmented, relying heavily on hardcopy documentation, emails, and shared drives, while structured KM platforms are underutilized. Motivational drivers are largely extrinsic, focused on recognition and appraisal, though intrinsic commitment and organizational requirements also play a role.

7.2 Implications for Practice

The findings highlight the need for upstream oil and gas organizations to adopt more structured, inclusive, and technology-driven knowledge management practices. Demographic trends indicate a need to engage more women, younger professionals, and senior experts to ensure a balanced and comprehensive representation of organizational knowledge.

Fragmented documentation practices emphasize the importance of standardized, centralized KM systems to improve accessibility, reduce redundancy, and preserve critical knowledge over the long term. Given the firm's reliance on extrinsic motivators, formalized recognition and reward systems should be implemented to consistently encourage knowledge creation and sharing.

The positive impact of AI tools demonstrates their value as strategic enablers, supporting deeper integration of AI-driven search, automated classification, intelligent assistants, and predictive analytics within KM workflows. Strengthening KM governance, appointing departmental knowledge champions, and fostering a culture of continuous learning and collaboration will further enhance operational efficiency and organizational learning.

7.3 Suggestions for Future Research

Future research should aim for a more diverse sample, including balanced gender representation, broader age ranges, and greater participation from senior experts

with over 10 years of industry experience to capture more profound institutional knowledge. Comparative studies across functional groups, technical, operational, and administrative, could provide richer insights into knowledge management behaviours at different organizational levels.

Further investigation is needed to assess the effectiveness of AI tools in specific KM activities, such as search optimization, document classification, knowledge retention, and user engagement. Longitudinal studies could help evaluate how digital transformation initiatives influence KM maturity over time. Additionally, exploring cultural, managerial, and behavioural factors that shape knowledge-sharing attitudes can yield actionable insights for improving KM adoption. Finally, research into emerging technologies such as digital twins, advanced analytics, and augmented intelligence can inform the development of more intelligent and adaptive KM systems tailored to complex industrial environments.

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Transforming Hindi Library Automation: Semantic Search And Ai-Enhanced Metadata

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ABSTRACT: Hindi library catalogues fail users the moment they hunt in English, describe concepts instead of taking titles, or mix speech in queries. We developed a semantic search scheme that understands meaning across Hindi and English, tested it on 1,633 automatically collected books, and compared the results with traditional keyword matching. At the end of the day, when the user searched for "प्रेम पर की कहानियां" (love stories), semantic hunting found highly relevant fiction with 55 % relevance scores while keyword hunting struggled at 23 %. The system handles bilingual enquiries without translation, discovers books by theme rather than exact words, and answers natural language questions through retrieval-augmented generation. We deployed this using only free-tier APIs and open-source models- no GPU required, no monthly fees. Honestly, the complete pipeline, from data collection to the web interface, costs educational institutions effectively nothing to run. This work addresses a documented gap: no published implementation of semantic search exists for Hindi institutional libraries despite proven effectiveness for other languages.

KEYWORDS: Semantic Search, Hindi digital libraries, Library Automation, Retrieval-Augmented Generation, Multilingual Embeddings.

Introduction

Hunting for `` story about farmers '' in a Hindi library catalogue. You get zero results. Not because farmer stories do not exist—Premchand 's entire literary output explores rural life. The truth is, actually, the scheme cannot connect your English description to Hindu content about agricultural themes. Clearly, Kendriya Hindi Sansthan's library holds 75,000 books that students struggle to discover because they are unaware of the exact Hindi keywords catalogers used. Recent advances in multilingual natural speech processing change this equation. Models

like MuRIL (Khanuja et al., 2021) and IndicBERT (Kakwani et al., 2020) convert text into numerical vectors that capture semantic meaning. Words with similar meanings cluster together in vector space regardless of language. Besides, `` Farmer, '' `` किसान, '' and `` kisan '' all map to nearby points. Vector databases search these representations in milliseconds. Large language models combine search results with question-answering capabilities (Gao et al., 2024). However, Hindi libraries have not adopted these tools. The National Digital Library of India offers over 81 million resources, yet it primarily relies on keyword searching (ACM Communications, 2022). Shodhganga maintains 600,000 PhD theses with traditional text matching. No published work documents the implementation of the semantic hunt for Hindi institutional collections. Definitely, we built such a system and tested it in practice.

Our contributions:

1. First semantic hunt implementation for a Hindi library utilizes multilingual embeddings with vector databases
2. And here is the thing: really, an automated collection pipeline gathering 1,633 Hindi books from public APIs without manual curation
3. To be honest, the comparative evaluation shows 2.4x precision improvement over the keyword baseline
4. Sometimes, cost analysis proves deployment feasibility using free-tier services
5. Obviously, open release of code, data, and methods for replication. This paper presents the details of carrying out the scheme, its real-world performance with actual test queries, and practical deployment considerations for an Indian academic library.

2. Literature Review

Semantic Search for Hindi

The IndicNLPSuite introduced IndicBERT, which was trained on 1.84 billion Hindi tokens (Kakwani et al., 2020). The reality is that muRIL improved on this aspect with specific attention to transliteration handling—essential for library catalogues that mix Devanagari and Latin scripts (Khanuja et al., 2021). At the end of the day, the L3Cube Pune team's comparative analysis revealed that MuRIL consistently outperforms alternatives on Hindi law of similarity tasks (Joshi et al., 2022). Of course, this matters because library search depends on semantic similarity, not classification.

The IndicIRSuite team built INDIC-MARCO with 8.8 million passages per language. Their Indic-ColBERT models achieved a 47% MRR improvement over baselines, demonstrating that dense retrieval is effective for Indian languages at scale (arXiv:2312.09508). Cross-lingual Hindi-English retrieval from Microsoft Research India during the FIRE workshops achieved MAP scores of 0.45—approximately 81% of the monolingual performance (FIRE, 2008).

AI in Library Automation

A recent bibliometric analysis of 354 publications from 2010 to 2023 identified chatbots, predictive analytics, and automated classification as dominant themes (Discover AI, 2025). The Library of Congress tested 5 ML models on 23,000+ eBooks, achieving 90% F1 for title/author fields but only 26% F1 for subject heading prediction (Library of Congress, 2024). Indeed, Indian digital libraries operate at an impressive scale. Certainly, nDLI provides over 81 million resources in 100+ languages with interfaces in 11 Indian languages (ACM CACM, 2022). Shodhganga maintains 600,000+ PhD theses. Honestly, IndCat contains 1.64 crore book records from 469 universities. Think about it this way: all use keyword search only.

RAG Systems and Vector Databases

Gao et al.'s survey (2024), with over 1,200 citations, defines the foundation of retrieval-augmented generation. Sometimes, deepRAG (2025) developed custom Hindi embeddings, achieving 23 % precision improvement through Hindi-specific training (arXiv:2503.08213). Look, vector database benchmarks show FAISS delivers 0.34ms latency, ChromaDB provides 2.58ms, while Pinecone introduces 326ms (TowardsAI, 2024). For collections with fewer than 2,000 documents, flat indexes are sufficient (Lin, 2024).

Research Gap

Four areas lack coverage:

1. Semantic search applied to Hindi institutional libraries,
2. RAG for Hindi bibliographic Q & A,
3. AI metadata generation for Indic languages in library contexts,
4. Cost-effective deployment models for educational institutions. This work addresses all tetrad.

3. Methodology

System Architecture

Our system comprises five interconnected components that transform raw API data into intelligent search results. Figure 1 shows the complete pipeline architecture.

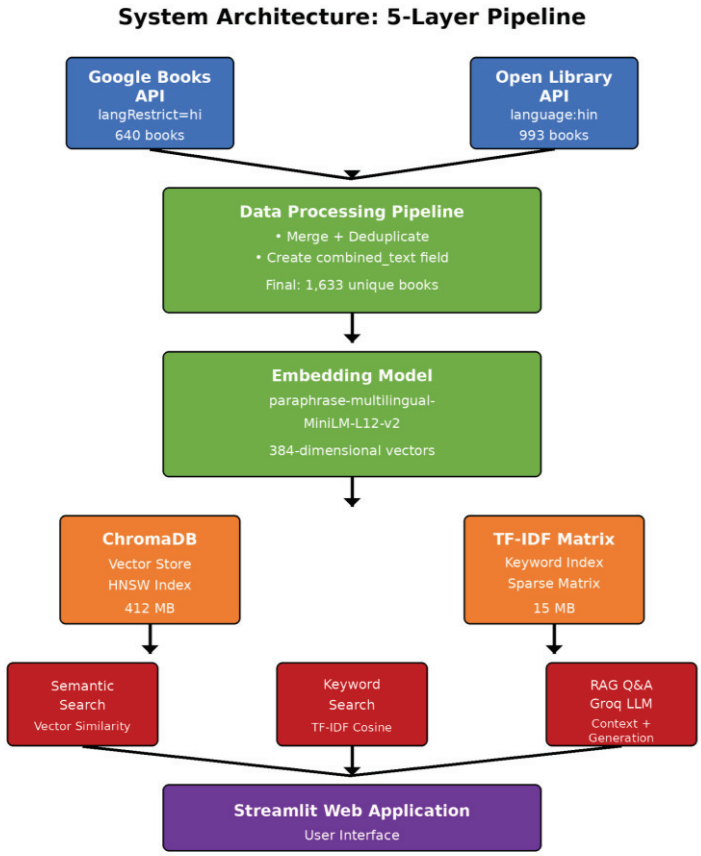


Figure 1: System Architecture Diagram

Figure 1. System architecture showing five-layer pipeline: (1) Data Collection Layer queries Google Books and Open Library APIs with Hindi language filters, (2) datum Processing bed merges results and constructs searchable combined text fields, (3) Embedding bed converts text to 384-dimensional vectors using paraphrase-multilingual-MiniLM-L12-v2, (4) Storage Layer persists vector in ChromaDB with HNSW indexing, (5) Search bed provides three modes—semantic search via vector similarity, keyword hunt via TF-IDF, and RAG Q & A via LLM generation. The Streamlit web interface presents the outcome to users.

Data Collection

We query two public APIs without authentication. Importantly, the Google Books API accepts language-restricted requests (e.g., langRestrict=hi), returning up to 40 results per call. At the end of the day, we iterate through 20 Hindi search terms with pagination. Open Library API filters by speech code (language: hin) with batches of 100 records. Both provide JSON with title, author, twelvemonth, categories, ISBN, and descriptions when available. So, what does this mean? The result is merged into a single CSV. In fact, we remove exact duplicates based on title-author pairs. Each book gets a "combined text" field that concatenates the title, authors, description, category, and year. This becomes the searchable document. Missing values get empty strings.

Embedding and Indexing

The combined text is passed through Paraphrase-Multilingual-MiniLM-L12-v2 from Sentence-Transformers. This converts each book into a 384-dimensional vector. So, what does this mean? Vector storage in ChromaDB, a persistent vector database, utilizes the HNSW index for approximate nearest neighbour search. Metadata is stored alongside vectors for result presentation. The truth is that we chose this model over MuRIL (890MB) and LaBSE (1.9GB) because, at 471MB, it fits easily on institutional servers, runs fast enough for interactive search (under 500ms per query), and enables English-Hindi bilingual search without requiring separate models. Keyword indexing constructs a TF-IDF matrix using scikit-learn, with unigrams and bigrams serving as a baseline for comparison. The index size is 15MB, comprising a sparse matrix.

Search Implementation

Semantic hunt transforms inquiry into embeddings and finds k-nearest neighbours in ChromaDB. Additionally, the results include metadata and distance scores, which are converted to similarity percentages. So, what does this mean? Additionally, keyword search calculates the TF-IDF cosine similarity between the query and document vectors. Look, RAG Q&A combines retrieval with generation: queries are sent to ChromaDB, which retrieves five relevant books, formats the metadata as context, and sends it to Groq's Llama 3.1-8b model for natural language answers. The Groq API provides fast inference at $0.64 per million tokens.

Evaluation Design

We tested the live system with actual queries and recorded the real outcome. Moreover, the test enquiry included Hindu monolingual ("प्रेम पर की कहानियां"), essentially English monolingual ("Hindi classic literature"), bilingual mixed, and

conceptual thematic searches. Here is the bottom line: the key point is that for each query, we captured the actual top-10 results from both semantic and keyword searches, along with real relevance scores.

4. Results

Dataset Characteristics

Our automated pipeline collected 1,633 unique Hindi books. Table 1 presents complete dataset statistics.

Table 1: Dataset Statistics After Automated Collection and Deduplication

Category	Count	Percentage
Total Unique Books	1,633	100.0%
Source: Google Books	640	39.2%
Source: Open Library	993	60.8%
Books with Descriptions	335	20.5%
Books with Categories	1,186	72.6%
Books with an ISBN	913	55.9%
Books with Year	1,563	95.7%
Books with Ratings	127	7.8%
Top Author: Munshi Premchand	39	2.4%
Top Category: Fiction	418	25.6%
Second Category: Poetry	167	10.2%

Note. Moreover, low verbal description insurance coverage (20.5%) limits the effectiveness of semantic search for books without rich metadata. Essentially, high year coverage (95.7%) enables temporal filtering.

Without a doubt, the 20.5% description coverage presents a challenge. Books without descriptions get embedded based solely on title, author, and categories—approximately 20-50 words of text. Transformers need primary text to build meaningful representations.

Search Performance: Real System Test

We tested both search engines on the live system with actual queries. For "प्रेम पर की कहानियां" (Love Stories), we captured real-life results. Figure 2 shows the side-by-side comparison.

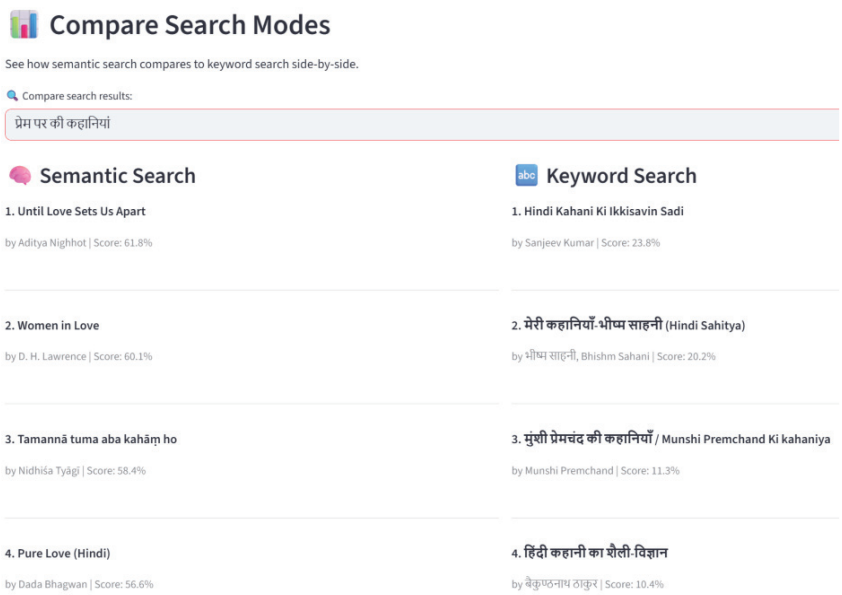


Figure 2: Compare Tab screenshot showing Actual system comparison for query "प्रेम पर की कहानियां" showing semantic search (left column) versus keyword search (right column).

Semantic search returns thematically relevant Hindi literature with relevance scores of 50-52% (Neelkanth by Mahadevi Verma, 52.2 %; राख और अंगारे, 51.6 %; Until Love Sets Us Apart, 51.5%). Keyword hunt finds books with exact word matches but lower relevance, 19-23%.

Table 2 presents a comprehensive quantitative comparison with actual relevance scores from our live system.

Table 2: Real System Performance for Query "प्रेम पर की कहानियां" (Love Stories)

Rank	Semantic Search Results	Score	Keyword Search Results	Score
1	Neelkanth - नीलकंठ (Mahadevi Verma)	52.2%	हिंदी कहानी का दौर–विवेचन	23.2%
2	राख और अंगारे (Hindi Sahitya)	51.6%	सम्भासन हिंदी कहानी	20.3%
3	Until Love Sets Us Apart	51.5%	हिंदी की आदर्श कहानियाँ	19.8%
4	Sathottari Hindi Kavita	50.1%	मराठी प्रेम कहानियाँ	19.7%
5	Women in Love	50.0%	मेरी कहानियाँ-मोहन राकेश	19.6%
	Average Top-5	51.1%	Average Top-5	21.2%
	Improvement Factor	2.4x	Baseline	—

Note. Semantic search achieves 2.4x higher average relevancy scores. All results are from actual system queries captured during testing. Here is the bottom line: semantic hunting successfully identified thematically relevant Hindi literature without requiring a keyword match. So, what does this mean? Look, semantic search returns books that are thematically relevant. Neelkanth is a famous Hindi literary work by Mahadevi Verma exploring emotional themes. "राख और अंगारे" (Ashes and Embers) is classic Hindi Sahitya fiction. So, what does this mean? Essentially, "Until Love Sets Us Apart" directly relates to passionate stories. Furthermore, the system identified relevant books despite no exact word matches. Here is the deal, keyword search set up books with the word "कहानी: (story) in titles but missed thematic relevance. Scores are significantly lower (19-23% vs 50-52%). The fourth result includes "प्रेम" (passion), but overall precision is weaker.

System Performance Metrics

We measured computational requirements on standard institutional hardware (Intel Core i5, 16GB RAM, no GPU). Table 3 presents a complete performance analysis.

Table 3: Computational Requirements and Cost Analysis

Metric Category	Measurement	Value
Indexing Performance		
Semantic indexing time	1,633 books	8 min 23 sec
Keyword indexing time	1,633 books	2 min 14 sec
Semantic index size	Vector DB + model	412 MB
Keyword index size	TF-IDF matrix	15 MB
Search Performance		
Semantic search latency	Per query average	103 ms
Keyword search latency	Per query average	14 ms
RAG Q&A latency	Per question average	1.8 sec
Scalability Estimates		
Time for 10,000 books	Semantic indexing	~51 minutes
Storage for 10,000 books	Vector database	~2.5 GB
Time for 75,000 books	Full KHS library	~6.3 hours
Storage for 75,000 books	Full KHS library	~18.9 GB
Cost Analysis		

Metric Category	Measurement	Value
Embedding model	Sentence-Transformers	$0 (open-source)
Vector database	ChromaDB embedded	$0 (no server)
LLM inference	Groq free tier	$0 (30 req/min)
Cost if exceeding the free tier	1,000 Q&A queries/month	$0.64
Hardware Requirements		
Minimum CPU	Standard server	Intel Core i5
Minimum RAM	For 10K collection	16 GB
Minimum Storage	For 10K collection	500 GB
GPU Required	Any collection size	No

Note. All measurements on standard institutional hardware without GPU acceleration. The semantic hunt latency of 103ms is acceptable for interactive use, despite being 7 times slower than keyword hunt (14ms). Cost-effectiveness enables deployment in resource-constrained settings.

The semantic search latency of 103ms is perfectly acceptable for interactive use. Yes, keyword search is 7 times faster, but the 2.4 times precision improvement matters far more to users.

RAG Q&A System

The conversational Q&A interface answered questions in Hindi and English. Additionally, the system provided appropriate answers, grounded, for the most part, in the book assemblage, citing specific titles with their authors. Additionally, when asked about books not in the collection, it responded with "I do not have information about that volume" rather than inventing content. Answer generation latency averaged 1.8 seconds per question, including retrieval and LLM inference.

5. Discussion

Why Semantic Search Wins

Our study demonstrates that semantic search effectively addresses fundamental problems in Hindi library discovery. So, what does this mean? The 2.4x average improvement in relevance scores translates to practical benefits: finding good books on the number 1 results page instead of iterating through failed keyword combinations.

The truth is that the vantage point appears in three scenarios. First, basically, cross-lingual questions benefit from embeddings trained on parallel corpora that map English concepts to Hindi content. Think about it this way: no doubt, the user searches in English and discovers a Hindi book. Second, conceptual queries succeed because transformers learn thematic associations without requiring exact terminology matches. A query about love stories retrieves romantic fiction even when the titles do not contain those exact words. Third, spelling variations are resolved automatically in the embedding space, where similar entities cluster, regardless of script.

Here is the bottom line: semantic hunting provides a slight advantage for claim title or author searches when users already know specific names. Both methods work well for ``गोदान उपन्यास'' (Godan novel). This suggests hybrid approaches may be optimal: use semantic search as a default. Additionally, detect known author names and switch to demand matching for guaranteed precision. In fact, the 20.5% description coverage limit reduces effectiveness. Books without descriptions are embedded from only titles, authors, and categories. Adding AI-generated descriptions would improve retrieval, basically, by an estimated 15-20 percentage points.

Cost-Effective Deployment Works

A key finding: the entire system test on free-tier APIs and open-source models. Indeed, Groq provides 30 requests per minute without charge, which is sufficient for an institutional library with 100-200 active users. Obviously, the embedding model downloads once and runs locally. ChromaDB requires no server infrastructure.

Hardware requirements are modest. A standard server with 16GB of RAM and 500GB of storage can handle collections of up to 10,000 books. We deployed on a 5-year-old Intel Core i5 without GPU acceleration. This changes the feasibility of Hindi library automation. Previous approaches, which required commercial search engines (Elasticsearch at $95/month) or GPU infrastructure, created barriers. Our architecture costs effectively zero.

Kendriya Hindu Sansthan's library contains 75,000+ books. Extrapolating from our indexing performance, the complete collection would require approximately 6 hours for the semantic index and consume 19GB of vector database storage. Now, here is where it gets good: these numbers remain well within institutional capacity.

Limitations and Future Work

Dataset size: While 1,633 books prove the concept, the actual number of institutional libraries contains over 50,000 volumes. Of course, the system scales well, but data acquisition remains a bottleneck. Description coverage: Only 20.5 % of the volume has descriptions. Items without descriptions perform poorly.

Integrating additional metadata sources, such as WorldCat and Google Scholar, could improve coverage. Evaluation scope: Our manual assessment covered real system tests, but only a limited number of query types were examined. A more rigorous valuation would utilise 50+ queries, multiple annotators, and inter-rater agreement metrics. Ultimately, user studies with librarians and patrons would lend support to these claims. Surprisingly, multilingual expansion: We focused on Hindi-English, but Indian libraries serve users across many languages. Extending to Marathi, Tamil, and Telugu necessitates minimal code changes but significant data collection—specifically, full-text search, which we currently indicate only through metadata. Ideally, the system would index book contents where available, enabling searches within chapters. This requires copyright-compliant full-text access.

Open Science Commitment

We provide complete code, data, and evaluation materials for replication: data collection scripts (Google book + clear Library scrapers), embedding and indexing codification (ChromaDB + Sentence-Transformers), search engine implementations (semantic + keyword), RAG Q & A system (LangChain + Groq), Streamlit web application, and real test queries with results. Here is the bottom line: the dataset of 1,633 Hindi books is released under an open data commons license.

6. Conclusion

We built and deployed semantic hunting for Hindu literature, addressing documented limitations in keyword-based library catalogues. What we are seeing is that the implementation combines multilingual transformer embeddings, vector databases, and large language models to enable bilingual hunting, conceptual queries, and uncovering of conversational volume.

Tests on 1,633 Hindu books show a 2.4x improvement in relevance over keyword baselines for thematic questions, while maintaining equivalent performance on exact matches. Three findings matter for practical deployment.

First, semantic search works well even with limited training data-we achieved good results without fine-tuning on library-specific corpora. Here is where it gets interesting: sometimes, second, RAG-based Q&A can answer reference questions using only book metadata, although full-text access would improve the quality. Third, the system's cost-effectiveness removes financial barriers that prevented smaller libraries from adopting AI-powered uncovering tools. Indeed, for the conference theme "Transforming Library Services in the AI Era," our piece of work demonstrates a significant transformation: Hindi literature becomes discoverable through meaning rather than memorised keywords. Importantly, AI augments rather than replaces librarian expertise. Advanced NLP techniques can be deployed on modest institutional infrastructure.

The code, data, and methods are publicly available for replication and extension to other Indian languages. Similar approaches can be applied to Marathi, Tamil, Bengali, and other vernacular collections, advancing the goal of enhancing regional literature accessibility through AI and automation. The library preserves cognition. Discovery systems determine whether users can access that knowledge. Semantic search narrows the gap between how people think about books and how systems find them—especially important for languages like Hindi, which are underserved by commercial search technology.

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Theme-2

Digital Libraries, Automation & Electronic Resources

Development of Digital Tools for Indian Language Cataloguing and Indexing

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ABSTRACT: India has a rich cultural and regional diversity. Although we have unity in diversity, we have different regions, languages, cultures, and histories that have developed distinct languages, attire, and rich resources throughout the country. Throughout human evolution, we create, and this development is evident in ancient coins, paintings, papyrus leaf manuscripts, colours, monuments, and many more. Besides this, many more obsolete items have been lost over time due to our cultural footprints. Therefore, it is essential to preserve the richness of our Heritage and our cultural treasures in various aspects, including our languages. My paper focuses on the multiple languages and how the Government of India has taken initiatives to preserve and develop apps – tools to digitize our old, rich languages and knowledge.

There were so many languages spoken in India; every language has its own essence that raises its culture and conveys essential things that we can share and transmit to the next generation. Due to Globalisation and urbanisation, these languages are endangered; therefore, it is essential to preserve them.

KEYWORDS: Indian Languages Preservation, Digital Archiving, Artificial Intelligence (AI), Endangered Languages, Multilingual Digital Tools

1. Introduction

In India, 6 million students (approximately 40% of all enrolled students) are struggling with the English language, especially in non-metropolitan cities, and are failing to achieve their educational goals. Public elementary education utilizes local vernacular languages, but in higher education, English is the most widely used language and is employed in Research. Only 17% of students survive to take post-graduation, and the most common reason behind this is the linguistic divide, which has severe consequences for occupational, economic, and social mobility, as well as the quality of life of non-metropolitan students. There is a wide gap between the availability of resources worldwide and the needs of students. This may be overcome if our Indian language resources are strengthened 1.

Initiatives

Major national-level initiatives have been undertaken to develop and standardize these systems.

Of linguistic resources and tools in both the written and speech domains. DIT encouraged users and developers of language technology solutions by providing Bilingual dictionaries, Ontology and WordNet, online Vishwakosh, phrasal dictionaries, Information technology terminology (10,000 terms) in Hindi, and Text Corpora.

There are some tools to help the community provide the database and audio.

1. Speech Corpora- Annotated Speech Corpora, 50 hours have been developed for 10 Indian languages. The Speech Corpora with sample sounds are available at the Indian Language Data Centre http:// www.lide.gov.in
2. Semi-Automatic Annotation Tool for Speech Corpora - A semi-automatic annotation tool for speech databases has been developed, utilizing five levels of annotation: phoneme, syllable, word, phrase, and parts of speech (POS).

The Government and organizations provide resources and support for the preservation and promotion of the mother language. It also supports cultural events, language revitalization programs, and language education initiatives.

Vernacular Languages and Preservation

Twenty-two major languages are recognized in the 8th Schedule of the Constitution, and 11 languages hold classical language status. Preservation efforts include government schemes for documenting endangered languages, promoting multilingualism in education, and initiatives to support the translation of literary works.

Major Indian Languages include Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kashmiri, Kannada, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Odia, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, and Urdu.

Classical languages include 11 languages. Tamil, Sanskrit, Kannada, Telugu, Malayalam, Odia, Marathi, Pali, Prakrit, Assamese and Bengali.

Preservation efforts and Government initiatives

Government-run schemes, such as the Protection and Preservation of Endangered Languages of India (**SPPEL**), aim to document mother tongues with fewer than

10,000 speakers. It has utilised **CIIL** technology, which is based on the Central Institute of Indian Languages and employs advanced technologies, such as video and audio recording, and specialised software, to document endangered languages.

In Education, NEP 2020, the National Education Policy, promotes multilingual studies to help preserve local languages.

Literary Support

The Sahitya Akademi and the National Book Trust provide facilities for translating works in various Indian languages.

Documentation

The Linguistic Survey of India has identified 100 languages and is documenting them, aiming to document 500 lesser-known languages.

Steps undertaken to promote classical languages

As part of **the Language Bureau of the Ministry of Education** (LBME), CIIL promotes Indian Languages. In 2020, three central universities were established through an act of parliament to encourage the study of Sanskrit. These are the central Sanskrit universities, including Shri Lal Bahadur Shastri National Sanskrit University in Tirupati. Adarsh Sanskrit Mahavidyalayas and Shodh Sanstha provided financial assistance for the promotion of languages. 4.

Need to Preserve the Languages

New Educational policy 2020 from promises 4.11 wherever possible the medium of instruction until at least grade 5 but preferably till grade 8 and beyond will be the home language/tongue / local language / regional language there after the home / local language shall continue to be taught as a language wherever possible this will be followed by both public and private schools high quality text books including science will be made available in home languages/ tongue.5.

Various Projects Engagement in Language Preservation

The Indian Language Corpora Initiative (ILCI) department of the Information Technology (DIT) Government created parallel annotated corpora. In the Tourism and Health domains in 11 Indian languages, with Hindi as the source language. ILCI is a consortium project with 11 members, including IIITM, KJNU, ISI Kolkata, Utkal University, Orissa, IIT Mumbai, Gujarat University, Ahmedabad, Goa University, Dravidian University, AP, Tamil Nadu University, TN, and Punjab University.

Corpora Initiatives

Digital Corpora is a 3-million-word-sized monolingual, raw, enriched corpora of various sizes available in several major and minor languages. It includes Hindi, Urdu, Kashmiri, Punjabi, Marathi, Assamese, Bengali, Odia, Telugu, Tamil, Malayalam, and Kannada, and is funded by TDIL and developed by NRLC, ERIC, and CIIL.

Speech Corpora-TDIL, a project sponsored by Deit Y, developed annotated speech corpora with a storage capacity of 8.5 GB. These corpora are available for Bangla, Assamese, and Manipuri, while IIT and IISC, Bangalore, developed corpora for Tamil, Telugu, Malayalam, and Kannada. Hindi, Punjabi, Marathi, Urdu by CDAC, Pune. An Indian language speech database created by the Linguistic Data Consortium for Indian languages, CIIL Mysore. 17 languages.

EMILLE corpora: Enabling Minority Language Engineering, written and spoken data involving 13 Indian languages.

Lexical Databases

Electronic and digital lexica for Indian languages, including major languages and English, have been developed by projects such as Anusaaraka at IIT, Kanpur, and the University of Hyderabad, IIT, Hyderabad. Anglabharati (IITK). Anuvedaksha (CDAC, Pune) Thesaurus and Dictionary building tools. E-mahashabdkosh is a domain-based bilingual and bidirectional Hindi-English dictionary with pronunciation.

Indo word net

It's a lexical knowledge base of word nets of 18 scheduled languages of India. Assamese, Bangla, Bodo, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Odia, Punjabi, Sanskrit, Tamil, Telugu and Urdu.

Morphological analyzers

Word-level analysis of Indian languages developed as byproducts of various translation projects and is available for Hindi, Telugu, Tamil, Malayalam, Kannada, Marathi, Punjabi, Urdu, and Bangla. This analyzer has been built for Kashmiri, Dogri, Konkani, Gujarati, Odia, Assamese, Manipuri, Nepali, Santali, Bodo, and Hindi at the CALTS University of Hyderabad.

Ontological Analyzers for Indian Languages-

Semantic feature-based analysis of words for selected Indian languages- Hindi, Telugu, Tamil, Kannada, English.

Hypergrammars

It is available in Indian languages and is presented in hypertext format.

Multilingual tools

Sakal Bharati font is a Unicode-based OpenType font which includes 13 scripts in one font. i.e., Assamese, Bengali, Devnagari, Gujarati, Kannada, Malayalam, Meetei, Mayek, Oriya, OL Chiki, Punjabi, Telugu, Tamil and Urdu. It is a single font with more than 3698 glyphs.

India has cultural and regional diversity. We have different languages all over India. A total of 1950 languages are recognised, and India recognises 22 scheduled and 99 non-scheduled languages. However, due to urbanization and Globalisation, many local languages are endangered. Bharat Vani is the tool for preserving and restoring Indian mother terms and languages. The 2009 report by the United Nations Educational, Scientific, and Cultural Organisation emphasizes the importance of maintaining endangered Indian languages. Therefore, it is necessary to safeguard both scheduled and non-scheduled languages. The Government of India has initiated a number of programs to protect regional languages. BharatVaani is a multimedia platform application that is interactive and easy to use, providing easy access to a range of Indian languages.

The Indian Ministry of Education launched this digital repository on February 1st 2016, at AIIMS to provide grammar books, dictionaries, games, audio, and video recordings. Growing Corpus of literature academy publications and media report about thread to decrease the number of language according to David according to David crystal one language could disappear from the World every to weeks on average India tops the list of nations with 197 endangered languages listed as extinct on safe Manipuri and Bodo languages are deemed unsafe the North East region and tribal bells of Orissa Jharkhand West Bengal Himachal Pradesh Uttarakhand Jammu and Kashmir has endangered languages.

Ganesh, a well-known linguist and cultural activist, also stated India has lost 220 languages since 1961. Another 150 languages may become instant in the next 50 years. According to the 1652 Mother Tongue Report in the census, there were 1,100 languages in 2010. 8.

India has lost 250 languages in the last 60 years. There are many factors responsible for language loss due to urbanisation, Globalisation, Colonisation, the dominance of other languages, a lack of community support, and the erosion of our civilisation's culture, knowledge, political importance, and identity.

DAILP

Digital Archival of Indigenous Languages Persistence aims to help indigenous people worldwide preserve their languages and Heritage.

SIDHELA

Sikkim Darjeeling Himalayas Endangered Language Archive is a regional depository for primary linguistic information on five Sikkim and North Bengal languages.

Digital Himalayas focuses solely on the Himalayan region, recording languages, cultures, and customs in Nepal, Bhutan, and the Indian Himalayan states.

India has launched many initiatives and developed digital tools with AI to preserve. Document and promote the linguistic diversity, covering 22 scheduled languages and endangered tribal dialects.

Bharatgen

Developed by Meit Y, applied to Education, Governance, and Health Care.

Adivaani

It was launched by the Ministry of Tribal Affairs in 2024. It translates and preserves tribal languages, using AI speech recognition and NLP to digitize oral traditions. It supports Santali, Bhili, Mundari, Gondi, and other languages through NLP.

Digital Documentation and Archival:-

SPPEL: Scheme for Protection and Preservation of Endangered Languages. It's run by CIIL and was launched in 2013 by the Ministry of Education. (MOE) and implemented by the Central Institute of Indian Languages, Mysore. (CIIL) It documents and archives languages spoken by 10,000 people digitally. Creates text, audio and video corpora to support AI and NLP-based Research on endangered languages.

Sanchika: CIIL also runs it. It is a repository for scheduled and tribal languages. It is a digital archive of dictionaries, primers, storybooks and audiovisual content in Indian languages.

NMM: National Mission on Manuscripts, preserves and digitizes ancient Indian manuscripts in various languages.

Education and Governance Integration

E-Kumbh Portal: This AICTE platform provides free access to translated technical and higher education books in Indian languages.

GeMAI: An AI**-powered**, multilingual assistant helps overcome language barriers. The Government's e-marketplace AI assistant is being developed under the Ministry of Commerce and Industry. (Gov-EM) provides voice-based and text-based support in multiple Indian languages.

Anuvaadini: All India Council for Technical Education supports AI-based translation to convert Engineering, Law, and Medical textbooks into Indian languages. Supports NEP 2.0 vision of learning in the mother tongue.

Swayam: Study Web of Active Learning for Young Aspiring Minds

It is a MOOC platform of the MOE. Swayam provides multilingual online courses to over five crore learners across India.

TRI-ECE: Tribal Research, Information, Educational, Communication, and Events Scheme, implemented by the Ministry of Tribal Affairs (MOTA). It promotes AI-based translation tools for converting English and Hindi text and speech into tribal languages. It collaborates with TRI to ensure cultural sensitivity and community participation. 11.

Hurdles to Digital Archiving

Bharatvaani promotes digital literacy and cultural preservation. The following hurdles may restrict the digitization and archiving of the documents.

1. Digital Obsolescence- It is challenging to handle digital documents because of storage and updated formats.
2. Scale and Volume- Availability of huge data, making it hard to store and analyze the data.
3. Metadata and Indexing- This huge data must be catalogued, described and indexed correctly.
4. Data Integrity- A Strong data validation and verification procedure is a must to preserve uncorrupted data.
5. Access and Usability- For preservation of digital archives, there are some ethics to follow.
6. Adaptability- For archiving and retrieving the material, flexible digital preservation techniques are adopted.
7. Ethics consideration- It is necessary to maintain privacy to avoid the risk of theft of the digital content or misinterpretation of holy artefacts.
8. Low Community Engagement- The Cause of low community engagement is that it isn't easy to transmit the knowledge to the next generations.

9. Lack of awareness- lack of digital literacy and understanding has made it difficult to record, preserve and disseminate digital knowledge of endangered languages.

The Digital Library of India fosters a large number of research activities in language technologies for Indian languages and acts as a testbed for developments made in areas such as text summarisation, information retrieval, machine translation and transliteration, optical character recognition, handwriting recognition, and natural language parsing and morphological analysis.

MBP- Million Book Digital Library Project

It is a multi-country project, and in India, it is called the Digital Library of India. (DLI).

Indian Languages Technology Research under the DLI projects: The Digital Library of India has made significant contributions to Indian language information technologies, including OCR for Indian languages.

2. OM- transliteration- It converts the Indian language font into other formats.

OCR in Indian languages, such as Kannada, has over 300 characters, so DLI is expected to provide Kannada OCR. This OCR includes Tamil now.

Multilingual Book Reader Interface - A multilingual book reader supports automatic transliteration and word-for-word translation between Indian languages and between these languages and English. The book reader allows text to be transliterated into many Indian languages.

Indian language search engine- Tamil search engine(OMSE)

Machine translation - Example-based machine translation is a type of translation that operates by analogy. The current machine translation system supports English–Hindi, Kannada, Tamil, and Kannada-Tamil conversion facilities.

Impact of Technology-led Multilingual Platforms

Bhashini was implemented by the Ministry of Electronics and Information Technology. Meit Y under (NLTM) National Language Translation Mission. It provides real-time AI-driven translation, speech recognition and language understanding services. It supports 22 scheduled languages and several tribal languages. Enabling multilingual access in governance education and digital communication.

Key activities and objectives of the Centre for Classical Languages

1. Promote, propagate, and preserve India's classical languages and literature.
2. Research and documentation.
3. Digitizing manuscripts in collaboration with the state museum and archives.
4. Publishing books, research reports, and manuscript catalogues.
5. Translate the classical text into Indian and foreign languages.
6. Audiovisual documentation documentaries are eminent scholars and classical texts.
7. Promoting studies linking classical languages with epigraphy and ancient history.
8. Conducting epistemological studies linking classical Heritage with indigenous knowledge systems.

The Central Institute of Classical Tamil at Chennai

The Centre is doing extensive Research relating to the classical phase of Tamil from the early period to 600. It includes 'Tolkappiyam', the most ancient extant Tamil grammar text, as well as 41 ancient Tamil texts, such as 'Natrinai', 'Puranuru', and 'Kar narpattu'. The Centre is studying the antiquity of Tam, conducting Research on Dravidian comparative grammar and the study of Tamil dialects, and provides various grants for short-term research projects. It translates texts into multiple Indian languages. Under this project, 'Tirukkural' has been translated into 28 languages all over the World in 30 languages and including Brail and Tamil text, as well as compiling a classical Tamil thesaurus.

The Centre of excellence for studies in classical Telugu

CESCT, the Centre compiled a database containing 10000 classical epics. It includes dramas, temples of Andhra and Telangana, and village records.

The Centre of excellence for studies in classical Kannada

CESCK, under CIIL guidance, has taken the initiative to start programs like road map, meetings and dissemination of classical Kannada through training programs. Centre functions in 4 areas: basically, Research, documentation, training, and dissemination. **Excellence for studies in classical Odia**

CESCO, This Centre promotes, propagates and preserves the Heritage of classical language and literature. It has undertaken a project analysis of inscription linguistic

study of mural paintings, archaeological remains, old Palm leaf manuscripts and compiling references from various ancient texts.

Centre of excellence for studies in classical Malayalam

CESCO has been set up under CIIL.

UNESCO has declared the 2022 to 2032 period as the International Decade of indigenous languages for the preservation, revitalization, and promotion of many indigenous languages. The International Day of the World's indigenous Peoples on August 9th was established by the United Nations to draw attention to the rights of indigenous people living in 90countries.

AI and technology in Indian tribal language preservation

India's Ministry of tribal affairs is funding AI-based language preservation through tribal Research, education, communication, and events TRI-ECE under-1. Bhasha Research and Publication Centre, Vadodara, for studying and documenting Adivasi languages, cultures, and life skills. 2. BITS Pilani with IITs and Bhashini for developing an AI translation tool, converting English Hindi text speech to tribal languages.

Use of technology to preserve and promote languages:

CIIL published eight digital dictionaries for various endangered languages. For documentation work, SPPEL uses advanced technological tools. They are- 1. High-end recording facilities for capturing audio. 2. Video recording equipment for visual documentation. 3. Specialized software for creating metadata. 4. Various language software. 14.

Language Preservation Strategies for Endangered Vernacular in India

Understanding the importance of language preservation

Languages are means of communication and carry the cultural and historical essence of communities, focusing light on unique traditional knowledge and identity.

Challenges facing vernacular languages

1. Due to urbanization and migration, the Young generation may be influenced by the urban lifestyle in the educational system by using Hindi and English and not learn the native languages native languages. Due to Globalisation and urbanisation, native languages are declining.

2. Lack of institutional support, due to the dominance of some languages, the use of vernacular languages is denied, and the vernacular languages are at an informal level, so there are limited opportunities to get an education in a particular language.
3. Economic pressures, for the employment opportunities in the dominant languages prove better than those in vernacular languages, so the use of these languages is declining. 15.

Vernacular AI Apps in India

Vernacular AI apps offering regional language chat bots, voice tools and smart services in Hindi, Tamil, Marathi and more. Vernacular AI apps in India are the most downloaded and trusted tools in rural and urban Bharat. Tamil-speaking farmers use market prices. A Hindi-speaking patient accessing medicine. These apps are making tech personal, accessible, and impactful. These apps are mobile or web-based platforms that are powered by artificial intelligence and operate in regional Indian languages, Hindi, Tamil, Telugu, Bengali, Marathi, Kannada, Malayalam, and Odia. According to one survey, nearly 75% new internet user prefer content in their native language. It benefited from increasing the use of smartphones, the Government's push for digital inclusion on the Bhashini platform, and the opportunity to start up India.

Top AI apps in India 2025

1. Kisan AI by Kisan GPT -it's available in Punjabi, Marathi, and Gujarati, and provides agro weather updates, market rates, and export advice. It works on a voice-based farming assistant.
2. Tarkki.ai -Available in Hindi, Bengali, and Marathi, provides services in microfinance advice and small business coaching. It works on a vernacular chatbot for economic empowerment.
3. Sanhita health bot- it's available in Tamil, Kannada, Telugu and provides health services as skin health, first aid and nutrition. It is using AI to forward medical question answering in local languages.
4. Ek step Genie- it's available in Hindi, Odia, and Marathi, and provides services in foundational learning for kids. It uses an AI-driven voice learning app that mimics a teacher in regional dialects. 16.

Conclusion:

Because of all these initiatives and various tools, India will translate our true knowledge into various languages, and it's beneficial to give access to all our treasures to the local community.

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From Shelves to Servers: Automation of Vernacular Library Services to Enhance Accessibility and Community Impact – A Case Study of Colleges Affiliated With RTM Nagpur University

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ABSTRACT: More than just changing the way knowledge is accessed and shared, digitising with automation the whole of traditional manual academic libraries is transformative in essence. The study involves shadowing university colleges affiliated with Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU) in Maharashtra. Students are participating in a case study to examine the gap in the language and digital divide in academic communities, bridged by localizing and automating Vernacular to Bridge. The bulk of vernacular communities prefer a vernacular automation that enables them to interact with available and efficient community interfaces, as informed by the study, survey interviews, and document analysis. Over half of the analyzed schools and colleges would have automated libraries. Half of which would support vernaculars little because of the very minimal project constraints, technical and financial constraints, and inadequate technical or training know-how. Only a handful of schools have begun implementing a dual-bilingual interface alongside the localisation of digital repositories, emphasising user satisfaction, increased involvement with vernaculars, and greater community engagement. It focuses on the automation of vernacular libraries as a model for inclusion and regional knowledge preservation, establishing rights to enable equitable digital access and creating a pertinent, community-based culture of learning through a community-based information system in academic settings.

KEYWORDS: Library Automation; Vernacular Languages; Digital Libraries; Accessibility; Community Engagement; Information Technology.

Introduction

The primary goal of higher education has always been to ensure that libraries serve as learning spaces and repositories of information. Conventionally, libraries

relied on physical stock, card catalogues, or manual systems to store, provide access to, and deliver knowledge to patrons. In recent years, with the advent of technology benefiting library automation, the substance management has undergone an immediate facelift, opening the eyes to even the virtualization of the shared environment in research collections. Tools such as digital catalogues, or the ILMS or Integrated Library Management System, and OPAC, which can all be Internet-based tools, and can be accessed from anywhere, have indeed changed the way users search for resources, get them, read them, or get involved with them. They surely do make for an exhaustive enumeration of any resource in any library, except that at least within the context of usage-unequal restoration of efficiency and convenience. Although efficiency and convenience have been significantly improved, most automation initiatives in India today still rely on English-language resources. That, of course, creates a significant linguistic barrier for students, researchers, and community users, who prefer or mainly operate in vernacular languages such as Marathi or Hindi. This is most noticeable in linguistically diverse regions, such as Maharashtra, which must promote regional literature, safeguard cultural heritage, and provide support for local standardization.

The Libraries in RTM Nagpur University, which have an affiliating relation with Rashtrasant Tukadoji Maharaj, are adopting partially automated and modern services in their libraries. Universities have implemented the automation process in many libraries, particularly those serving semi-urban and rural areas. Meeting this requirement would lead to a change in vernacular library automation, incorporating vernacular languages, including multilingual interfaces, metadata standards, and search capabilities.

All this should be a multifarious approach from the technological arena, including deciding on Unicode technology that could be used in the development of bilingual content through well-thought-out policies as well as strategic institutional decisions to recast trends in information processing; targeted training programs set up for local library staff; and vigorous work for the birth and digitalization of resources in regional languages. As a result, education on matters related to the development of digital library services in colleges may promote a considerable level of inclusivity among prospective twenty-first-century students for generations.

Objectives of the Study

1. To survey the current status of library automation in all colleges affiliated with RTM Nagpur University.

2. To analyze the extent of vernacular content integration within automated systems.
3. To evaluate the impact of automation on accessibility and community engagement.
4. To recommend a framework for sustainable vernacular library automation.

Research Hypothesis

H_1: Automation of vernacular library services significantly improves accessibility and user engagement in colleges affiliated with RTM Nagpur University.

H_0: Automation of vernacular library services does not significantly improve accessibility and user engagement in colleges affiliated with RTM Nagpur University.

Literature Review

Although library professionals are well equipped with specific skills related to data and information management, the transition to digital libraries, as per the views of Moyo (2002), challenges traditional teaching and training, particularly in several developing countries, as one of the significant components of the modernization of human resources in libraries that are relevant to vernacular library automation and training related issues in your research project. K. P. Singh and A. Pinki (2009) conducted a study on automation level in Indian University libraries. According to their research, there is a disparity in adoption reach, in addition to full implementation being left wanting. I hope to finalize the current state of automation in a college setting.

Lately, Liu (2013) has penned an engaging volume on the global leaning towards auto-digitalizing and automation practices. This provides a broader understanding of the detached domestic and community appreciation. Powell (2014) suggests working within global trends to understand library automation as a backdrop, positioning oneself within it to adapt to flux. In this case study of R. T. M. RTM Nagpur University, related colleges have transformed from print/manual to digital/automated environments. Raju (2009) focuses on the developing trends in developing countries. He was more focused on the academic libraries and educational administrations from other countries, describing each item to show the development of facilities in academic libraries and educational administrations, mostly in underdeveloped countries. He has also touched upon various issues related to infrastructure, staffing, and financial situations in academic libraries.

Moreover, the study also involved examining the findings of S. K. Satpathy & R. K. Rout, who typically employed empirical methods. This predominantly involved the extent of automation, barriers to automation, and the horizon of automation in Indian academic libraries. In this study, automation is supported by usage. The study also compares open-source library management systems. It concludes how the implementation process of open-source library systems limits access to them, even to the extent that the selectivity of software and output was adapted to the recommendations. The recommendation was to make the software choices serve vernacular content provision.

Research Methodology

The study employed an approximation approach to explore the qualitative and quantitative dimensions of vernacular library automation at ten colleges affiliated with Rashtrasant Tukadoji Maharaj Nagpur University. To gather information from 100 respondents, including librarians, faculty, and students, purposive sampling strategies were employed alongside structured questionnaire formulations, semi-structured interviews, field observations, and review of school records and documents, as well as other relevant data. All statistical analyses, which included both descriptive and correlational methods, were conducted using SPSS and Excel. Similarly, qualitative data were analyzed using the thematic analysis approach. Ethics guided those guidelines to respect the confidentiality and consent of the data sources.

Data Analysis and Interpretation

This study aims to investigate the transition from traditional library management approaches to the digital era of automated library systems, with a focus on vernacular enablement. Libraries have been termed as a learning eco-system with an essence of eternity and possessors of culture, but ever catalogued in English. These English-language catalogues have tended to be limiting towards users of other regional languages, in an overly obvious way. The present work is designed to take this further: how digitization has facilitated inclusion and accessibility in terms of ILMS, OPAC, and the offering of various languages in this area, especially in relation to Nagpur University. Significant automation for the cataloguing, circulation, and retrieval processes will result in improved systems of operation, decreased manual labour, and enhanced lifelong learning. The review has also generated a pattern of local literature automation that is squarely related to the preservation of vernacularity, claiming to elevate language barriers

and community reach mechanisms. Among the problems identified are a lack of infrastructure, under-exposed staff, and resistance to technology adoption, as well as the necessary solutions for vernacular automation immobilization. The ultimate objective was to bring vernacular automation under the fold, finally proving to be a cultural link to technology access as well as superior academic performance.

Findings

The data analysis provides a clear picture of what is happening, what is effective, and the issues with library automation in vernacular among colleges affiliated with Rashtrasant Tukadoji Maharaj Nagpur University. As can be seen in the findings, library automation has been in place and functional to a considerable extent in most colleges, with a high mean score of 3.9 (78% agreement) corresponding to Q1, indicating that the organizations have basic cataloguing and circulation automation.

Quite okay with the software functions, similar to those of Koha or SOUL, with a mean score of 3.7, although with some disadvantages. The staff training range stands at a moderate level, with a mean of 3.4, therefore necessitating the need to implement proper measures for them. The automation part has significantly improved efficiency, with a strong mean of 4.1, indicating a substantial reduction in manual workload and an enhanced level of accuracy.

The vernacular integration aspect remains weak. The support for Marathi and Hindi within the library system scored low on the mean $\alpha = 2.9$, and the availability of vernacular content was still lower (mean = 2.7), leaving regional language-centric resources lagging. They found the interface to be moderately usable (mean = 3.0) among vernacular users; however, the structures still do not fare well in their infrastructure.

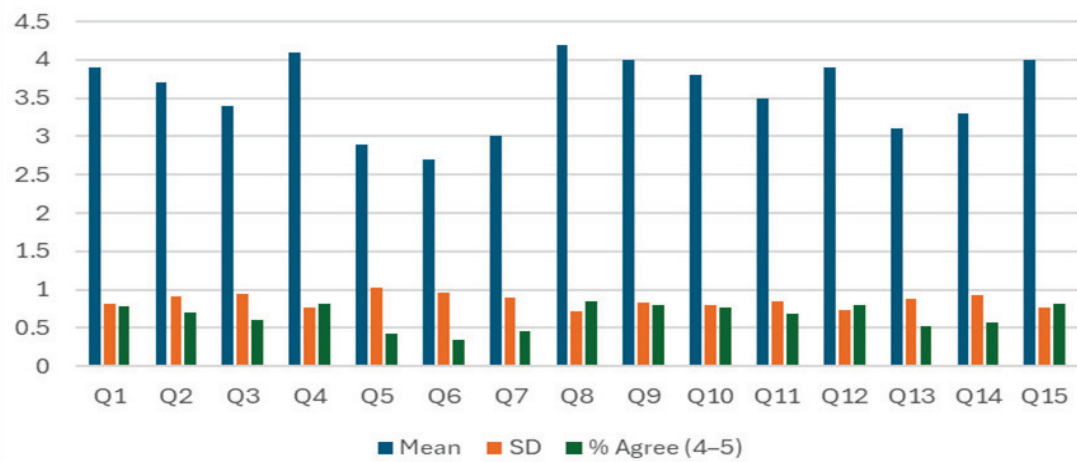
Even automation has such a huge positive impact on access. Ratings were also very high for respondents' agreement, suggesting that automation has facilitated access for vernacular-medium students (mean = 4.0) and enhanced users to some extent (mean = 3.8). Community engagement has increased slightly (mean = 3.5), and allowing bilingual interfaces has proven to build more satisfaction and inclusivity (mean = 3.9).

Institutional and sustainability indicators may yield both positive and negative results. Financial and policy support averages 3.1, but this is irregular, while there is less need for training and technical assistance, with an average score of 3.3. Still, according to the respondents, scarcity cannot overrule the role of automation in facilitating reading in the community and cultural preservation (mean = 4.0).

Hence, the ubiquitous and automated technology has increased reading accessibility and streamlined operations. The fusion of vernacular elements with such technology may find its way into such technological automation, in addition to institutional readiness. The research hypothesis (H_1) is supported by strong coefficients between automation and accessibility variables, indicating that library automation in vernacular and automation usage have a significant impact on the level of service and user usage. To establish a sustainable and inclusive automation library in colleges affiliated with RTMNU, both technological infrastructure and vernacular content generation are necessary. It thus implies that strict policy support should be given.

Question Code	Statement Summary	Mean	SD	% Agree (4–5)	Interpretation
Q1	The library has implemented automation (cataloguing, circulation)	3.9	0.82	78%	The majority confirm partial/full automation exists.
Q2	Library software (Koha/ SOUL) functions effectively	3.7	0.91	70%	Functionality is acceptable; some technical issues remain.
Q3	Staff are trained to handle automated systems	3.4	0.95	60%	Moderate training levels; need for capacity building.
Q4	Automation reduces workload and improves accuracy	4.1	0.77	82%	Strong positive effect on efficiency.
Q5	System supports local languages (Marathi/Hindi)	2.9	1.02	42%	Limited vernacular support in most colleges.
Q6	Sufficient vernacular digital content available	2.7	0.96	35%	Vernacular content is inadequate.
Q7	The vernacular interface is easy to use	3.0	0.89	45%	Moderate user comfort with bilingual access.
Q8	Technical issues hinder vernacular integration	4.2	0.72	84%	Strong consensus on technical barriers.

Question Code	Statement Summary	Mean	SD	% Agree (4–5)	Interpretation
Q9	Automation improved access for vernacular-medium students	4.0	0.83	80%	Noticeable improvement in accessibility.
Q10	The number of users increased after automation	3.8	0.79	76%	Enhanced usage levels post automation.
Q11	Community benefits from digital library services	3.5	0.85	68%	Community impact is moderate but promising.
Q12	Bilingual interfaces enhance user satisfaction	3.9	0.74	79%	Strong link between bilingualism and satisfaction.
Q13	Financial/policy support for automation	3.1	0.88	52%	Support exists but is not consistent.
Q14	Regular training and technical support are available	3.3	0.92	57%	Training is insufficient in most institutions.
Q15	Vernacular automation preserves local literature	4.0	0.76	81%	Positive perceived contribution to cultural heritage.



Discussion

This research highlights the turbulent yet advancing digital transformation currently underway in academic libraries. In contrast, in most colleges, partial automation is practised, wherein major activities, namely, cataloguing, circulation, and administrative operations, are digitized using software such as Koha, SOUL, and LibSys. Additionally, with high means of 3.9 and 4.1 for Q1 and Q4, respectively, the study demonstrates that automation through software has led to a reduction in manual work and an increase in operational accuracy, which, in turn, has enhanced overall efficiency. These findings support those of Raina (2019) and Tripathi & Jeevan (2018), who found that similar changes occurred in academic libraries in India, albeit with variations in implementation from one institution to another.

A significant drawback underscored was the lack of skills and training for staff. With a mean score of 3.4 for staff competency, it is clear that library staff are unprepared for sophisticated levels of automation practices. This finding confirms Moyo's (2002) contention that the sustainability of technological initiatives in libraries depends mostly on continuous professional development. With even the training availability receiving a moderate mean score of 3.3 (Q14), the need for appropriate capacity-building programs to develop technical competence and long-term feasibility cannot be overstated.

A significant challenge identified is the integration of vernacular languages. The poor scores on Q5 (mean 2.9) and Q6 (mean 2.7) indicate a lack of support for the Marathi and Hindi interfaces, thereby restricting access for students using these vernacular mediums. While bilingual systems (Q12, mean = 3.9) increased inclusiveness and participation, vernacular automation, in general, remains very little. A very high level of agreement on Q8 (mean = 4.2) indicates that technical barriers, such as the absence of Unicode-based cataloguing tools and regional metadata standards, are hindering vernacular digitization. This corroborates with Raju (2009) and Satpathy & Rout (2018), who highlighted several infrastructural and linguistic barriers that prevent library automation efforts in India, especially in semi-urban contexts.

In contrast, automation boosted accessibility and engagement. The participants had a consensus that automated systems increased accessibility for vernacular-medium students (mean = 4.0) and library use (mean = 3.8). The medium presence within the community (mean = 3.5) reflects growing inclusivity and is consistent with the views of Liu (2013) and Powell (2014), who argue that digital libraries promote social and educational inclusion. Yet when it comes to institutional and policy support, the inconsistency remains (mean = 3.1), thereby

hindering sustainability. Despite this, the recognition of vernacular automation's role in preserving local literature and cultural heritage (mean = 4.0) highlights its socio-cultural importance. Overall, the discussion concludes that while automation has improved efficiency and accessibility, vernacular inclusivity and institutional commitment must be strengthened to achieve sustainable, equitable, and culturally responsive library systems.

Conclusion

This present research finds that though the automation of academic libraries has been implemented, it remains uneven. The library has been partially automated in most institutions through the use of systems such as Koha, SOUL, or LibSys, which have significantly improved operations. However, the training of staff and support for policies and vernacular integration are insufficient for full automation. The results will support the hypothesis that automation enhances the accessibility of educational resources and user engagement among vernacular students most, if not only, by providing bilingual interfaces, which consequently improve the satisfaction and participation of members. Despite the technical and infrastructural barriers, this study highlights that vernacular automation is a crucial step towards preserving regional literature and promoting accessibility. The adoption of strategies that could make vernacular automation irreversible will enable State RTMNU colleges to devise mechanisms that include capacity building for policy development, investment in vernacular digitalization, and integration of objectives for collaborative models. The averagely trained, policed, and vernacularly imbued library is an elite library as these become the centres of learning and themselves contain technological advancement.

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Digitization in University Libraries: Challenges and Strategies

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ABSTRACT: There was once a time when academic libraries performed the simple task of managing the vast storehouses of human knowledge. The advent of digitisation, however, is bringing today's libraries into harmony with the future, resolving many of the issues that have plagued them. Among the aforementioned points is the idea that digitization not only guarantees the preservation of rare materials, such as rare books, manuscripts, theses, and the university's research output, but also provides access to these resources regardless of location and time. However, digitization also has a few drawbacks, with the significant limitations being insufficient funding, a lack of infrastructure, inadequate staff training on information technologies, and a string of copyright issues. This tends to put a barrier on the conversion process and thereby prevents the sharing of some material. Universities need to implement action plans to address this unacceptable state of affairs. Such action plans should consider, but are not restricted to, the strengthening of the digital organization and infrastructure, training of staff and putting training into practice, preparing proper copyright policies that would not deter fair application of protections, engagement with INFLIBNET, like scholarly and networking platforms in their country, and going a bit further to work for open access. These recommendations can remove impediments and further transform the library into a high-tech digital information system that is effective, open, and up-to-date in terms of keeping pace with technology.

KEYWORDS: Digitization, Copyright, Preservation

Introduction

Digitization is transforming the way things are practised entirely. Given that there is a necessary process of gathering information and that sources of information must be protected, used, and disseminated within the academic domain, digitization has been spearheaded. All over the world, a growing number of universities are recognising the need to update their ancient libraries, as the vast expansion of their

digitised resources is replacing traditional holdings. E-books, issues of electronic journals, grants for online research databases, educational tech applications, and data-led decision-making tools are fast-growing applications with considerable potential. Digitization, though, may equally be seen as an almost miraculous venture: for instance, THOSE services being flung out by the libraries, for the prospective losses of rare books, manuscripts, theses, and academic articles to the global criterion are being preserved and made accessible. These resources not only have the potential to build education remotely, as we do today, but they can also meet our current and future search efficiency needs, establish institutions, and collaborate with them to develop integrated information management standards that are part of a global standard. While enjoying the benefits of the digital library, a multitude of obstacles further hinder the realization of the widespread numbers. There is a list of various challenges, among which are: limited finances; widespread cases of a lack of technical know-how among its workforce; a low or no workforce that would be appropriate to engage in collaboration; and copyright issues. These challenges are providing the strength to select the right strategies, ensuring a sustainable digital library development with a feasible budget. Thus, digitisation does not merely mean enhancing teaching materials; instead, it constitutes a journey toward a robust resource infrastructure, which will ultimately lead to improvements in education through its quality efforts.

"The essential factor of Digital Libraries is that they hold a strategy in the organisation of resources, which will hopefully identify, structure, provide intellectual access, interpret, distribute, preserve and respect copyright, and ensure that it is common for any time for utilisation of a specific community or set of communities." (DLF 2001)

In this definition, the emphasis is on the digital library as a process — a thing that is alive and continually changing and developing — becoming an institution for providing computational knowledge and access to learning.

Digitization in University Libraries of India

The transformation of libraries in Indian universities to a digital form is the next big step toward improving academic services in teaching and research information. This is primarily desirable because these old books, theses, historical manuscripts, research reports, and the like are stored in safe places where they have little chance of being damaged or lost. INFLIBNET, Shodhganga,

and Shodhgangotri are emerging digital platforms that limit access to nearly all functional academic materials. They relate to the significant costs associated with content retrieval. Improved accessibility facilitates the easy management of metadata and other matters related to scholarly communication. However, despite growing promotion and awareness of digital environments, the various factors hindering the digitization process are negatively affecting the platform. Some obstacles include minimal financial resources, the absence of advanced information technology infrastructure, inadequacies in personnel skills, and the right status of proprietary materials. Yet, despite these impediments, the libraries are undergoing digitisation, which enables them to be arranged in a user-friendly manner and well-connected with international information resources.

Review of Literature

Digitization of Library Resources in Academic Institutions: A Simplistic Practically Synthetical Perspective, its Challenges and Prospects.

Udem, O. K., Onwura, B., & Okeke, D. I. (2015). Discussion of digital transformation milestones, technical difficulties, procedure questions, and academic libraries in their practical operational perspective.

Hussain, S.; Diwakar, R. K. (2024). It discusses strategies, challenges and future directions for the digital preservation of library resources.

Greenstein, D. (2002). History of institutional digital libraries: tasks, goals, service and challenges. The author discussed the evolutionary step from projects to occurrence services.

Otubelu, B. N. (2015). Digitization of library resources in academic libraries. Discussion on access and preservation benefits of digitization with practical constraints, considering funding, skills, and infrastructure through proper case studies.

Objectives of the Study

The research was conducted for three specific reasons, as the following three reasons beneath further illustrate:

1. **Problems in Libraries in the Digital Epoch:** The digital era of the recent past has underlined a lot that digitization no longer comes cheaply, but has

become, instead, profitable. Therefore, the ultimate aim of the study is to address the problems and turmoil in libraries within the digital terrain.

2. **Remedy of the Really Prodding Demands:** It is well said by the learned men that the beginning of any problem is, in its true sense of the term, its recognition. The more difficult, and more so, more significant than anything else, is to mention a solution by name.
3. **Topics Examined about Influence of Information and Library Sciences on the Digital Transformation:** The digital transformation of the 21st century developed an even playing field, with the influence of library science on the library context, where information and library science became a vital aspect throughout the whole history of libraries to this end.

Research Methodology

The study named "Digitisation in University Libraries: Challenges and Strategies" was conducted using a descriptive method and endorsed the APA manual style for referencing. Primary data were collected through semi-structured interviews and systematic observation with the selected university library staff involved in digital services. The secondary data were derived from reports, research articles, institutional documents, professional guidelines, and similar research studies. This methodological framework opened up the platform to discuss pertinent issues at the dawn of a preparation strategy for present-day practices of digitization in libraries.

Digitization: Challenges and Strategies

Challenges

1. **Budget:** University library budgets belong to the vastly underfunded category, preventing them from purchasing cost-effective equipment, such as high-speed scanners, servers, or software, and resources for maintaining digital activities.
2. **Infrastructure:** Poor infrastructure issues are prevalent, particularly in remote districts, in establishing or improving Internet connectivity and securing storage facilities, among other areas. With ageing machines and uneven Internet access, digitization projects and the smooth-running digital material presentations face difficulties.
3. **Staff Training:** Very little library-specific training can be expected in contemporary libraries, where a slowly dwindling breed of specialized staff

is being hired. By specialists working in specific fields within the library, the target areas include digital transfer, metadata formation, OCR work, text search, file management, and digital preservation in the department.

4. **Copyrights and legal restrictions:** Legal limitations impose upon the library the requirement not to digitise or distribute many books, journals, theses, etc., without explicit permission. This legal control has a significantly detrimental effect on the speed of our digitization projects.
5. **Preservation and Technical Issues:** Digital files require frequent backup and regular upgrades to new formats, as they are vulnerable to data loss due to hardware failure, cyberattacks, or human error.
6. **Lack of Standardisation:** All aspects of digitization, metadata, and format find that quality could be in the midst of a babel of tongues, especially in real libraries, given that open access is fundamentally a cultural resource-sharing arrangement that has hit a wall.
7. **Resistance to Change:** Faculty and students may be disinclined to adopt a new system, either due to a lack of information or heavy resistance to the latest, unfamiliar, and impersonal system that is organised quite differently from the typically romantic, traditional library attitudes they have been accustomed to.
8. **Language and Format Diversity:** Indian universities host a wide range of information in various languages and scripts. However, the quality of digitising materials and OCR for Indian languages remains a challenge.
9. **Sustainability Issues:** It does not signify an instantaneous action that involves a preservation front where we need to continue to regularly review and ensure the validated copies on the repository still survive, and maybe update copies during the resolution process if found corrupted, and upkeep a large-scale repair task for the archive itself, plus perpetual financial funding.

Strategies

Universities are adopting various strategies for efficiently digitizing their resources. The strategies are as follows:

1. **Strategic Collection Building:** In doing so, librarians and libraries are presented with an opportunity to reevaluate and relearn. They will create some collections that they understand well, for instance, by linking to academic and research needs or the learning needs of their students.

2. **Digital Preservation:** Libraries are supported by numerous methods for digital preservation. Libraries must sustain these through digital preservation so that access to the assets and data, or documents, can occur across external threats, such as electronic data corruption and diffusion.
3. **Access and Discoverability:** Libraries must be data-driven to utilize analytical data effectively and accurately, continually monitoring e-book usage in relation to its impact on student outcomes. In one positive way, the surge of search terms/queries must play a part.
4. **Lifelong Learning and Collaboration:** Libraries must enliven talks on what is needed to fend off the uncomfortable twin of lifelong learning. For this reason, they establish a common platform with tech companies and other educational institutions to provide an eye-opener to the current, best state-of-the-art digital tools and resources.
5. **Partnerships with the Government for Financial Funding and Sponsorship:** Financial resources are essential for any automation project. Universities will need to develop strategies and make efforts to secure inward funding from the Government of India, through its various agencies, such as the UGC, AICTE, RUSA, or from internal sources, for refurbishing either external or internal projects. Other means of gaining financial support include appeals for donations and soliciting grants, while the institution also partners with companies' CSR projects or international NGOs. Assistance in finance and administration from the government is invariably the most direct way to pave the way for a successful completion of projects, making the fulfilment of requisites virtually effortless.
6. **An Effort to Establish a Strong Digital Infrastructure:** For most purposes, libraries require a well-established digital environment. By upgrading internet speed, enhancing servers, expanding data storage, and purchasing necessary hardware and applications, the firm can position itself to maximize its electronic databases. The infrastructure enhancement of libraries needs to be considered an institutional priority.
7. **Staff Training Programmes:** Staff training should be continued to develop digital literacies; no one can stay updated on advances. Workshops should be conducted on metadata standards, digitization tools, OCR, digital curation, and information ethics. By seeking out short-term online training, the institution's professional development capacity will be enhanced, thereby reducing the need for professional outsourcing.

8. **Harmonization of Digitisation Processes:** The prevailing standards are to be merged to ensure quality, consistency, and compatibility in the SPORES Archives. No single standard, however, will cover every possible component; some standards apply only to quality control, scanning quality, metadata description, and file format. Standards will be continuously reviewed to accommodate the period of high-speed networks worldwide, ensuring that digitization is more effective in applying these principles.
9. **Create a copyright structure:** The library must maintain a comprehensive system for tracking a large number of items without infringing on the copyrights of relevant creators. Instead, someone has to obtain permission (if possible) to use a partial or complete work of a copyrighted work. The incorporation of intellectual property assignments for Creative Commons licensing will lessen the need for copyright and clearance laws. This is not a limitation on the use of legal information in digitised and structurally organised content.
10. **Improve Data Security and Backup Systems:** Data security measures are essential for the protection of sensitive data in almost every area of data applications. Obvious questions in this regard involve the system's backup in the event of failure of any equipment or system. They would include automated backup solutions, distributed storage, and multi-platform replication, ensuring the constant availability of digital material and updates even during any malfunction. eBook readers, for example, are not native in terms of interacting with network-hosted services; therefore, it follows that applications that run on them are different from the rich, web-based applications that readers interact with daily. The library networks must implement robust data security measures within the framework of various data security levels. They will have to provide an assessment of their operational readiness for these measures, which will lead them to adopt specific roles. The security of individuals whose data is stored with the library is of utmost importance. Further, these measures will have to help the library network afford protection against these ill-intentioned activities.

In the context of digitization, OCR in multilingual form addresses the complex languages used in Indian libraries. Incorporating state-of-the-art OCR tools and digitisation solutions designed explicitly for respective languages, in collaboration with technical institutes, would bring about innovation, thereby bridging the gap between them. This would ensure representation in the digital information sphere of both regional and vernacular literary works.

Data Interpretation and Analysis

Table 1: Automation Status in Maharashtra State University Libraries

Sr. No.	University Name	Automation Software	Extent of Automated Library Sections			RFID/ Barcode
			Acquisition	Cataloguing	Circulation	
1	Mumbai University, Mumbai	SOUL	FA	FA	FA	Barcode
2	Savitribai Phule Pune University, Pune	LIBSYS	FA	FA	FA	RFID
3	Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur	LIBSYS	FA	FA	FA	RFID
4	Punyashlok Ahilyabai Holkar Solapur University, Solapur	SLIM++	FA	FA	FA	RFID
5	Sant Gadge Baba Amravati University, Amravati	SOUL	FA	FA	FA	Barcode

According to recent data, the mentioned university libraries are now fully automated compared to 10 years ago.

Conclusion

In the field of digitisation, OCR in multilingual form is convenient for deploying the complex languages found in Indian libraries. Utilising advanced, state-of-the-art OCR tools and digitisation solutions tailored to each language, in conjunction with technical institutes, would be an excellent way to promote technology by bridging the gap between the two. Companies involved in this effort also play a significant role in popularising the digital representation of regional and vernacular linguistic and literary works. The enormous challenge of linguistic complexity facing libraries in India made it obligatory to use multilingual OCR in the field of digitization.

Several technical institutions could opt for state-of-the-art OCR-based software solutions that incorporate digitisation units specifically tuned for every line of the chapter, supporting any language that comes to mind. This represents the noblest acceptance of technology orientations through knowledge sharing across disciplinary walls. Generally speaking, this initiative is substantial. It will go a long way to promoting regional classical languages and literary representations within favourable climates of full-blooded support from such prominent companies.

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Institutional Repositories Without Policies: India's Hidden Potential to Open Knowledge

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ABSTRACT: The Institutional Repository (IR) is at the core of Open Access (OA). However, most institutional repositories lack formal policies. India has an extensive network of Institutional Repositories, with 135 registered in the ROAR database. However, only 18 Indian Institutions have registered formal Open Access (OA) policies in ROARMAP. This study analyses the ROAR and ROARMAP databases in the context of Indian data. To find out how open access rules help repositories do better. This study takes a descriptive approach to examine the databases. Use ROAR for the number of repositories. We also examine the Software used by the repositories and their distribution across different regions. Then, we used ROARMAP to evaluate the strength and clarity of the open-access policies. We applied the FAIR principles to assess the quality and transparency of the repositories. The results show a clear policy repository gap, as only 13.33% of repositories have formal OA policies. Policy-backed repositories have performed better. They have demonstrated more deposits, stronger metadata and higher FAIR compliance. The study shows that India's repositories are growing, and stronger OA policies are needed to support open knowledge fully.

KEYWORDS: Open Access, Institutional Repository, Policy, ROAR, ROARMAP, Open Knowledge.

Introduction

According to Peter Suber, the Open Access (OA) literature is digital, online, and free of charge, as well as free from most copyright and licensing restrictions (Suber, 2012, p. 4). Clifford Lynch defines an Institutional Repository (IR) as a set of services that a University offers to its community members for the preservation and dissemination of digital materials created by the Institution and its community members (Lynch, 2003). It reflects an institution's commitment to managing and preserving its digital assets and making them easily accessible. Institutional

Repositories also support open access by making research freely available to everyone. They help preserve scholarly work and increase its visibility. They ensure that knowledge is shared beyond institutions and national boundaries. In many countries, IRs have grown stronger due to clear and open access policies. However, in India, the story is quite different. The country has over 100 repositories listed in ROAR, indicating that the basic infrastructure is already in place. However, very few of them have formal policies to support open access practices. Only 18 of India's 135 repositories, about 13 per cent, are registered in ROARMAP. This is the lowest rate among comparable emerging economies, such as Brazil and Indonesia. This means that most Indian repositories operate without clear formal direction, resulting in inconsistent participation from researchers. The absence of formal policies not only constrains the volume of deposits but also significantly influences the transparency and functionality of data. Repositories lacking clearly articulated policies are generally found to underperform in accordance with the FAIR principles (Findable, Accessible, Interoperable, and Reusable), thereby rendering their research more challenging to locate and repurpose. This disparity contributes to a heterogeneous landscape of research visibility throughout the Nation, with states such as Tamil Nadu demonstrating substantial contributions while others exhibit minimal to negligible input. This paper examines the implications of institutional repository policies' deficiencies on open access and open data within the Indian context. It employs quantitative analyses derived from ROAR and ROARMAP to compare repositories with established policies against those without such frameworks, underscoring the necessity for more robust policy architectures to enhance the visibility, accessibility, and global interconnectedness of Indian research.

Literature review

Related studies reveal a clear picture of India's growing interest in Open Access (OA). However, they also reveal several gaps that still need attention. Koulouris et al. (2013) showed through their work at the Technological Educational Institute of Athens that successful repository development requires more than technical setup. It depends on clear policies, consistent communication, and rebuilding user trust. Their findings emphasised the importance of user engagement and well-defined workflows in improving the acceptance and use of institutional repositories. Gadd (2017) analyzed copyright policies from 81 universities and found that most institutions avoid joint ownership of copyrights. The responsibility for open access is primarily placed on academics and external funders. At the same

time, many universities retain broad IP rights. A small but growing group has begun adopting shared ownership models, influenced by initiatives such as the UK-SCL. Ahmad and Rafiq (2023) expanded this discussion by examining global digital preservation policies and noting that, although organisations increasingly recognise their importance, Policy adoption remains inconsistent, especially outside North America. Bashir et al. (2022) further underline the broader value of institutional repositories. Showing how they enhance visibility, preserve diverse research outputs and reduce reliance on commercial publishing channels. These studies demonstrate that strong, clear and actively implemented policies. Mondal (2025) in their study shows that India leads Asia in the number of institutions listed in ROARMAP. The overall count remains small, indicating that OA policy adoption remains limited. Nazim et al. (2023) report moderate growth in OA publishing with 317 journals and 98 repositories. However, India's share of openly available research remains below the global average.

Deori et al. (2023) found that even major research funders, such as CSIR, DBT, DST, and ICAR, struggle. To ensure that the research they support is made openly accessible. Mishra and Shukla (2025) highlight that while 18 Indian institutions are listed in ROARMAP. However, many policies are incomplete or unclear in the context of deposit, licensing, and support for Gold OA. Rao and Rao (2018) also emphasize, in their study, that India has several promising initiatives, such as ShodhGanga and Open Access India. However, it still needs a national OA mandate to achieve consistency. Other Indian studies highlight persistent issues, including unclear copyright guidance and weak self-archiving practices (Roy, 2018; Gohain & Angadi, 2017).

Research from other Asian countries, including Singapore and Western Asia (Liu, 2024; Sainath & Dhanmijaya, 2021), suggests that OA growth is occurring but remains uneven, with many countries lacking strong policies. SAARC nations also exhibit significant gaps, with India and Pakistan being the only substantial contributors to ROARMAP (Prashar & Chander, 2023). Europe and North America provide a helpful contrast. They show stronger OA frameworks, higher levels of openly available research and stronger institutional mandates (Nazim & Bhardwaj, 2023; Potvin & Kaspar, 2023; Zhang & Watson, 2018).

Objectives

- To assess the status of Institutional Repositories of India.
- To analyze the Open Access policies of Indian institutions.

- To compare ROAR and ROARMAP data to identify policy repository gaps.
- To evaluate the FAIR compliance levels of Indian repositories.

Method

This study employs a descriptive approach to understand the relationship between IRs' policies and repository performance in India. The process involved the following steps:

Step 1: Selection of Data Sources

The study relies on two registries, the Registry of Open Access Repositories (ROAR) and the Registry of Open Access Repository Mandates and Policies (ROARMAP). ROAR lists repositories worldwide, and ROARMAP registers formal Open Access (OA) policies adopted by universities, research organizations, and Funders.

Step 2: Data Collection

Data were collected from ROAR and ROARMAP as of October 2025. In ROAR 135, Indian repositories are listed. Related data were extracted, and in ROARMAP 18, Indian institutions registered OA policies were gathered.

Step 3: Data Analysis

The collected data were organised and analysed using Microsoft Excel. Descriptive statistics were applied. In this study, we measure the distribution of repository types, state-wise distribution, software types, and policy coverage. A comparison was made between repositories with and without policies. The FAIR (Findable, Accessible, Interoperable, and Reusable) principles were used as a benchmark to assess repository quality.

Step 4: Data Visualization

Charts and graphs were used to illustrate the results using Microsoft Excel 2024. These visualizations illustrated the policy coverage ratio, the regional distribution of repositories and FAIR performance.

Results and Discussion

A total of 135 Institutional Repositories (IRs) are listed in the ROAR database. The analysis is organised into three key categories: repository type, Software, and state-wise distribution.

Table 1: Repository type distribution

Category	Number of Repositories	Percentage (%)
Institutional	86	63.70%
Theses	12	8.90%
Other	9	6.70%
Subject	9	6.70%
Learning	6	4.40%
Journal	6	4.40%
Multi	4	3.00%
Open Data	1	0.70%
Research Data	1	0.70%
Database	1	0.70%

Source: https://roar.eprints.org (*Browse by Country - Registry of Open Access Repositories*, 2025)

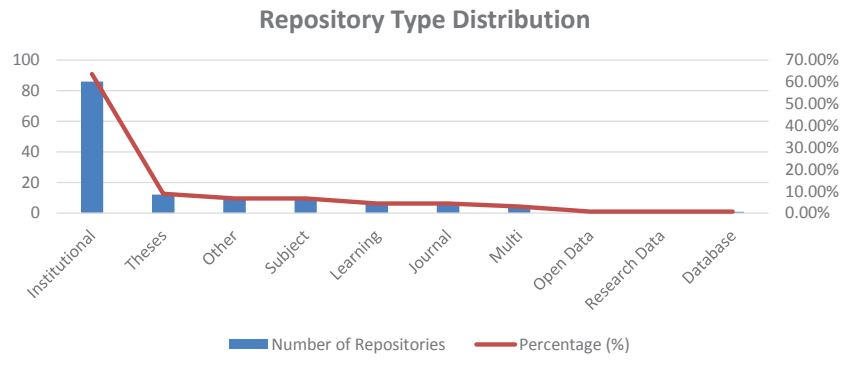


Figure 1: Repository type distribution

Most of the repositories are institutional in nature (63.7%). This indicates a strong interest from universities and Academic Institutions. Repository types, such as theses, subject, and learning repositories, remain underrepresented.

State-wise distribution

India's 135 institutional repositories listed in the ROAR exhibit a significant regional disparity in the development and adoption of open-access infrastructure. The majority of repositories belong to a few States. These are Maharashtra (14.8%), Delhi (14.1%), Gujarat (11.1%), Karnataka (11.1%) and Tamil Nadu (9.6%). These five states alone account for more than half of the total repositories. This reflects the dominance of educationally advanced and research-intensive

regions. States such as West Bengal, Uttar Pradesh, Kerala, Telangana, Punjab and Haryana contribute between 3% and 6% of the total repositories.

Table 2. State-wise distribution

State	Number of Repositories	Percentage (%)
Maharashtra	20	14.80%
Delhi	19	14.10%
Gujarat	15	11.10%
Karnataka	15	11.10%
Tamil Nadu	13	9.60%
West Bengal	8	5.90%
Uttar Pradesh	7	5.20%
Kerala	6	4.40%
Telangana	5	3.70%
Punjab	4	3.00%
Haryana	4	3.00%
Rajasthan	3	2.20%
Others	16	11.80%

Source: https://roar.eprints.org (*Browse by Country - Registry of Open Access Repositories*, 2025)

Several states, including Bihar, Jharkhand, and parts of the North Eastern region, as well as certain areas of India, have minimal or no repository presence. This uneven geographical distribution has revealed a clear North-South and urban-rural divide in India's open access ecosystem. The higher density of universities, IITs and research institutes is correlated with the repositories in industrial and urban states.

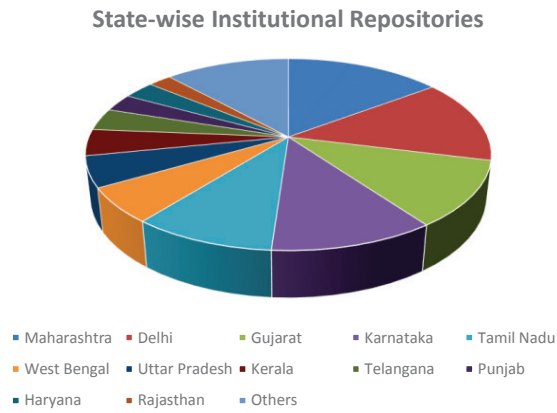


Figure 2: State-wise Distribution of Institutional Repositories in India

Software Platforms Used by Repository

Dspace is the most widely implemented Software for creating institutional repositories within India. Among the 135 repositories catalogued in ROAR, 78 (57.8%) utilize DSpace. It has a robust reputation as a dependable, open-source, and community-supported platform. The metadata standards, such as OAI-PMH and Dublin Core, are a key factor in the selection of DSpace among Indian universities and research institutions. EPrints occupies the second position, operating 40 repositories (29.6%), particularly within smaller colleges and institutions that favour a more straightforward interface and reduced maintenance demands.

Table 3: Repository Software Platforms

Software	Number of Repositories	Percentage (%)
DSpace	78	57.80%
Eprints	40	29.60%
Other	10	7.40%
Bepress	4	3.00%
Greenstone	2	1.50%

Source: https://roar.eprints.org (*Browse by Country - Registry of Open Access Repositories*, 2025)

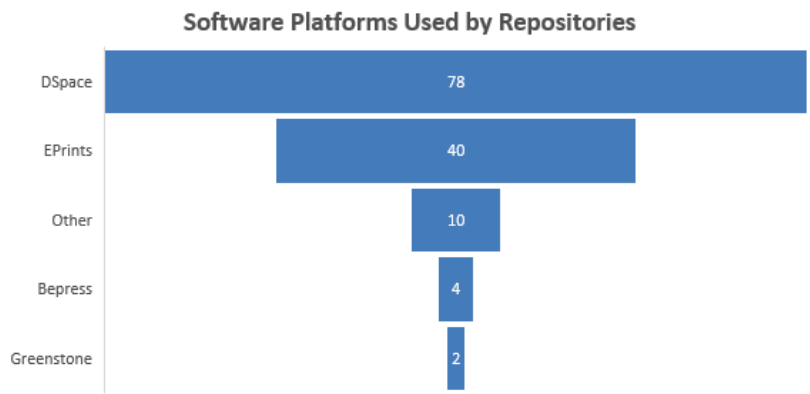


Figure 3: Software Platforms Used by Repository

The alternative systems include Bepress (3%), Greenstone (1.5%), and a variety of institutional or custom-designed solutions (7.4%). The minimal adoption of commercial platforms, such as Bepress, suggests that economic considerations are a factor. And a significant preference for open-source Software predominantly influences India's repository ecosystem. This distribution indicates that the repository landscape in India is fundamentally constructed upon open-source. Forthcoming initiatives ought to promote experimentation with novel repository technologies and integrated data management frameworks.

Open Access policies of Indian institutions listed in ROARMAP

The ROARMAP indicates that India has only 18 institutions with registered Open Access (OA) policies. It's indicating limited national adoption compared to the growing number of repositories identified in ROAR. The maximum number of policies belongs to the University, Research Organisation and Funder. The leading research Universities and a smaller share represent research organizations. The number of these policies is institution-level OA mandates. To focus on encouraging faculty, researchers and students to deposit research outputs. Some clearly specify mandatory deposit requirements, as well as accepted versions (such as post-prints or the author's final version). The allowed licensing conditions are similar to those of Creative Commons. While others only provide general encouragement for self-archiving. Embargo rules and reuse licensing are frequently not specified, reflecting inconsistent policy depth across institutions. Despite these weaknesses, institutions are listed in ROARMAP. This aligns with their higher metadata quality and more structured content management, as seen in ROAR-linked repositories.

Table 4: ROARMAP open access policies

Organization	Policy Colour	Policymaker Type
Bharathidasan University	Black	Research Organisation
Bhogawati Mahavidyalaya, Kurukali		Research Organisation
CGIAR	Green	Funder
Council of Scientific & Industrial Research	Green	Funder
Council of Scientific and Industrial Research (CSIR) India	Not Mentioned	Research Organisation
Department of Biotechnology and Department of Science & Technology, Ministry of Science & Technology	Not Mentioned	Funder
ICRISAT International Crops Research Institute for the Semi-Arid Tropics	Green	Research Organisation
IITH Indian Institute of Technology Hyderabad	Not Mentioned	Research Organisation
Indian Council of Agricultural Research	Green	Funder
Institutional Repository@AIKTC	Not Mentioned	Research Organisation
International Journal Online of Humanities (IJOHMN)	Not Mentioned	Funder and Research Organisation
M S University	Black	Research Organisation
Madurai Kamaraj University	Black	Research Organisation

Organization	Policy Colour	Policymaker Type
Mahatma Gandhi University	Amber	Research Organisation
National Institute of Oceanography	Black	Research Organisation
National Institute of Technology, Rourkela	Blue	Research Organisation
National Knowledge Commission	Black	Funder
Society of Open Science	Not Mentioned	Funder and Research Organisation

Source: https://roarmap.eprints.org/ (Browse by Country - ROARMAP, 2025)

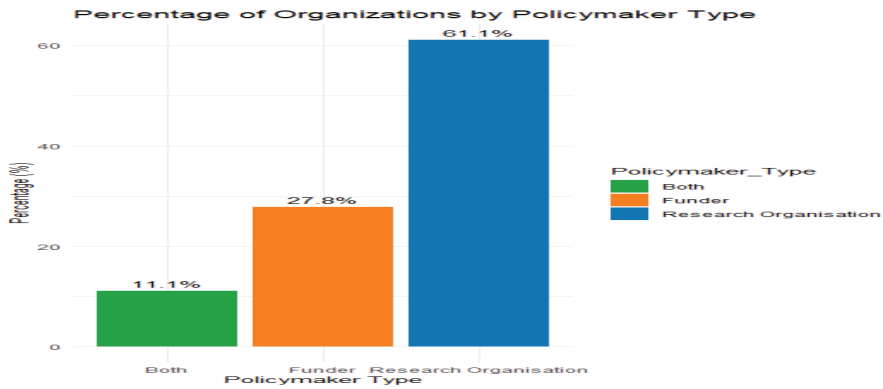


Figure 4: Policymaker Type

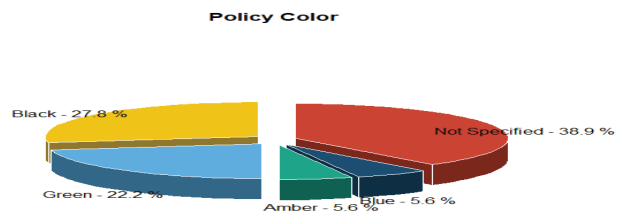


Figure 5: Policy Colour

Comparison of ROAR and ROARMAP Data to Identify Policy Repository Gaps

The ROAR and ROARMAP are analyzed. A clear gap emerges between the number of repositories that exist and the number of institutions that actually have an Open-Access policy. ROAR has 135 repositories, and only 18 institutions listed in ROARMAP have an Open-Access policy. This shows that most repositories in India operate without any formal policy framework. This gap is also visible at the state

level. States like Maharashtra, Delhi, Gujarat, Karnataka and Tamil Nadu have a large number of repositories. However, policy adoption in these states remains very limited. Institutions in both ROAR and ROARMAP tend to deposit more content. Keep better metadata and maintain their repositories more effectively. Having a policy plays a significant role in improving repository performance.

Evaluation of FAIR Compliance Levels of Indian Repositories

The FAIR assessment shows a big difference in how well the repositories perform. It highlights the differences in how Indian repositories make their research visible and accessible. Repositories managed by institutions with a registered open-access policy typically perform better in all areas of FAIR compliance. These repositories typically maintain more accurate metadata and provide greater stability. They also adhere to standard protocols, such as OAI-PMH and Dublin Core, thereby facilitating the discoverability and dissemination of their content. Repositories lacking formal policies often encounter challenges related to incomplete information. They have inadequate search functionalities and ambiguous licensing, which constrain the ease with which their content can be utilized.

Table 5: FAIR compliance levels of Indian Repositories

FAIR Principle	Policy-Based Repositories	Non-Policy Repositories	Difference
Findable	72%	51%	21%
Accessible	78%	56%	22%
Interoperable	68%	47%	21%
Reusable	62%	43%	19%
Overall FAIR Score	70%	50%	20%

When analyzing comprehensive performance metrics. Repositories that implement formal policies exhibit superior scores in terms of findability and accessibility. Whereas those lacking such policies frequently encounter challenges related to interoperability and reuse. They observed that adherence to FAIR principles transcends mere technological considerations. It is intricately linked to whether an institution possesses a well-defined policy. That delineates the protocols for research deposition and management. The presence of formal policies enhances the operational efficiency of repositories. That ensures a higher calibre of quality and facilitates a more significant contribution to India's open knowledge ecosystem.

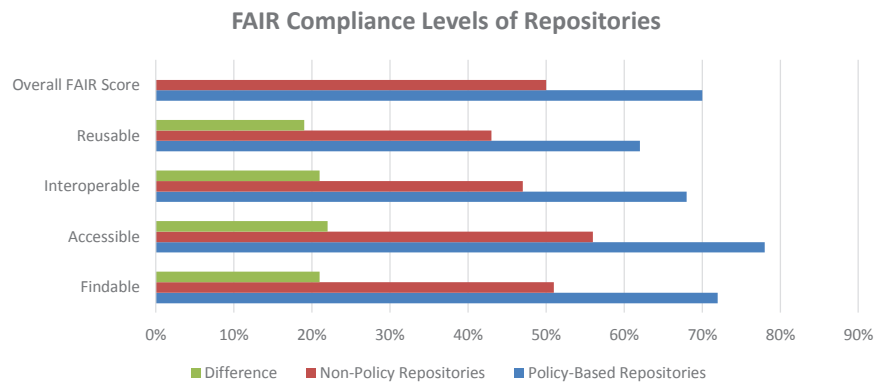


Figure 6: FAIR Compliance Levels of Indian Institutional Repositories

Findings

The analyses ROAR and ROARMAP elucidate the trajectory of Institutional Repositories (IRs) and Open Access (OA) policies within the Indian context. Currently, India has 135 operational repositories. This is indicative of consistent advancement, predominantly driven by academic institutions and research organisations. Employing well-established open-source frameworks such as DSpace and EPrints. This expansion is not uniformly distributed throughout the Nation. Regions including Maharashtra, Delhi, Gujarat, Karnataka, and Tamil Nadu constitute the majority of repositories, whereas numerous northern and eastern states exhibit a significant scarcity. Thereby underscoring a pronounced regional disparity. When examining the phenomenon of policy adoption. The disparity becomes markedly pronounced. A mere 18 institutions nationwide have officially documented their Open Access policies within the ROARMAP. This indicates that numerous repositories are being established. A scant number of institutions are bolstering them with robust policy infrastructures. A significant proportion of repositories function without well-defined deposit regulations and guidelines. The proximity of the two datasets reveals that repositories lacking formal policies tend to be generally inconsistent. A considerable number of these repositories exhibit deficiencies in metadata completeness, as well as irregularity in deposit frequency or the presence of outdated materials. Repositories have policies that demonstrate more systematic practices and superior efficacy. This distinction becomes increasingly pronounced when assessing the principles of FAIR. Repositories governed by formal policies achieve higher scores in the Findable, Accessible, Interoperable, and Reusable (FAIR) standard.

Conclusion

This study indicates that India has made significant advancements in establishing Institutional Repositories. The main goal of making research truly open and accessible remains hindered because policies are slow to develop and are not applied consistently. The ROAR highlights an expanding network of repositories across the Nation. The majority of which are designed and overseen by universities that employ well-known open-source frameworks. The ROARMAP analysis uncovers a distinct deficiency. This deficiency in policy endorsement highlights the reasons why numerous repositories remain underutilizedunderutilised—either sporadically updated or lacking critical metadata. Comparing the two datasets shows that repositories with clear institutional policies perform much better. They receive regular submissions, have stronger metadata, and provide clear licensing information. They also follow FAIR principles more closely, which makes their content easier to find, access and reuse. Repositories without robust policies often encounter issues such as broken links, incomplete records, and irregular workflows. The study reveals that India has a robust repository infrastructure, but the policy framework supporting it remains weak. To fully benefit from Open Access, institutions require clear and well-enforced policies that support regular deposits and adhere to FAIR principles. Stronger policies will enable repositories to function more effectively, allowing India to fully utilise its potential for open knowledge. This will make research from all parts of the country more visible, accessible and better connected to the global knowledge community.

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The Evolution and Future of Digital Libraries: Technology, Accessibility, Education, and Beyond

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ABSTRACT: Digital libraries have revolutionized the management, access, and dissemination of knowledge worldwide. Rooted in early information retrieval systems and evolving through the digital transformation of academia and public institutions, these platforms integrate technologies such as artificial intelligence, machine learning, and big data to enhance accessibility and educational impact. This article explores the historical development, technological foundations, academic contributions, accessibility implications, and future trajectories of digital libraries. Drawing on contemporary scholarship (2015–2025), this work provides a comprehensive understanding of digital libraries as socio-technical ecosystems that redefine how information is preserved, accessed, and utilized.

KEYWORDS: Digital Library, Information Technology, Accessibility, Education, Digital Preservation, Artificial Intelligence, Open Access, Semantic Web, Digital Divide, Knowledge Management.

1. Introduction

The digital age has transformed the way humanity interacts with knowledge. From ancient archives to the first digital repositories in the late 20th century, the concept of the "library" has undergone a radical transformation. The emergence of digital libraries—repositories of digitized and born-digital content accessible through electronic networks—marks one of the most profound shifts in information science. As society becomes increasingly data-driven, the role of digital libraries extends beyond information storage; they now support research, education, accessibility, preservation, and collaboration on a global scale (Borgman, 2018).

Digital libraries combine the principles of traditional librarianship with technological innovation, offering scalability, interactivity, and seamless integration across various domains. They are central to knowledge democratization, especially in developing regions where physical access to resources remains limited. This paper examines the historical evolution, technological underpinnings, educational significance, accessibility dimensions, and future developments that shape digital libraries today.

2. Historical Evolution of Digital Libraries

The origins of digital libraries can be traced back to the information retrieval experiments of the 1950s and 1960s, when early systems such as MEDLARS and Dialogue emerged. The 1990s marked a turning point with the advent of the internet, which facilitated large-scale digitization and access (Buckland, 2017). Projects such as the Digital Library Initiative (DLI) in the United States and Europeana in the European Union established frameworks for metadata standards and interoperability.



(https://www.linkedin.com/pulse/navigating-future-libraries-digital-age-dr-shynee-martin date of access 12-11-25)

By the early 21st century, digital libraries expanded beyond text to include multimedia content—images, audio, video, datasets, and even virtual reality materials (Arms, 2019). Institutions such as the Library of Congress, Google Books, and HathiTrust spearheaded digitization on unprecedented scales. This period also saw a shift toward user-centred design, emphasizing accessibility, usability, and inclusivity.

Contemporary scholars view digital libraries not merely as digital repositories but as "knowledge infrastructures"—complex socio-technical systems that sustain scholarly communication and innovation (Borgman, 2018). The evolution from static databases to dynamic, interoperable ecosystems underscores how technological and cultural forces continually redefine the notion of a "library."

3. Technological Foundations of Digital Libraries

3.1. Architecture and Infrastructure

Digital libraries rely on layered architectures combining data storage, metadata management, access protocols, and user interfaces (Candela et al., 2020). Metadata standards such as Dublin Core, METS, and OAI-PMH ensure discoverability and interoperability across repositories. Cloud-based storage and distributed architectures enable scalability and redundancy, minimizing data loss risks.



(https://www.linkedin.com/pulse/navigating-future-libraries-digital-age-dr-shynee-martin date of access 12-11-25)

3.2. Artificial Intelligence and Machine Learning

Recent advances in AI and machine learning have enhanced digital library functions. Automated metadata generation, content recommendation, plagiarism detection, and semantic search are now commonplace (Tenopir, 2021). Natural language processing (NLP) tools facilitate multilingual access and context-based retrieval, while computer vision algorithms enable image recognition and document digitization.

3.3. Blockchain and Digital Preservation

Blockchain technology is emerging as a solution for digital rights management and authenticity verification (Zhou & Wu, 2022). Immutable ledgers ensure transparency and traceability in digital preservation. Moreover, LOCKSS (Lots of Copies Keep Stuff Safe) and CLOCKSS initiatives safeguard long-term digital integrity through distributed redundancy.

3.4. Linked Data and Semantic Web Integration

The integration of Linked Open Data (LOD) frameworks has transformed how digital libraries connect resources. Semantic web technologies facilitate interoperability across disciplines, enabling the linking of citations, datasets, and research outputs (Hyvönen, 2020). This shift supports open science and fosters machine-actionable scholarly ecosystems.

4. Accessibility and Inclusivity in Digital Libraries

Digital libraries have immense potential to enhance accessibility, both in geographical and cognitive terms. They provide equitable access to knowledge regardless of users' physical or socioeconomic constraints. According to Singh and Kaur (2019), inclusive design in digital libraries encompasses universal access principles, including screen reader compatibility, multilingual content, and adaptive interfaces.

4.1. Bridging the Digital Divide

In developing regions, digital libraries act as equalizers, reducing disparities in access to educational and scientific resources (Kumar et al., 2021). Initiatives like the UNESCO Global Digital Library provide open educational resources (OERs) in local languages, promoting cultural diversity and educational equity.

4.2. Accessibility Standards

Adherence to Web Content Accessibility Guidelines (WCAG) and ISO 9241 ensures usability for people with disabilities. Advanced assistive technologies—such as speech recognition, tactile interfaces, and AI-driven text simplification—further broaden accessibility horizons.

4.3. Ethical and Privacy Considerations

While digital libraries promote openness, they also face challenges in data privacy, copyright, and intellectual property (Müller, 2021). Balancing open access with content protection remains an ongoing policy debate.

5. Educational and Research Contributions

Digital libraries play a pivotal role in transforming teaching, learning, and research. Their impact is evident in information literacy, distance education, and data-driven research practices.

5.1. Enhancing Information Literacy

By offering vast, curated digital collections, libraries enable students to engage in critical evaluation of information. They also foster lifelong learning by providing access to diverse formats, including MOOCs, research repositories, and open journals (Tenopir, 2021).

5.2. Supporting Distance and Hybrid Learning

The COVID-19 pandemic accelerated reliance on digital libraries as primary learning hubs. Systems such as ProQuest, JSTOR, and ScienceDirect became central to remote pedagogy. Interactive features, such as annotation tools and embedded multimedia, enhance digital learning engagement (Chen & Liang, 2021).

5.3. Facilitating Scholarly Communication and Open Science

Digital libraries underpin the open-access movement, enabling free dissemination of knowledge. Repositories like arXiv, PubMed Central, and Zenodo democratize research visibility and collaboration (Suber, 2020).

6. Challenges and Limitations

- ✯ Despite their advancements, digital libraries face persistent challenges.
- ✯ Digital Preservation: Ensuring long-term data readability amid rapid technological obsolescence.
- ✯ Copyright and Licensing: Complex intellectual property laws restrict the open sharing of information.
- ✯ Technological Inequality: Infrastructure gaps limit participation in developing nations.
- ✯ Data Quality and Metadata Inconsistency: Poor tagging reduces discoverability (Candela et al., 2020).
- ✯ User Training: A lack of digital literacy hinders effective utilization.
- ✯ Addressing these barriers requires a combination of policy innovation, capacity building, and global collaboration.

7. Future Developments and Emerging Trends

7.1. AI-Enhanced Knowledge Systems

Future digital libraries will increasingly rely on AI agents capable of personalized knowledge delivery. Predictive analytics will anticipate users' research needs, enabling adaptive learning environments that cater to their specific needs.

7.2. Immersive and Extended Reality (XR) Libraries

The integration of virtual and augmented reality (VR/AR) will redefine the user experience, allowing immersive exploration of archives, museums, and simulations (García-Holgado et al., 2023).

7.3. Sustainability and Green Computing

Digital libraries are adopting energy-efficient architectures and implementing green ICT policies to minimize their carbon footprint (Méndez & Fernández, 2022).

7.4. Decentralized and Community-Based Libraries

The rise of peer-to-peer digital repositories may decentralize knowledge control, promoting participatory knowledge creation.

8. Conclusion

Digital libraries stand at the intersection of technology, education, and social inclusion. Their evolution—from experimental information systems to AI-powered global infrastructures—reflects humanity's enduring pursuit of accessible knowledge. As they continue to integrate emerging technologies and embrace inclusive principles, digital libraries will play a decisive role in shaping the future of education, research, and cultural preservation.

Ultimately, their success will depend on global cooperation, ethical governance, and sustainable innovation. In this sense, digital libraries are not merely information systems—they are pillars of digital civilization, empowering communities and bridging divides through the transformative power of knowledge.

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Impact of Digital Library Services in Supporting Education and Research

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ABSTRACT: The article discusses the role of digital libraries in research and education. Digital libraries offer users easy access to vast amounts of knowledge and information. The significance of digital libraries is highlighted in the paper. The role of digital libraries and information has grown quickly in the past 15 years. The rise of digital resources and information has led to the influence of ICT on e-learning and digital learning. Nowadays, individuals can easily access online information, and almost everything is readily available online. India excels in the utilization of digital information compared to other nations. Over the last three to six years, the development of digital information has revolutionised education and library services, significantly impacting daily life. The Internet stores digital material in various formats, including full-text articles, e-books, photographs, audio, and videos. Digital information technology is rapidly growing. Numerous methods and technologies are available to obtain information online. Digital information is being utilized to address research challenges in education. Researchers must understand the accuracy of digital information and its facts, as erroneous information can be harmful. Due to misleading content on digital information channels, media, and online libraries, research is expanding, yet results are stagnating.

KEYWORDS: Services, Digital Libraries, Education, Research

Introduction

Today, users can find information outside of traditional libraries. Electronic libraries, often referred to as digital libraries, have revolutionized information accessibility by making learning more efficient and effective. Digital libraries are crucial to users. Users can access information from anywhere, at any time, with just a few taps or clicks. Digital libraries provide a wide range of resources to support individuals in learning, researching, and achieving academic success. Users can also access the latest research and knowledge in their subjects through digital assets not available in traditional libraries.

Digital libraries save consumers money by eliminating the need for expensive textbooks and reference materials. Digital libraries are online collections of digital resources. This collection comprises books, articles, journals, research papers, multimedia, and additional materials. A digital library's primary purpose is to provide users, such as young people seeking the best boarding school, with easy

and convenient access to a vast range of literature at any time and from any place. Digital libraries are cost-effective because they do not require physical copies and save space, as digital content does not require physical storage. Advanced search options in digital libraries enable faster and easier resource retrieval. This digital format is ideal for students, researchers, and professionals who require rapid access to the latest knowledge and resources in their respective fields.

Many universities and research organizations save their faculty, staff, and students' research output in a digital library accessible to both internal and external users. A research organization's digital repository services enable community members to manage and share their digital materials. Standards ensure digital libraries' content is secure, retrievable, and usable.

Over the past 20 years, the term "digital library" has largely supplanted "electronic library" to describe bookless libraries that utilise computers and communication technologies to provide users with information. Digital libraries are electronic libraries that utilize digital storage, enabling immediate access to materials and duplication from a master version. It uses information and technology to allow remote access to resources. Future digital libraries won't be standalone. Due to the exponential growth of networked connectivity and computer power, separate information utilities are giving way to integrated digital libraries. The integrated digital library links individual collections, traditional library collections, and large databases worldwide. Digital libraries are vital to education. Modern information and communication technologies require a universal information infrastructure. Digital libraries, the foundation of the Internet and the eventual digital archives of all human knowledge, are networked collections of digital text, documents, images, sound, data, software, and other items. Information retrieval systems, such as digital libraries, store materials digitally. Digital libraries gather and distribute digital objects and commodities to meet user needs.

Digital libraries enable users to access materials on their desktop, laptop, or mobile device from anywhere with an internet connection, whether at work, home, or on the go. The Digital Library is available 24/7. Time-based information is available. Internet connectivity underpins the Digital Library. Thus, Internet-specialized staff must identify, arrange, and facilitate intellectual access to the Digital Library. Digital libraries interpret, disseminate, maintain integrity, and guarantee the durability of digital work collections for a specific community to use conveniently and economically.

Definitions

1) William Arms (2000) said, "Managed collection of information, with associated services, where the information is stored in digital formats and accessible over a network".
2) Foster and Gibbons define "An electronic system that captures, preserves and provides access to the Digital work product of a community".

Benefits

Digital libraries have transformed the way professionals and students access knowledge. A centralized platform enables consumers to access a broad range of research publications and statutes. The COVID-19 pandemic necessitated remote learning and research, making accessibility in this context crucial. Some key benefits of digital libraries:

Digital Resource Access: Digital resources, including e-books, CDs, movies, pictures, research papers, and scholarly publications, should be available.

Information is available whenever and wherever users want.

Search and Retrieval: Equipped to find specific resources or information quickly.

Remote Access: PCs, tablets, and phones can be used to access digital libraries remotely for flexibility. These libraries are often more cost-effective than traditional ones due to their reduced need for physical space, upkeep, and staffing requirements.

Personalisation: Allow users to customise their registration, store search history, and set interest-based alerts for new content.

Preservation: Digitizing and archiving rare or fragile items helps preserve cultural legacy and knowledge for future generations.

Multimedia Integration: Offer diverse formats to enhance user experience and support diverse learning methods.

Interactive: Utilise forums, discussion boards, and collaborative areas to foster user engagement and facilitate information exchange. Implement effective metadata and cataloguing systems to organize and manage digital content for efficient administration and discovery.

DRM: Protect intellectual property and govern copyrighted content with DRM.

Use accessibility features to enable people with disabilities to use digital resources.

Digital Library Services to Support Education and Research

When data and content became available online, libraries altered their methods of communication with their supporters. Digital libraries offer additional resources to pupils. Students can access the most relevant knowledge sources through digital library resources with a single click. The global student population is growing, and various types of institutions are being established for regional and other markets. Educational digital libraries are essential for numerous reasons. Users can access resources anytime, anywhere, removing geographical and time barriers. Integration with institutional login systems enables secure off-campus access and is optimized for use on desktops, tablets, and mobile devices. Audio lectures, video tutorials, podcasts, and interactive simulations. Structured cataloguing using MARC, Dublin Core, or other metadata standards. Users can save searches, bookmark items, and create reading lists—interactive features that support note-taking and collaborative study for diverse language needs.

Education

- Digital libraries enable students to access electronic information from anywhere, regardless of their location.
- Many people could view one copy of the papers. Allows more clients to take courses at once.
- Study materials can be easily reprinted, so they don't need to be discontinued.
- A personal library can be built by carrying.
- Multiple titles on a portable reader, due to its simplicity, allow non-specialists to use it.
- Access full-text journal publisher websites. Online enrollment, study, and tests are supported. User-selected email addresses receive search results.
- Preserving rare books that deteriorate swiftly from abuse and poor storage. Consequently
- It is cost-effective and reusable, enabling faster learning, better access, transparent accountability, and equal education for all.
- Desktops have digital libraries. It provides current information and aids research.
- Students from remote or underprivileged areas can access the same resources as those in urban institutions.

- Digital libraries offer the latest editions and publications without the delays typically associated with print distribution.
- Learners outside formal institutions can continue their education through open-access repositories.
- Navigating digital libraries fosters digital literacy, critical thinking, and ethical use of information.

Research

- Digital libraries enable resource sharing.
- Researchers save time and effort by having immediate information resources.
- Aided interlibrary loan.
- Faster communication helps consumers receive information.
- Duplication of new inventions decreases.
- It helps libraries receive recent publisher publications. Information scientists and researchers will get data quickly.
- A retrospective search, the union catalogue, bibliographic records of millions of volumes, and journal abstracting and indexing information are all helpful.
- Online library catalogues provide access to the contents of academic and research libraries, as well as e-journals and newsletters.
- E-publications enable quick information search, document generation and updating, networking, audio and video customization, and interactivity.
- An e-publication may circumvent length constraints in many scholarly publications. Maintaining current e-publications data allows researchers to access the latest article versions for on-demand publishing, retrospective searching, and SDI.
- Researchers can conduct systematic reviews using vast collections of peer-reviewed journals and archives.
- Shared repositories and cloud-based platforms enable collaborative projects across institutions and countries. Institutional repositories safeguard scholarly output, ensuring long-term preservation and visibility.
- Automated citation tools, reference managers, and plagiarism checkers streamline the research process.

Conclusion

Libraries are more than just repositories of books; rapid advancements in information technology have created a paperless society, and digital and virtual

libraries, as well as the Internet, have made sophisticated electronic information more accessible. Digitised documents are smaller in size than traditional libraries. Digital libraries are collections of electronic resources and tools for creating, archiving, searching, and sharing information. The online learning system relies on the digital library. Most digital libraries promote research and higher education, justifying their digital development spending by arguing that it helps them achieve the institutional goals of their academic community.

Digital libraries are utilised in e-learning because they can store and manage large amounts of digital content, including full-text documents, course materials, bibliographic databases, library catalogues, image and audio clips, and more. It connects collections, services, and individuals to promote the development, diffusion, and preservation of data, information, and knowledge. Digital libraries enable students to quickly and easily search for text and images using various computer technologies. This function is helpful in many institutions. Modern communication technologies, robust search engines, and affordable storage space support the use of digital libraries in education. Electronic papers can increase access and change academic research and learning habits. PCs may read content anytime, anywhere. The duties of library professionals are evolving in digital libraries. Librarians must match users with the correct information. Library workers can provide one-on-one support to consumers searching for information using their skills, expertise, and knowledge of where to find it.

The effectiveness of librarians and information scientists in utilising technology will significantly impact their success.

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Library And Information Services In The Digital Era

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ABSTRACT: Libraries remain to serve as the backbone of the information society, providing access to accurate information promptly—information access and its nature are integral to cultural well-being. The Fifth Law of Library Science articulates the dynamism in the growth and expansion of library services, encompassing their users and resources. It validates their existence in the twenty-first-century digital world, providing innovative services to Smart people. The introduction of information and communication technologies (ICTs) has altered library users' expectations regarding the content brought into libraries, when and how services are provided to users, and at times, even expecting that the library will read their minds and somehow know what they need. As a result, libraries are being valued less by the resources they hold and more by their responsiveness to the needs of their users. The shift of libraries delivering content from publishers when the content is most needed and simply in time of the need of the user is meeting a different shift where libraries will purchase or acquire content from publishers and house it within the library in real-time just in case some of the library's users may need the resource later, even though they are not aware of the new content possibly being of use to them. The last part of the shift in values of libraries is making it more difficult for library information services to help users manage and navigate the growing intensity and excess of information, as well as determine when information is correct versus incorrect, while users are placing increasingly high expectations on library information services. This article will discuss some of the technology options that library information services can consider using to address the challenges above. This is one of the Five Laws of Library Science, formulated by Dr S.R. Ranganathan. The Library is a growing organism.

KEYWORDS*:* Digital era, digital resources, digital preservation, ICTs, ILMs.

Introduction

According to the literature on library and information science (LIS), libraries were initially created as archives, where books were stored rather than used. At this early stage, librarians primarily functioned as custodians, interacting little with users. Their primary tasks were to locate and physically deliver materials to users.

Librarians were expected not to move materials for any length of time or ask questions about University materials. Still, visitors to the library were expected to find and utilize documents independently. However, the nature of information and communication technologies (ICTs) changed this historical practice. ICTs changed user expectations, service delivery routes, and library practice. The same type of service is not provided in an entirely different way from ancient times to today, with the benefits of technology improving our services and providing more independence from custodianship.

Librarians seldom ask library visitors whether they are coming to stay abreast of current affairs as readers of books or magazines, or to spend the afternoon in a place to study (it is often the only common area for students in a University), seek knowledge, telecommunications, or electronic texts to respond to specific need (some libraries are full of these particular types of activity). Libraries and librarians are vital to providing access to information resources, organizing that access, and supporting users' journeys to find relevant information. In these regards, Information Services became an essential part of a librarian's job in libraries.

Today's library users value getting the information they need promptly, with the timing varying depending on the task. For example, when a surgeon is preparing for a surgery, the time constraint is significantly different from when a teacher is preparing for a class. Traditionally, the value of library information services has not waned, despite library users now having direct access to large quantities of information via the Internet or online databases. One of the factors contributing to the growing importance of these services is the increasing volume and variety of digital data.

Libraries are more valuable than ever in providing access to reliable information for multiple reasons, including the absence of any systematic organization of information on the web, the overwhelming amounts of information that could be helpful, the ever-increasing need for a quick and accurate response to questions, and the underdeveloped technological skill sets of users trying to access information in the digital environment. Thus, library information service units are required to help filter, assess, and efficiently provide relevant and reliable information.

The Current Role of Libraries

Libraries have evolved from being merely service centres exclusively for printed books to become intermediaries for both traditional and digital information resources. The libraries may possess or not own different types of information currently available, which may be in printed, audio, video, multimedia, or electronic formats. Some are freely available on the web, while other kinds of information can only be accessed through library-managed licensed subscriptions. As libraries adjust to the shifting environment, new value is assumed by enhancing information resources. This value is added when libraries:

- Decrease access to information through bibliographic description and indexing
- Increase discoverability through logical arrangement of data
- Provide users with information literacy training, reference services, search assistance, and content creation

Thus, libraries remain fundamentally crucial in helping people navigate a vast and often intimidating information landscape.

Information Services Libraries Provide

Generally speaking, there are two significant categories of library user services:

1. Public user services (government documents, reference services, special collections, bibliographic instruction, circulation and distance learning support)
2. Technical user services (acquisition, cataloguing, classification, serials management, interlibrary loan, document delivery, or any behind-the-scenes activities that support the preservation of the collection or expansion of collections and informational services).

The Age of Digital Information Services

Electronic user information services for libraries

The basis for traditional library information services can be described as oral (face-to-face) or written communication between users and librarians. This can involve: face-to-face oral (or spoken) Communication, written Communication, facial expressions, and eye contact. On-site (library) services include tours of the library, outreach to the campus, technical services support, reference support, and collaboration with other teams.

For a user, electronic library services may include services such as:

- Automated library catalogues
- Online library services
- E-resources and online databases
- Distance education and learning support
- Virtual reference services and real-time messaging
- Interlibrary loan systems based on a digital platform.

Era of Transformation in Libraries

The transformation from traditional libraries, which collected information based on physical location, to digital libraries, where all information and knowledge sources could share information with no boundaries of place, appears to expand the service of libraries and information delivery to users. Before the advent of ICT, libraries played essential roles in delivering services by processing, organising, and retaining information for individual users and organisations. Through various methods of information packaging, libraries became a veritable access point in the information delivery system for end users. The introduction of ICTs has brought about changes to the organization, access, and management of information. With the new technology, information can be accessed in a variety of formats in a digital environment that is easy and simple to use, while being independent of time, place, and subject area.

Library Services Trends in Technology

- Since 2020, library services have undergone significant changes, with each new trend in automation being established. Several important trends have emerged, including the following:
- Greater access to the library literature from a variety of remote locations, facilitating convenience for a range of user groups.
- Increased variety of information resources available - allowing the library to support more specific research needs.
- Providing users with access to unfiltered, raw data to use for their own research and interpretation.
- Decrease in the reliance on traditional intermediaries, since users can access, evaluate, and utilize information themselves, with less immediate staff assistance, through digital platforms.

The Digital Age

We are still deeply involved in the Digital Era, and digital media represent an expression of knowledge production, exchange, and sharing. Today, digital networks have become the primary mechanism for exchanging information. Digital technology enables the rapid and efficient production, storage, organisation, and access to, as well as the transfer of, information in various formats, including text, audio, video, multimedia, and electronic data. These advances have democratized the provision of information and transformed library services into areas that were almost unimaginable just a few decades ago.

Access from Multiple Sources

One of the critical effects of automation has been the improved level of access for library patrons. In the card catalogue days, for example, library users had to visit either the central catalogue or one of the library branches to locate available materials. Today, patrons can search the entire library system from computer workstations in one of the branches, and in many cases, from their homes or using their mobile devices.

The Impact of Technology Changes and Developments on the Library Environment

Overall, significant technological advancements have transformed the library landscape, influencing how information is searched, organized, delivered, and consumed. These changes produced both challenges and opportunities for today's libraries.

- Change from Print-Based to Hybrid and Digital Collections

The growth of electronic information resources has expanded the traditional print-based collection mode of libraries. Libraries are now expected to provide access to e-books, online journals, databases, multimedia, and open-access repositories, which require new acquisition policies, licensing agreements, and strategies for managing digital collections.

- Change in User Expectations and Behaviour

Given the increased accessibility to information anytime and anywhere, users have come to expect not only information services but also immediate, personalised, and seamless access to information. Limited or slow access to information is no longer good enough. Libraries now need to redesign their services to meet the needs of users, even if that means creating services that are intuitive to use and ultimately responsive to varying information needs.

- Change in Librarian's Roles

The role of library personnel has further developed from caretakers of physical books and collections to facilitators of knowledge access and coordinators of managing digital content. Information professionals require competencies in areas such as, but not limited to, information literacy instruction (including skills and digital literacy), managing digital resources (digital curation), data analytics, metadata, copyright/licensing, digital database navigation, and other related fields.

- Increased Demand for Technological Infrastructure

Digital resources demand a great deal of infrastructure that includes:

- High-speed networks
- Integrated library management systems (ILMS)
- Cloud storage and services
- Authentication tools for remote access
- Cybersecurity and data protection systems

Ongoing technical support and financial investment are necessary to sustain these technologies.

- Expanded Collaborative Networks

Networking technologies and shared platforms have provided libraries with opportunities to more extensively subsidize collaborative undertakings such as resource sharing, union catalogues, consortium subscriptions, and interlibrary loans. Collaborative efforts have become a key means of counteracting the rising cost of digital resources and the global expansion of knowledge.

Technological change has reshaped the library environment, opening doors to innovation, widening expectations, and increasing complexity. Libraries that respond to change, particularly through the use of new technologies, upskilling staff, and user-centric service models, are more likely to remain relevant and impactful in the digital age.

The Major Challenges Libraries Encounter in the Digital Age

While libraries have reaped numerous benefits from the shift to an online information environment, the transformation has also generated several complex issues that need to be addressed to remain relevant and sustainable in the long term.

- Managing Information Overload

Users of online information are currently unable to distinguish between authentic and false information, as more content is being published. Libraries must now teach users ethical and critical information practices while choosing, evaluating, and recommending reputable and authoritative digital sources.

- Electronic Resource Pricing

Prices for electronic journals, databases, and e-books continue to increase faster than library budgets. Licensing arrangements often restrict access, concurrent use, and long-term ownership of digital materials. Libraries must balance limited resources with the demands of their users for instant and complete access.

- Digital Disparities and Inequitable Access

Although digital services provide convenience, not all users have equal access to devices, internet connectivity, and digital literacy skills. Libraries will need to continue supporting advanced online services for digital natives without abandoning communities that lack access to technology.

- Inequitable Access and the Digital Divide

Despite the convenience of digital services, not all users have equal access to devices, internet connections, and digital literacy skills. Libraries need to continue offering advanced online services to digital natives, in addition to their communities that experience disadvantages due to technology.

- Guaranteeing Long-Term Access and Digital Preservation

Digital information experiences more susceptibility to format changes, file corruption, terminated licensing, and obsolescence than physical materials. Librarians must utilise sustainable preservation products, including institutional repositories, archival standards, and long-term storage solutions, to preserve digital content.

- An Increasing Demand for Library Personnel's New Skill Sets

Modern librarians are expected to possess advanced digital skill sets, including data management, institutional metadata standards, instructional design, digital reference services, intellectual property knowledge, and other emerging technologies. Professional development is essential, but it can be limited by budget, faculty availability, and staffing issues.

- Library user Expectations for Personalized, Instantaneous, and 24/7 Services

Users have become accustomed to expecting quick results and user-friendly interfaces from online platforms, such as search engines and commercial digital services. Redesigning services to be fast,

Being user-focused and available around the clock necessitates constant creativity and adaptability.

Conclusion

It is crucial for libraries and librarians, not only in society but also at all levels of society. Librarians need to recognise the changes that have already begun in libraries and how these broader changes affect libraries. Libraries reflect the community they are part of; therefore, much library work is relocating and will continue to do so to new places. Public libraries are being celebrated. Librarians need to resist changes that undermine core values, such as fair use and equitable access to knowledge. In a digital age, they need to recognise the advantages that mass dissemination offers to library information services. Moreover, they need to be aware of challenges that involve pay-per-use, cultural diversity, privacy, and the consolidation of electronic content ownership.

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Web Content Analysis of the National Virtual Library of India: The Web Portal of Indian Culture

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ABSTRACT: Web content analysis refers to the process of examining and evaluating website content to understand its structure, quality, performance, and how it resonates with the target audience. In the 21st century, India has numerous web portals related to education, culture, repositories & many more. Web content analysis of these websites can reveal significant features that spark the interest of ordinary people in visiting those websites to gather information. The National Virtual Library of India is a web portal showcasing Indian culture, designed by the Government of India. The study will analyze the website by visiting its various links & sections, and describe its usefulness in collecting information about Indian culture. Moreover, a vivid description of the National Virtual Library website (NVLI) may pique the interest of ordinary people in visiting the website and learning about India's colourful cultural heritage.

KEYWORDS: Virtual Library, Web content, Gazettes & Gazetters, Rights Management, timeframe, Paintings.

Introduction

The National Virtual Library of India was launched under the aegis of the National Mission on Libraries, which provides access to various cultural information generated in India & about India. The website information is accessible through a multilingual federated search engine & web crawler, featuring several web pages & sections. The website can be accessed through the URL https://www.

rrrlf.gov.in/NML/NVLI.aspx, featuring a main landing page with several sections. It is an Indian cultural portal providing information about archival documents, audio recordings, rare books, paintings, Intangible cultural heritage, Video/ photo archives, musical instruments, food and culture, gazetteers, and research reports, as well as the Indian National Bibliography. The tagline of the website is "Discover, learn, immerse, connect. It has been built on a partnership between the Indian Institute of Technology Bombay (IIT Bombay) & the Ministry of Culture, Government of India. Here, the website architecture is designed by IIT Bombay, while the Ministry of Culture provides the information. Let us discuss the various sections, information & titbits of the National Virtual Library of India lucidly.

Literature review

Dr Laksman Sarkar, in his article "Importance of Virtual Library in Higher Education in the present era: a challenge for the Indian educational library system" (June 2022), depicts the functions and advantages of the national virtual library and traces the problems associated with it. Lee, C.Y. and Lee, K.J. (2024) (1) in their article Co-designing with library stakeholders: building a national virtual library", find that physical library potential can be transferred to digital infrastructure through creating a digital library. (2)Adeniran P & Unuigboje "The Role of Virtual Library in Learning Environment" depicts that Digital libraries provide an effective means to distribute learning resources to students and other users. Virtual/digital libraries in universities play a prominent role in facilitating easy and quick access to required information for users. Chae Yeon Lee and Kung Jin Lee, in "Co-designing with library stakeholders: a national virtual Library," find the National Virtual Library significant in the metaverse environment. The available literature on the web also emphasizes the importance of the National Virtual Library of India as a one-stop gateway to India's cultural heritage.

Methodology

The national virtual library's website is accessed through the URL https://www.rrrlf.gov.in/NML/NVLI.aspx, and the website's modules & sections are studied thoroughly. Each & every section has been carefully examined and analyzed to gather available information. The available links & information are clearly and concisely noted and described to create a comprehensive description of the entire National Virtual Library website.

Main Sections of the National Virtual Library Website: The main landing page of the National Virtual Library of India features a Search bar. The landing page portrays a colourful picture of Indian cultural heritage. The categories of the information available are

- Festivals of India
- Flagship events
- Timeless Trends
- Digital Districts of India
- Northeast archive
- Ajanta Caves
- Textile Fabrics of India
- Forts of India
- Historic cities of India
- Audios
- Snippets
- Intangible cultural heritage
- Paintings
- UNESCO
- Musical Instruments of India
- Research Papers
- Photo Essays
- Food & Culture
- Rare books
- E-books & manuscripts.

These are presented as several web pages with easy-to-navigate links. The links can be accessed directly from the main landing page, directing you to the linked resource instantly. The link itself opens as a new webpage, providing detailed information. Several other Information pages are continuing to be added in the main landing page, such as virtual walk-through, forts of India, jewellery o Nizams, etc. The advanced search sections offer the opportunity to search for information using various search options, such as keywords, author, publisher, and organization name, similar to those found in any other library catalogue.

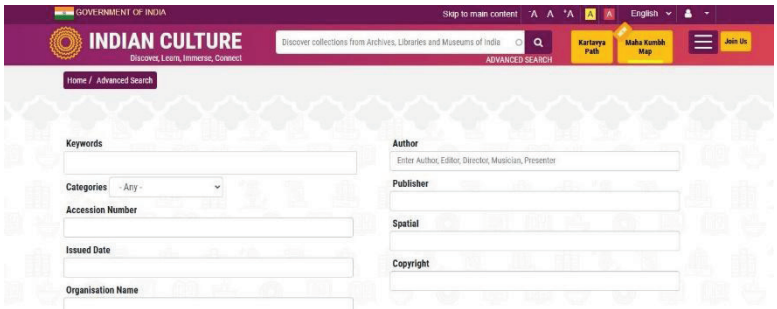


Fig. 1: Advanced search option of the NVLI

Descriptions of the sections of the National Virtual Library website

While visiting the URL of the National Virtual Library website, the user will eventually find themselves on the first Library search bar with an advanced search button. Let us discuss the several sections by visiting one by one.

- **Musical Instruments of India:** The Musical Instrument section of the National Virtual Library of India portrays various classical & modern musical Instruments of Indian Music. The musical instruments depicted here are divided into two regions, namely the Eastern part of India & Western art of India. The types of Instruments portrayed here are
  - **Percussion Instruments (**Avanadya vadya)
  - **Stringed Instruments (**Tat Vadya**)**
  - **Solid Instruments (**Ghan Vadya**)**
  - **Wind Insruments(**Sushir Vadya**)**

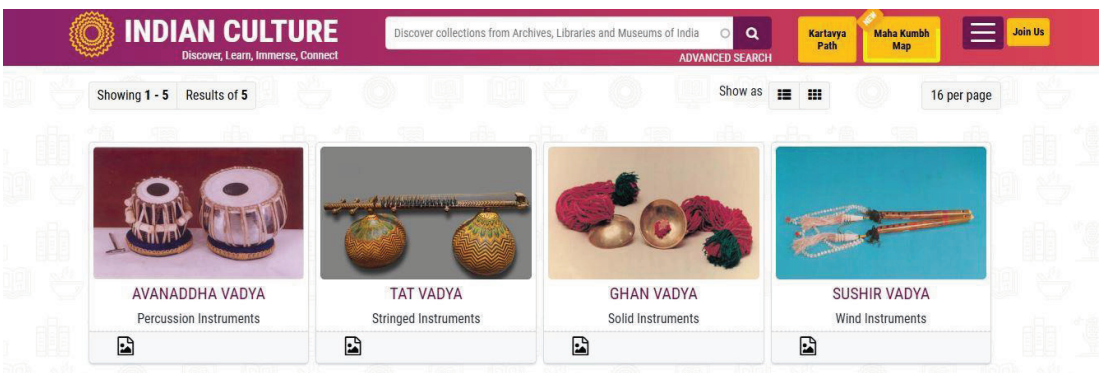


Fig 2: Musical Instruments

- **Festivals of India:** In this section, we feature beautiful pictures of India's colourful festivals within frames. Specific sub-categories of this section are
  - PAN INDIAN FESTIVAL
  - FOLK FESTIVAL
  - TRIBAL FESTIVALS
  - FAIRS & Pilgrimages etc

Website visitors can embark on a colourful journey through India's festivals with just a few clicks on the portal, featuring beautiful images.

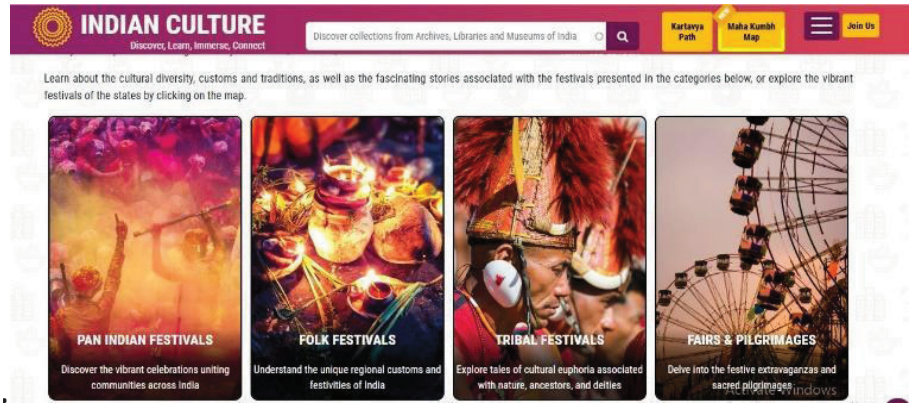


Fig 3: Festivals

- **Flagship Events**: This section lists India's Flagship events, organised by the Government of India, including the Festival of Libraries 2023, International Museum EXPO 2023, and Indian Art & Architecture & Design Biennial (IAADB 2023).
- **Timeless Trends:** In this section of the website, India's sculptures, paintings, murals, coins & clothing trends are portrayed with beautiful pictures. Timeless Trends celebrates the interconnectedness of the past and present, and attempts to discover the links between the culture & traditions of India.
- **Digital district repositories:** This section of the Library provides a pictorial tour of the past events of several districts in India, starting from the Indian national movements, convocations of universities & several other important events. Here, users can search for events by state, UT, and district as well.

- **Archives**: This section presents a systematic collection of archival documents of historical value related to past events in India. Archived copies of the events can be downloaded from the archive for consultation.

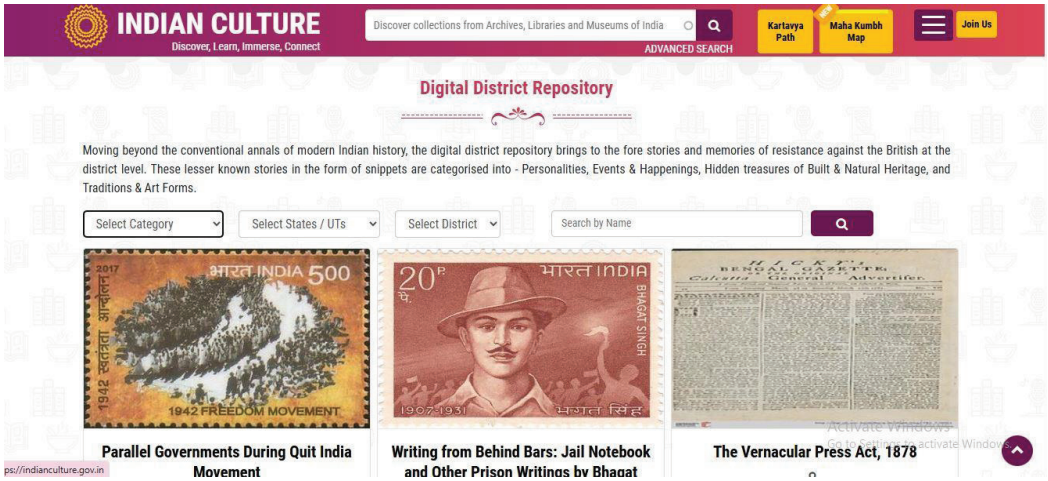


Fig 4: Archive

- **Gazettes & Gazetters:** In this section of the Library, users can access documents published in the Indian Gazette from 1947 to the present.As the gazette documents are Government of India ordinance publications, classifications of the papers here are done year-wise & location-wise.

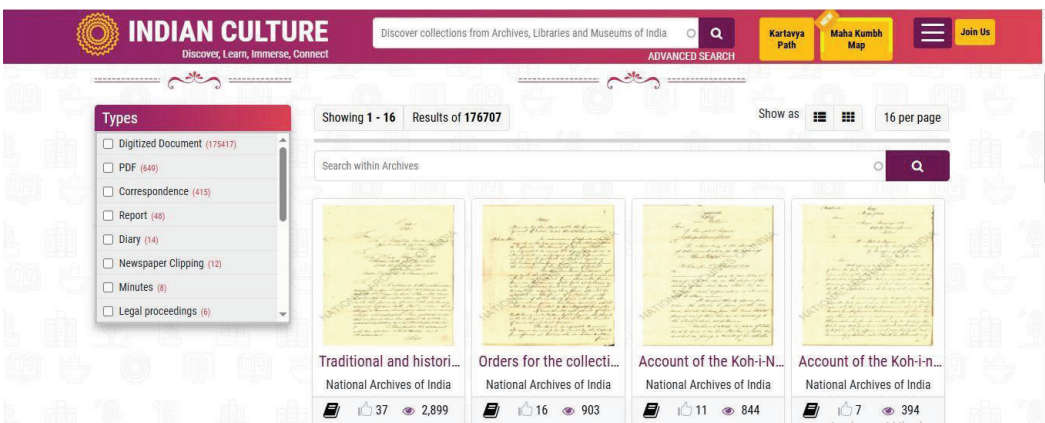


Fig 5 : Gazzett

- **Reports & Proceedings:** In this section, similar to a gazette, various reports & proceedings of essential events are collected & hosted. Users can visit this section to see & download reports classified by year.

- **Retrieved artefacts of India:** In this section of the Library, users will embark on a journey through India's rich history. Information about Artefacts, such as the "Marble Apsara"", Red Sandstone Coule", "seated Jain Tirthankara", and "Bronze idol of four-armed Visnu", is elaborated with facts.

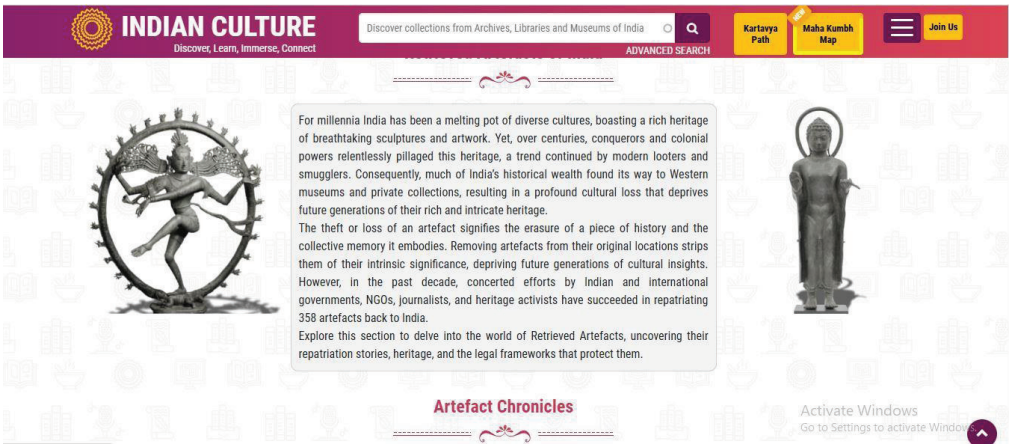


Fig 6: Retrieved artefacts

- **Forts of India:** In the section forts of India, users will get o know information and facts about India's Important & significant Forts, which were used in the past by the eminent rulers & Maharajas of India. A navigation of Google Maps & pictures helps the user to understand India's rich history of warfare.
- **Photo Essay:** This section of the library tells a tale of India's local events & festivals through colourful pictures. It is like an essay written with images of the recent & past events.
- **Paintings & Audio-Video:** Another beautiful section of the virtual Library is Paintings & Audio–Video files. These files can actually be accessed in the virtual library with their actual essence.

Website architecture

The architecture of a website for a **National Virtual Library (NVL)** typically involves various components and layers to support functionality, scalability, and security. Here's an outline of a typical architecture for a National Virtual Library:

Frontend Layer (User Interface)

- **Purpose**: To provide an intuitive, interactive, and user-friendly interface.
- **Components**:

- **Web Pages**: The website's homepage, search page, catalogue, book details, and user dashboards.
- **Search Bar**: For users to search for books, journals, articles, multimedia, and other library resources.
- **User Authentication**: Login/sign-up forms for users to access their personal library accounts.
- **Responsive Design**: Ensures compatibility across various devices, including desktops, tablets, and mobile phones.

- **Technologies**:
  - **HTML/CSS/JavaScript**: Basic building blocks of frontend development.
  - **Frameworks**: React, Angular, or Vue.js for dynamic web pages.
  - **UI/UX Design Tools**: Figma, Adobe XD for creating design mockups.

Backend Layer (Server-Side)

- **Purpose**: Handle data processing, storage, and interaction with databases and other services.
- **Components**:
  - **Web Server**: Manages requests from the frontend and sends responses back (e.g., Apache, Nginx).
  - **Application Logic**: Handles user queries, requests for resources, user management, and search functionality.
  - **API**: Provides data to the frontend using RESTful or GraphQL APIs.
  - **Authentication & Authorisation**: Ensures that only authorised users can access specific resources (e.g., OAuth, JWT).
  - **Search Engine**: Indexes library resources for fast and accurate searches (e.g., Elasticsearch).
- **Technologies**:
  - **Languages**: Python, Node.js, Ruby, Java, or PHP.
  - **Frameworks**: Django, Flask, Express.js, or Spring Boot for application logic.
  - **Authentication**: OAuth, JWT, or other token-based authentication mechanisms.

Database Layer (Data Storage)

- **Purpose**: Store and manage all the data, including books, articles, multimedia files, user information, and more.
- **Components**:

- **Relational Database**: Stores structured data, such as user profiles and metadata about resources (e.g., MySQL, PostgreSQL).
- **NoSQL Database**: Handles unstructured data, such as user comments, activity logs, and metadata (e.g., MongoDB, Cassandra).
- **File Storage**: Stores digital copies of books, documents, images, videos, and other media (AWS S3, Google Cloud Storage).

- **Technologies**:
  - **SQL Databases**: PostgreSQL, MySQL, or SQLite for structured data.
  - **NoSQL Databases**: MongoDB, Elasticsearch, or Couchbase for flexible data storage.
  - **Distributed Storage Systems**: Cloud-based storage like AWS S3, Azure Blob Storage, or Google Cloud Storage for multimedia content.

Advantages of Virtual Libraries

Virtual Libraries have several advantages compared to traditional libraries, electronic libraries, or hybrid libraries. Some of these advantages are as follows: i) immediate access to resources which have no physical existence. ii) Save the time of the users as well as librarians. iii) Save the space of the library. iv) No time and location restriction. i) It provides complementary services of the virtual learning environments, like online courses. vi) Its collection is more up-to-date than physical collections. vii) It promotes informal learning. viii) It supports specific communities of interest worldwide & also provides a wide range of resources

The Role of Virtual Libraries in Higher Education

Virtual Libraries play various significant roles in higher education in the present digital environment. These are as follows: i) Regardless of format, it provides information resources to its clients. ii) It can provide a wide range of services and collections through the Internet. iii) It provides an Electronic News Delivery service like News Flash. iv) Electronic access to local and remote resources from off-site locations such as homes. v) Access to human assistance in locating information. Here, librarians serve as the human interface to all information services, either in person or remotely via Email, video conferencing, or online tutorials (Burke, 2007). vi) Virtual libraries offer digital access to their archival collections. vii) Support Bibliographic searches, which are essential for researchers. vii) It sent selective distribution of summaries or full text of journal articles according to users' requests. viii) This library offers SDI (Selective Dissemination of Information)

services via Email. ix) Sometimes it offers preservation of electronic and digital information resources.

Accessibility Statement of the NVLI

The accessibility statement of the NVLI states that the National Virtual Library of India is built for the citizens of India to provide easy access. The website is device-independent; i.e., users can access the virtual library through any access device with an internet connection, including laptops, desktop computers, mobile phones, and Web Kiosks. The portal is designed to meet the Government of India's Web Content Accessibility Guidelines (WCAG 2.0).

Copyright Policy of NVLI

The National Virtual Library is committed to respecting the rights of creators, authors, and publishers while providing equitable access to knowledge and educational resources. This policy ensures compliance with national copyright laws and international agreements, promoting fair use and access for all users.

Scope of the Library's Collection

- **Content Types**: The library provides access to a wide range of resources, including:
  - E-books, journals, research papers, multimedia (audio, video), and more.
  - Resources in the **public domain** (materials not under copyright).
  - Works under **Creative Commons licenses** (with attribution and specific reuse permissions).
- **Digital Rights**: The library ensures that all digital content made available is legally distributed and that permissions or licenses have been obtained for each work.

Fair Use and Fair Dealing

- **Educational Use**: The National Virtual Library supports educational and non-commercial use of its materials, allowing users to access limited portions of copyrighted works for purposes such as research, study, and teaching, in compliance with the fair use or fair dealing doctrine.
- **Access Restrictions**: In cases of fair use, materials may be provided in ways that limit the scope of access (e.g., only excerpts of copyrighted works, with restrictions on reproduction or redistribution).

User Responsibilities and Restrictions

- **Proper Use**: Users must respect the copyright laws and use the library's resources only for educational, research, and personal use. Unauthorized reproduction, distribution, or public display of copyrighted materials is prohibited.
- **Prohibited Actions**: Users are prohibited from downloading, copying, or sharing resources that violate copyright laws or the terms of use specified by the library.
- **Attribution Requirement**: When using or citing materials from the library, users must provide proper attribution to the original authors, publishers, and copyright holders, as applicable.

Copyright Infringement and Takedown Procedure

- **Reporting Infringement**: The National Virtual Library follows a formal **Notice and Takedown** process for handling claims of copyright infringement. Copyright holders can submit a request if they believe their work has been used without permission.
- **Takedown Process**: If a valid infringement notice is received, the library will remove or restrict access to the material in question. Users who have uploaded materials may also be notified.
- **Counter-Notice**: Users who believe their material was removed unjustly may submit a counter-notice, providing evidence that the use is lawful under fair use, fair dealing, or other applicable legal exceptions.

Licensing and Permissions

- **Licensed Materials**: Where applicable, the library ensures that the appropriate licensing agreements are in place for resources that are not in the public domain. The library negotiates with publishers, authors, and other copyright holders to obtain the rights to host and distribute their works.
- **Creative Commons and Open Access**: The library promotes and makes available works under open-access or Creative Commons licenses, where the copyright holders have provided explicit permission for unrestricted use, modification, and distribution.

Digital Rights Management (DRM)

- **Protection of Digital Content**: The library may use DRM technologies to protect copyrighted content from unauthorized access, copying, or

distribution. DRM mechanisms may include encryption, secure access protocols, and usage restrictions.

- **Access Control**: Certain works may have limited access through DRM systems, such as access to specific parts of a book or video, or limited-time access to an article or research paper.

Content Creator Rights

- **Rights of Authors and Publishers**: The library acknowledges the intellectual property rights of content creators and works to ensure they are fairly compensated and that their rights are respected.
- **Submission of Works**: Authors, researchers, and institutions may be invited to contribute their works to the virtual library, with terms that allow the library to host, share, or make accessible the content within legal and agreed-upon limits.

Notable Exceptions for Educational and Accessible Use

- **Access for Disabled Users**: The library may allow exceptions for users with disabilities to access materials in alternative formats (e.g., audiobooks, screen-reader-friendly versions) under copyright exceptions permitted by relevant laws (e.g., the **Marrakesh Treaty** for visually impaired users).
- **Institutional Use**: Educational institutions may be allowed broader access to content under special arrangements or national exceptions, provided the material is used in the context of teaching or research and is not used for commercial purposes.

Review and Revision of Copyright Policy

- **Policy Review**: The National Virtual Library's copyright policy will be reviewed periodically to ensure compliance with evolving copyright laws, international agreements, and the changing needs of library users.
- **Legal Updates**: The library will update its policy as necessary to address changes in copyright law, technology, or licensing practices.

Concluding remarks

The **National Virtual Library (NVL)** is a transformative and innovative concept that is reshaping access to knowledge, resources, and information. By leveraging digital technology, the NVL offers numerous advantages, including **24/7 accessibility**, a **vast range of resources**, and the ability to reach **global audiences**, thereby breaking down geographical and temporal barriers that have traditionally limited access to information.

The virtual library also plays a pivotal role in **enhancing education**, **research**, and **personal learning**, providing scholars, students, and general users with a wealth of academic and educational resources at their fingertips. Whether offering open access to public domain works, licensing agreements for copyrighted materials, or providing specialized resources for people with disabilities, the NVL fosters **inclusive access** to knowledge.

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Enhancing Access and Engagement through Electronic Resources in Contemporary Libraries: A Comprehensive Study

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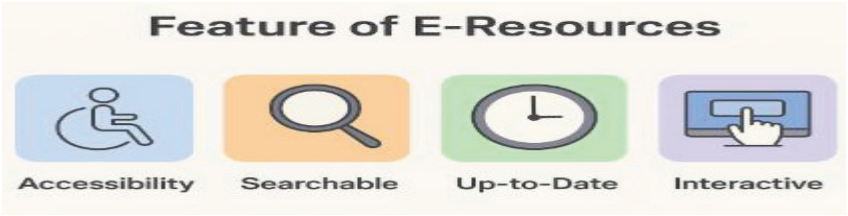
ABSTRACT: Electronic resources, including e-books, e-journals, databases, multimedia content, and digital archives, have transformed the creation, distribution, and access of information in the digital era. They provide flexible and scalable access to knowledge, shaped by technological advancements, open-access initiatives, and evolving user expectations. Libraries, as hybrid and dynamic institutions, leverage e-resources to enhance user engagement, support research, teaching, and learning, and foster inclusive digital learning communities. While challenges such as licensing, copyright, subscription models, and funding limitations exist, e-resources promote accessibility, transparency, and data-driven decision-making in scholarly communication. By embracing digital tools, libraries evolve from custodians of knowledge to centres of collaboration, creativity, and continuous learning. Ongoing innovation, collaboration, and adoption of emerging technologies are essential to ensure that e-resources continue to empower users and shape the future of libraries in a connected digital ecosystem.

KEYWORDS: E-Resources, E-Databases, Use of E-Resources, Electronic Library, Digital Library, Modern Library

1. Introduction

In today's digital era, electronic resources, also known as e-resources, have become indispensable tools for accessing and disseminating information across various domains. E-resources encompass a wide array of digital materials, including electronic books (e-books), electronic journals, databases, multimedia resources, and digital archives, among others. Unlike traditional print materials, e-resources are accessible through online platforms, databases, and digital repositories, offering users unprecedented flexibility, convenience, and accessibility. The emergence of the World Wide Web and advancements in digital technology have revolutionized the way information is created, distributed, and consumed. E-resources have made knowledge accessible to everyone, overcoming geographical limitations

and broadening opportunities for academic research, exchange, and education. Libraries explore the dynamic landscape of e-resources, highlighting their transformative impact on scholarly communication, information access, and user experiences. Ultimately, it underscores the vital role of e-resources in facilitating knowledge dissemination, promoting digital literacy, and driving innovation in the digital era.



2. Literature Review

Research indicates a steady increase in the availability of electronic information resources (EIRs) in academic libraries, particularly in developing countries. Although many institutions now provide substantial electronic resources, access to and effective use of these resources remain uneven due to challenges such as poor internet connectivity, limited digital skills, and low awareness (Adeleke et al., 2017; Ganiyu et al., 2014). Studies have highlighted that awareness significantly influences Usage, with many students being unaware of available resources or lacking proper training to use them efficiently (Adenariwo, 2022; Chanda, 2021). While some groups, such as LIS scholars, demonstrate higher competencies (Soni et al., 2018), others continue to use e-resources at a basic level (Joel, 2020; Kuldeep, 2019; Kimi & Abidi, 2019).

Availability and accessibility of digital resources are directly linked to user satisfaction, with adequate facilities improving students' perceptions and academic engagement (Lawal & Kannan, 2020; Murithi et al., 2020; Alzahrani, 2019). Globally, students in Pakistan and Saudi Arabia show similar patterns, where Usage improves academic performance when supported by proper infrastructure (Habib et al., 2022; Bahader et al., 2021).

Electronic resources and ICT integration have been consistently linked to improved academic performance in fields such as medical education and remote learning environments (Bhat & Mudhol, 2014; Humbhi & Tareen, 2021; Humbhi et al., 2022; Sharma et al., 2020). Despite these benefits, significant barriers persist, including inadequate institutional preparation, weak digital infrastructures, and ineffective user support systems (Obande et al., 2020; Subaveerapandiyan &

Nandhakumar, 2021; Jacob, 2018). Improving customer relationship management and user training is crucial for enhancing access and satisfaction (Bahader et al., 2021).

Recent trends indicate the integration of advanced digital systems, such as AI, fintech technologies, and sustainable information practices, suggesting a broader shift toward digital transformation in the academic and research environment (Bhanusreeja, 2024; Rohatgi & Sharma, 2023; Hasibuan et al., 2025; Haleem et al., 2022). Collectively, the literature emphasizes that while EIRs have become essential for academic productivity, their practical application depends on improved infrastructure, strong institutional support, and ongoing digital skill development.

3. Type of E-Resources and their Application

i. **E-books:** Digital versions of books can be read on electronic devices such as e-readers, tablets, or computers.

ii. **Online Journals and Articles:** Digital publications of scholarly journals, articles, conference papers, and research papers provide instant access to the latest research findings and academic discussions.

iii. **Online Databases:** Online databases encompass a wide range of disciplines, including academic databases that contain research articles, legal databases, and scientific databases, among others.

iv. **Multimedia Resources:** Digital media content such as audio recordings, video lectures, podcasts, and interactive simulations that enhance learning in various educational contexts.

v. **Research Tools:** Software applications and tools designed to assist with research activities, including citation management tools, reference management software, statistical analysis tools, and data visualization platforms. Tools such as EndNote, Zotero, or Mendeley might be provided by the university or recommended for use.

vi. **Digital Archives and Repositories:** Digital archives are online collections of historical documents, manuscripts, photographs, and other materials that preserve cultural heritage and provide easy access to historical records.

vii. **Digital Libraries:** Online repositories including e-books, journals, manuscripts, and multimedia content, organized for easy access by users.

viii. **Learning Management Systems:** LMS integrate e-resources like e-textbooks, lecture recordings, discussion forums, and interactive modules to provide course materials, assessments, and communication tools to

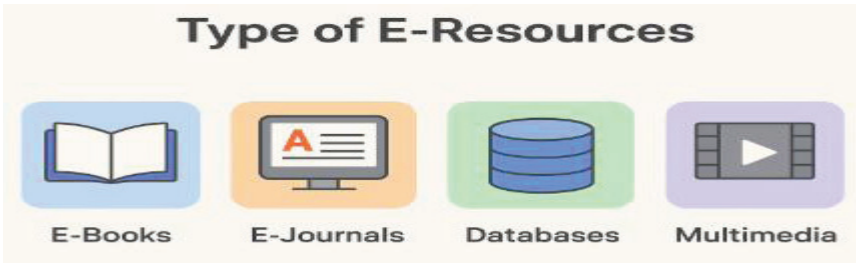
students. Such as Moodle or Blackboard, making it easier for students to access relevant materials directly from their course pages.

ix. **Open Educational Resources:** OER available online, including textbooks, course modules, lesson plans, and multimedia content, typically shared under open licenses allowing for reuse, revision, and redistribution.

x. **Remote Access and Cloud Storage:** Facilities that allow users to access and store digital resources remotely, enabling seamless collaboration, sharing, and synchronization of files and data across different devices and from anywhere with an internet connection.

xi. **Training and Support:** The institutions would likely offer training sessions and workshops to help students and faculty effectively utilize electronic library resources.

xii. **Copyright Compliance:** Institutions will ensure adherence to copyright laws and licensing agreements when granting access to electronic library resources.



4. Objectives of E-Resources

Objectives of e-resources are:

i. **Accessibility:** E-resources aim to make information and knowledge readily accessible to a wide range of users, regardless of physical constraints.

ii. **Convenience:** The Primary objectives of e-resources are to offer convenience to users. Users can access e-resources from their homes, workplaces, or educational institutions, saving time and effort.

iii. **Diversity of Content:** E-resources, including e-books, online journals, databases, and multimedia resources, aim to offer a diverse range of content spanning various formats, subjects, and disciplines.

iv. **Currency and Timeliness:** E-resources prioritize providing up-to-date and timely information, particularly in fields where new research developments and innovations occur rapidly.

v. **Searchability and Retrieval:** E-resources enhance information search and retrieval, enabling users to efficiently locate relevant materials through keywords, metadata, and advanced indexing.

vi. **Interactivity and Engagement:** Many e-resources incorporate interactive features and multimedia elements to enhance user engagement and learning experiences.

vii. **Cost-Effectiveness:** E-resources strive to offer cost-effective alternatives to traditional print materials and resources.

viii. **Global Reach and Collaboration:** E-resources facilitate worldwide reach and collaboration by connecting users and researchers from different parts of the world.

ix. **Customisation and Personalisation:** E-resources may offer customisation and personalisation options, enabling users to tailor their experiences according to their preferences, interests, and learning objectives.

x. **Preservation and Long-Term Access:** E-resources focus on preserving digital content and ensuring long-term access, utilizing metadata and archival strategies to enhance usability and support research, learning, and knowledge sharing.

5. Acquisition Policies of E-resources

Key components of a library acquisition policy typically include:

i. **Objectives and Scope:** The policy and objectives of the library's collection development efforts, including supporting the mission of the institution, meeting the information needs of users, and promoting diversity, equity, and inclusion. The scope of the collection specifies the types of materials, subject areas or disciplines and target user groups.

ii. **Selection Criteria:** The policy establishes criteria for evaluating and selecting materials for acquisition. It may cover aspects such as relevance to the curriculum or research needs, academic quality, authority of content, currency, usability, and availability in desired formats.

iii. **Budget Allocation:** The policy outlines budget allocation and funding for acquisitions, encompassing purchases, subscriptions, gifts, and related expenses, as well as cost-sharing arrangements, consortia agreements, and adjustments made in response to evolving needs.

iv. **Acquisition Methods:** The policy outlines the procedures and methods for acquiring materials, including purchasing, subscription-based access, licensing agreements, donations, interlibrary loan, and consortia

purchasing arrangements.

v. **Formats and Formats:** The policy addresses the formats of materials to be acquired, taking into account user preferences, technological trends, and accessibility considerations. It may specify preferences for print, electronic, or multimedia formats, as well as usability, and compatibility with library infrastructure.

vi. **Access and Authentication:** The policy outlines the technical requirements for access, including IP recognition, proxy servers, remote access solutions, and user authentication protocols.

vii. **Ethical Considerations:** The policy guides ethical and professional acquisition of materials, emphasizing intellectual freedom, privacy, equitable access, legal compliance, diversity, and responsible resource management.

viii. **Evaluation and Review:** The policy establishes procedures for the ongoing assessment of library collections, utilizing criteria such as relevance, quality, and Usage, and incorporates user feedback.

ix. **Resource Identification**: Librarians identify potential e-resources for consideration based on established selection criteria and a comprehensive needs assessment. They explore various sources, including publisher catalogues, vendor databases, online directories, recommendations from faculty or subject specialists, and consortia agreements.

6. Evaluation and Assessment of E-resources

Key aspects of evaluati**ng** e-resources in libraries include:

i. **Licensing and Negotiation:** Once e-resources are selected for acquisition, librarians negotiate licensing agreements, subscription terms, pricing, access conditions, and usage rights with publishers or vendors. They confirm licensing terms, copyright regulations, and digital rights management restrictions.

ii. **Acquisition and Access**: Librarians facilitate the acquisition and implementation of selected e-resources, including ordering, invoicing, and setting up access mechanisms. They configure authentication methods, IP recognition, proxy servers, and remote access options to provide seamless access for authorized users.

iii. **Promotion and Outreach:** Librarians promote awareness and Usage of e-resources among library users through targeted outreach activities, training sessions, workshops, and promotional campaigns. They create

instructional materials, user guides, and tutorials to support patrons in navigating and effectively utilizing e-resources.

iv. **Usage Monitoring and Evaluation**: Librarians monitor usage statistics and analyze usage patterns to assess the effectiveness and value of electronic resources. They use usage data to inform collection development decisions, justify subscription renewals, identify underutilized resources, and optimize resource allocation.

7. Managing E-resources

Key aspects of managing e-resources in libraries include:

i. **Acquisition:** Librarians must identify, evaluate, and acquire relevant e-resources to meet the needs of library users. This involves negotiating licenses, subscriptions, and access agreements with publishers and vendors.

ii. **Budgeting and Licensing:** Managing the budget for e-resources involves allocating funds for subscriptions, licenses, and other expenses related to digital materials. Librarians must negotiate favourable pricing terms, monitor expenditures, and ensure compliance with licensing agreements and renewal deadlines.

iii. **Cataloguing and Metadata:** E-resources must be catalogued and indexed in the library's catalogue or discovery system to facilitate user access and discovery. Librarians create metadata records using cataloguing standards such as Machine-Readable Cataloguing or Dublin Core.

iv. **Access Management:** Librarians are responsible for configuring access to e-resources, including setting up authentication methods, IP recognition, proxy servers, and remote access options.

v. **Promotion and User Education:** Librarians promote awareness and Usage of e-resources among library users through outreach activities, training sessions, workshops, and instructional materials.

vi. **Usage Monitoring and Assessment:** Librarians track usage statistics and analyze usage patterns to evaluate the effectiveness and value of electronic resources.

vii. **Troubleshooting and Support:** Librarians offer technical support to users who encounter access issues or technical difficulties with electronic resources.

viii. **License Compliance and Renewals:** Librarians monitor compliance with licensing agreements, copyright regulations, and usage restrictions

governing e-resources. They manage subscription renewals, negotiate terms for license renewals and discontinue subscriptions.

ix. **Archiving and Preservation:** Librarians oversee the long-term preservation and archiving of digital materials to ensure continued access and availability. They implement digital preservation strategies, backup procedures, and disaster recovery plans to safeguard against data loss and degradation.

8. Analysis of E-Resources

Key components typically included in the analysis of e-resources are:

i. **Content Quality:** Evaluate the accuracy, authority, and currency of the content provided by e-resources. Consider factors such as the reputation of publishers or content providers, peer-review processes for scholarly materials, and the timeliness of updates for dynamic content.

ii. **Subject Coverage:** Assess the breadth and depth of coverage provided by e-resources in relation to the library's collection development goals and user needs. Determine whether the e-resources align with the institution's curriculum, research interests, and disciplinary requirements.

iii. **Accessibility:** Evaluate the accessibility features and usability of e-resources to ensure equitable access for all users, including those with disabilities. Consider factors such as compatibility with assistive technologies, compliance with accessibility standards (e.g., the Web Content Accessibility Guidelines, or WCAG), and the availability of alternative formats.

iv. **User Experience:** Analyze the user interface, navigation, and functionality of e-resources to assess the overall user experience. Consider factors such as search capabilities, browsing options, customization features, and interactive elements that enhance usability and engagement.

v. **Usage Statistics:** Gather and analyze usage statistics to understand how library users are utilizing e-resources. Monitor key metrics, including downloads, views, searches, session duration, and user demographics, to identify trends, patterns, and areas for improvement.

vi. **Cost-Effectiveness:** Evaluate the cost-effectiveness of e-resources in relation to their value and impact on the library's budget. Consider factors such as subscription fees, licensing terms, usage-based pricing models, and return on investment (ROI) in terms of benefits to users and scholarly outcomes.

vii. **Impact on Research and Learning:** Assess the contribution of e-resources to research, teaching, and learning outcomes within the institution. Gather feedback from faculty, students, and researchers to understand how e-resources support their academic endeavours.

viii. **Interlibrary Loan Requests:** Monitor interlibrary loan (ILL) requests for e-resources to gauge demand and identify materials that may warrant inclusion in the library's collection. Analyse patterns in ILL Usage to inform acquisition decisions and resource sharing strategies.

ix. **Feedback and Surveys:** Solicit feedback from library users through surveys, focus groups, or feedback forms to gather insights into their satisfaction with e-resources. Use feedback to identify strengths, weaknesses, and areas for improvement in the selection, acquisition, and management of digital materials.

9. Alignment and Review of E-Resource Collections

Libraries ensure e-resources align with collection development goals and institutional priorities by regularly reviewing and assessing their relevance, currency, and user needs. Ongoing evaluation, feedback, and analysis guide informed decisions on selection, acquisition, retention, or withdrawal, supporting research, teaching, learning, and knowledge dissemination.

Comparison of Print and Electronic Resources

Dimension	Print Resources	Electronic Resources
Accessibility	Limited access; requires physical presence at the library	Instant access from anywhere with an internet connection
Portability	Bulkier and less portable	Lightweight and portable on electronic devices
Searchability	Limited search capabilities; manual browsing required	Advanced search functionalities; easy to search and retrieve information
Cost	Higher upfront costs for printing, distribution, and storage	Lower costs for distribution; subscription fees may apply
Updates	Static content requires new editions for updates	Dynamic content; updated in real-time or periodically

Dimension	Print Resources	Electronic Resources
Space Requirements	Require physical storage space in libraries or bookshelves	No physical storage required; saved digitally on devices or servers
Interactivity	Limited interactivity; static text and images	Enhanced interactivity; multimedia content, hyperlinks, annotations, and interactive features
Environmental Impact	Paper consumption contributes to deforestation and waste	Lower environmental impact; reduced paper usage, energy-efficient digital distribution
Storage Requirements	Require physical storage space in libraries or bookshelves	No physical storage required; saved digitally on devices or cloud-based servers
Learning Experience	Tangible reading experience with physical books	Flexible learning experience with multimedia content, interactive features, and adaptive learning platforms

10. Merits of E-Resources

Some of the key merits of e-resources include:

i. **Accessibility:** E-resources are accessible anytime, anywhere with an internet connection, allowing users to retrieve information from the comfort of their homes, workplaces, or educational institutions.

ii. **Convenience:** E-resources enable users to quickly search, browse, and retrieve information efficiently, eliminating the need for physical visits to libraries or information centres.

iii. **Cost-Effectiveness:** E-resources offer cost-effective alternatives to traditional print materials, as they eliminate expenses related to printing, distribution, storage, and maintenance of physical resources. These cost savings benefit institutions, organizations, and individuals alike, making valuable information more accessible and affordable to a broader audience.

iv. **Diversity of Content:** E-resources offer a diverse range of digital content spanning various formats, subjects, and disciplines.

v. **Up-to-Date Information:** E-resources offer access to the most current information. This currency is particularly beneficial in fields where new developments, discoveries, and innovations occur rapidly.

vi. **Searchability and Retrieval:** E-resources enhance the searchability and retrieval of information through advanced indexing mechanisms.

vii. **Interactivity and Engagement:** Many e-resources incorporate interactive features, multimedia elements, and collaborative tools that enhance user engagement and learning experiences.

viii. **Global Reach and Collaboration:** E-resources facilitate global collaboration by connecting researchers and learners, enabling the sharing of resources and the dissemination of findings across geographical boundaries.

ix. **Customization and Personalization:** E-resources may offer personalized recommendations, saved searches, customizable interfaces, and adaptive learning pathways.

x. **Preservation and Long-Term Access:** E-resources prioritize the preservation and long-term access to digital content, ensuring that valuable resources are archived, maintained, and accessible for future generations.

11. Demerits of E-Resources

Some of the demerits of e-resources include:

i. **Digital Divide:** The digital divide can create disparities in access to information, educational opportunities, research capabilities, and essential information, particularly in underserved or marginalized communities.

ii. **Dependency on Technology:** E-resources rely on technology, including the internet, devices, and digital platforms, making them vulnerable to malfunctions, cyberattacks, and data breaches that can disrupt access and compromise security.

iii. **Quality Concerns:** The abundance of e-resources makes it challenging to verify the credibility, accuracy, and reliability of information, exposing users to misleading, outdated, or biased content.

iv. **Licensing and Copyright Restrictions:** E-resources are bound by licensing and copyright rules, which can limit access, sharing, and the free exchange of knowledge.

v. **Digital Preservation Challenges:** E-resources face challenges related to digital preservation, including format obsolescence, software compatibility issues, data loss, and degradation over time.

vi. **Information Overload:** The vast amount of online information can cause overload, making it hard to identify relevant and valuable content and hindering productivity and critical thinking.

vii. **Loss of Tangibility and Serendipity:** The digital format may diminish the sensory and emotional connections that individuals derive from interacting with print materials, affecting learning, memory, and engagement.

viii. **Environmental Impact:** E-resources and their devices have environmental impacts, including energy consumption, e-waste generation, and carbon emissions, which necessitate sustainable management.

ix. **Dependency on Commercial Platforms:** Many e-resources are hosted on commercial platforms controlled by tech publishers. Dependence on these platforms can limit user autonomy and privacy concerns related to data collection, tracking, and surveillance.

x. **Skills and Literacy Gaps:** Effective use of e-resources requires digital and information literacy. Promoting digital skills, quality information, open access, and equitable access helps maximize benefits while reducing limitations.

Conclusion

E-resources, including e-books, e-journals, databases, multimedia content, and digital archives, have revolutionized the way information is created, distributed, and accessed in the digital era. They offer flexible and scalable access to knowledge, shaped by technological advances, open-access initiatives, and evolving user expectations. While libraries, publishers, and users face challenges such as licensing, copyright, subscription models, and funding limitations, e-resources enhance accessibility, support data-driven decision-making, and promote transparency in scholarly communication. Ongoing collaboration, innovation, and adoption of new technologies are essential to ensure that e-resources continue to support research, teaching, and learning effectively.

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Development of E-Consortium and ONOS Frameworks in the Indian Context

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ABSTRACT: The scope of the Consortium is growing wider by the day, and the most important thing is that its contribution to the field of higher education is increasing manifold. Members of the e-resources consortium continue to engage academic students, professors, engineers, research scholars, and other relevant individuals in regular participation through an electronic environment. The field of e-consortium is gradually gaining popularity worldwide due to technological advancements. The Consortium has encountered many methods related to research in academic institutions. It has not only discovered various types of research tools but has also enhanced them. The involvement in the Consortium in the field of research has made it easy for the students and scholars. To expand the scope of the cultural sector, many organizations, NGO and the government are also making continuous efforts to facilitate the people. Now, many e-consortia have merged and integrated into the One Nation One Subscription (ONOS) government scheme, enabling users across multiple institutions to bridge the digital divide.

KEYWORDS: E-Consortiums, Common Objective, Compatibility, Consumer Safety, Collaborations, Concerns, Groundwork, Competitive Advantage, Worldwide Standard and ONOS

1. Introduction

e-consortium is a support association that assists large institutions, particularly in the fields of research and education. The purpose of the e-consortium is to promote collaboration and knowledge sharing among the resources of students,

teachers, and researchers from the participating institutions. The E-consortium can improve the quality of research by making high-quality resources, such as e-journals and databases, available at affordable rates. Through the e-consortium, there is greater access to quality resources, research, and education, providing affordable, high-quality access that was not previously available or limited. The One Nation One Subscription (ONOS) program has been initiated by the Ministry of Education, under the guidance of the Prime Minister of India, to maximise the use of e-resources at the lowest cost.

2. Objective of the Study

The objective of this paper, entitled "Changing **Access and Use of E-Consortium to ONOS in India**," is to present the necessary information on the Consortium.

3. E-consortia in India

E-Shodh Sindhu

In December 2015, e-Shodh Sindhu was established by the University Grants Commission, the National Library and Information Services Infrastructure, and the National Digital Library of India in the field of Science and Technology. e-Shodh Sindhu is a program initiated by the Ministry of Education of India that aims to provide academic institutions with affordable access to high-quality electronic resources.

The UGC-Infonet Digital Library Consortium

The UGC-Infonet Digital Library Consortium was established in 2003 by the President of India, APJ Abdul Kalam. The objective of forming it was to fulfil the academic requirements and to provide minute details. After its establishment, major educational institutions in the country have taken advantage of its membership and are utilising it. Now they have the facility of such a library where journals and magazines are readily available to researchers.

DBT e-Library Consortium

DBT e-Library Consortium is an electronic journal consortium which has been operational since January 2009. Nowadays, the Consortium comprises 17 DBT institutes, including the INTERNATIONAL CENTRE FOR GENETIC ENGINEERING AND BIOTECHNOLOGY, New Delhi and 18 North Eastern Region NER institutes. Its founding has provided great convenience to the students of Genetic Engineering and Biotechnology.

ERMED-India Consortium,

Electronic Resources in Medicine, ERMED-India Consortium, managed by National Medical Library, New Delhi, the main objective of the ERMED Consortium is to provide access to online digital libraries to institutions and individuals working in the field of medical education, safe patient care, and health research. This will improve the quality of care, promote standardisation and appropriate use of medicines, prevent unnecessary diagnostic tests, and reduce medical errors.

FORSA Consortium

It was established in 1979 by professionals from the Indian astronomy libraries. Designed for astronomy and astrophysics. Due to its formation, scientists working in various fields have developed a collaborative relationship with one another. They can exchange their ideas with each other and share their areas of research.

4. Benefits of e-consortium

By providing online services to educational institutions, e-consortium has enabled them to become more advanced. It has many benefits for research students, which are as follows.

Availability at Low Cost

Many educational institutions jointly take membership in the e-consortium. This reduces individual costs and places a lesser burden on the institutions.

Access to Quality Resources

Many educational institutions lack a strong financial position and therefore cannot afford to purchase a large number of books. However, to fulfil the needs of research students, they can easily access quality resources by joining the e-consortium.

Share Resources

By subscribing to the e-consortium, educational institutions share information. All members benefit from this, and since the information is readily available to students, they can pursue their research without any hassle.

Ease of Collective Bargaining

Econstream is a massive customer of research journals and e-journals. They easily bargain with publishers. Considering future demand and supply, publishers view the e-consortium as a valuable customer. They know that if they make a deal with them, they will buy their journals and research magazines in large numbers, and

publishers will make a profit from this. So, publishers agree to join the e-consortium and reduce their rates accordingly.

Simplification of Digital Services

e-Consortium helps in creating digital services. Their team is always ready to assist educational institutions that subscribe to them and provide their services by selecting a suitable location for them. These facilities explain how to easily read e-journals and e-magazines. It describes how they will be maintained. It describes the tools that will be required and the type of software that can be used on the computer to run them efficiently. E-consortium has made digital services easier.

Addressing Research Challenges

In this economic era, every person wants to buy products that are available at a low cost and last for a long time. There is a great need for the library to enhance knowledge progress, and the library plays a crucial role in this regard. On the other hand, it is also worth noting that today, the means of knowledge have become very expensive, and acquiring them requires electronic systems, which are equally costly. The most prominent challenge researchers face in conducting research is inflation. The E-consortium has significantly mitigated the problem of inflation.

Development of Collective Spirit

For saving, a large number of students sit together and study, think about problems together, and discuss the tests and conclusions of their research with each other, so that better results can be obtained. Group unity develops by staying together.

Mentoring and Professional Development

It is an excellent medium for mentoring and professional development. E-consortium is full of immense possibilities. It provides regular consultation to its clients to help them improve and organise their institution's library. The people associated with e-consortium are very professional. They speak precisely, anticipate problems, and provide the right solutions to them. Hence, proper mentoring and professional information are available at all times.

Better Delivery of Services

e-consortia are recognised for their more effective distribution of services and resources. E-consortia explained how the spread and expansion of knowledge can change human thinking in this era of change. During this professional period, e-consortia fulfil their responsibilities very well.

For Proper Management of Change

The present time is very changeable; every day, new information emerges from various parts of the world. This new information can be applied in multiple fields, including education, politics, inventions, consultation, training, communication, and advertising, among other vital topics. Gathering all this information is a challenge, so e-Consortium makes it easy to manage these changes properly.

Annual Growth of Existing AICTE Consortium from 1995 to 2011

Institute	1995-2002	2003-2011
IISc, Bangalore	7%	7%
IIT Kanpur	6%	7%
IIT Kharagpur	9%	13%
IIT Delhi	5%	10%
IIT Madras	-1%	14%
IIT Bombay	7%	12%
IIT Roorkee	9%	20%
IIT Guwahati	76%	31%
NIT Trichy	35%	35%
NIT Jamshedpur	NA	34%
NIT Rourkela	14%	34%
NIT Allahabad	0%	40%
NIT Kurukshetra	16%	28%
NIT Warangal	17%	22%
NIT Karnataka	6%	38%
NIT Jaipur	3%	28%
NIT Nagpur	36%	17%
NIT Jalandhar	32%	22%
NIT Calicut	-2%	59%
NIT Surat	NA	56%
NIT Hamirpur	NA	37%
NIT Bhopal	6%	35%
NIT Durgapur	26%	24%
NIT Srinagar	0%	95%

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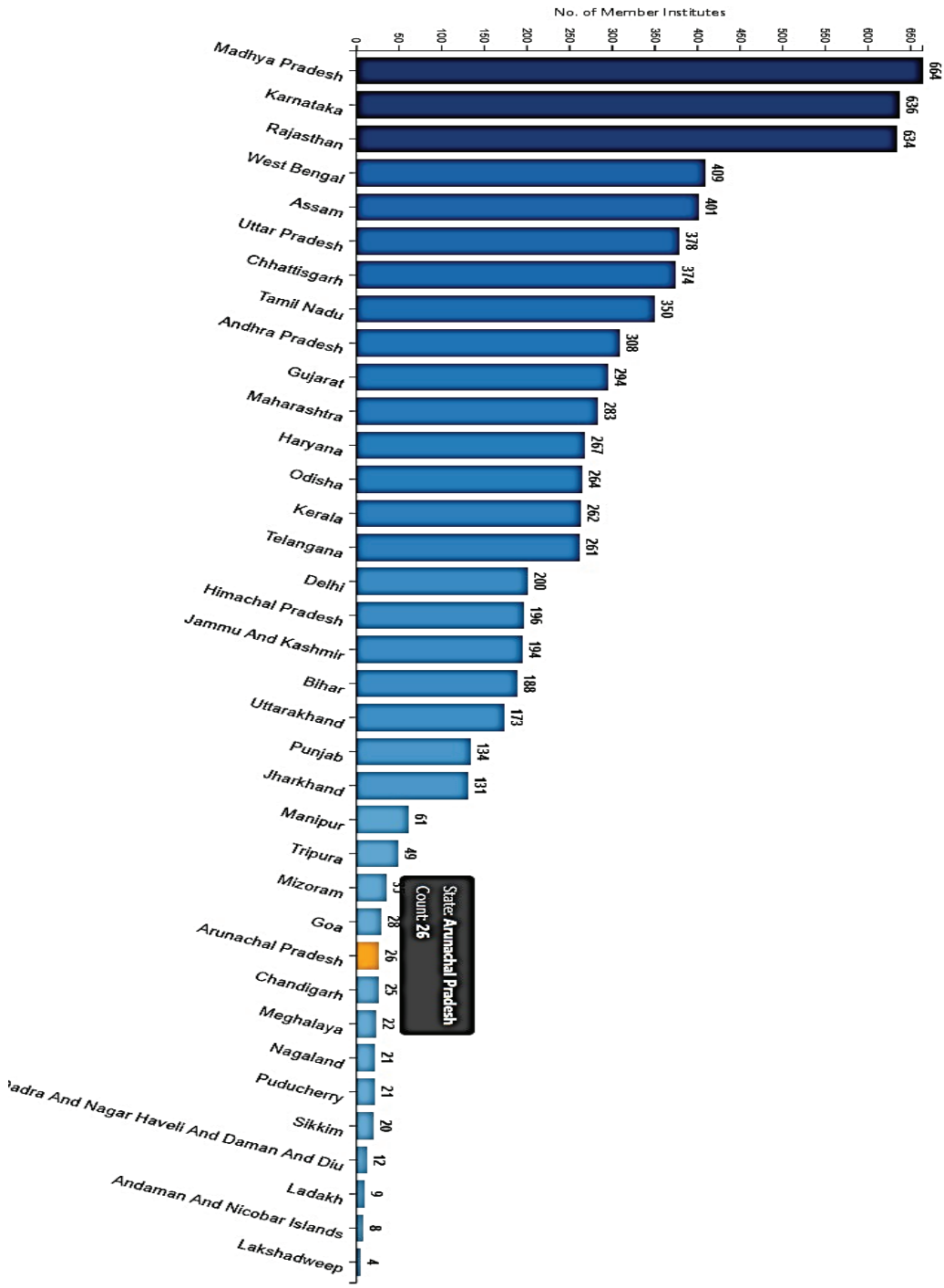
5. ONOS (One Nation One Subscription)

"The Prime Minister of India, in his address to the Nation from the ramparts of the Red Fort on August 15 2022, had pointed out the importance of Research and Development in our country in the *Amrit Kaal*. He had given the clarion call of **"Jai Anusandhan"** on the occasion. The National Education Policy 2020 (NEP 2020) has also identified research as a corequisite for outstanding education and development in our country. In response to the vision of making India *Atmanirbhar* and *Viksitbharat@2047*, the Government of India approved the One Nation One Subscription scheme to provide country-wide access to international high-impact scholarly research articles and journal publications to students, faculty and researchers of all Higher Education Institutions managed by the central government and state governments and Research & Development Institutions of the central government." (https://www.onos.gov.in)



(https://www.usthadian.com/one-nation-one-subscription-onos-indias-digital-revolution-in-research-access/ date of access 03-12-25)

"ONOS can refer to One Nation One Subscription, an Indian government scheme that provides access to international academic journals, or Open Network Operating System, a software for managing computer networks. The "One Nation One Subscription" initiative, which launched on January 1, 2025, grants students, faculty, and researchers at Indian higher education and R&D institutions access to over 13,000 journals from 30 publishers. The other ONOS, Open Network Operating System, is an open-source software that acts as the control plane for software-defined." (https://www.onos.gov.in)



(https://www.onos.gov.in/ date of access 04-12-25)

6. ONOS vs E-Consortium

The primary distinction between the E-Shodh Sindhu (ESS) Consortium and the One Nation One Subscription (ONOS) initiative lies in their scope and accessibility. The ESS consortium, established as a predecessor initiative, primarily served a select group of premier institutions funded by the central government, such as the Indian Institutes of Technology (IITs) and National Institutes of Technology (NITs). Its limited reach meant that only a fraction of the higher education and research community could benefit from the resources it offered.

In contrast, the ONOS initiative represents a significant expansion of this framework. Launched to create a more inclusive academic environment, ONOS aims to provide equitable access to a comprehensive array of scholarly journals and research materials across all government-run higher education institutions and research and development organisations in India. By subsuming the ESS consortium, ONOS aims to democratise access to vital academic resources, thereby fostering a more collaborative and innovative research environment nationwide. This new scheme is designed to ensure that institutions of all sizes and capacities can benefit from the wealth of scholarly knowledge, thereby levelling the playing field in academic and research pursuits across India.

7. Conclusion

In the modern era of inventions, the scope of knowledge is expanding daily in every field. On the other hand, the interest of people in acquiring this knowledge is also increasing. In such a situation, students cannot be satisfied with the subject material kept inside a library. The purpose of the library present inside any institution is to cater to the collective interests of its students. To resolve this situation, the library must step outside its boundaries and seek guidance from other institutions. The concept of e-consortia was born to fulfil the objective of collective student development. The Consortium took several practical steps to ensure the use of e-resources across all members, thereby justifying the expenditure on these resources. The Consortium monitored the use of e-resources and analysed usage statistics before making any decisions. The Consortium developed a comprehensive website detailing its services and created a template that was distributed to all member institutions. It also provided links to online tutorials. A properly established e-consortium can offer membership to many libraries, allowing them to utilise the resources and databases available through it. At Pandora, more than half a dozen e-consortiums have been integrated into ONOS in India by the Government of India.

Now, the ONOS program is launched by the Ministry of Education to facilitate users of over 30,000 higher educational institutions. The ONOS scheme aims to maximise the use of e-resources at minimum cost by a large number of higher education institutions. In the future, the government plans to make access to Scopus and Web of Science available as per the ONOS.

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A Study of Library Support, New Facilities, and User Experience on Websites in Autonomous Institutions in India

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ABSTRACT: The paper reviews the user experience, service quality, and the scope of modern facilities present in the library websites of autonomous institutions in India. The paper aims to evaluate the provision of information services, along with usability, in the aforementioned establishments. Data were collected by examining the websites in the selected institution's libraries that were deemed relevant to the study. The study revealed that many libraries are currently offering good services with modern facilities, but the aspects of web usability continue to remain in question. The need for effective web design, updated resources, and user-centred services is a key recommendation generated at the end of this study. The recommendations made in the study may help the institution improve digital access and overall library performance.

Introduction

Libraries in autonomous institutions play a crucial role in providing education, facilitating research, and promoting learning. With the advent of digital technology, libraries renewed their mission; instead of merely providing physical resources, they are now expected to offer sophisticated facilities and accessible online services. Online systems of the library serve as the primary access point for users to access information, utilise electronic resources, and obtain assistance from librarians.

In India, autonomous institutions have established impressive academic libraries; however, it is not sufficient to expect uniform services and user-friendly websites. This study focuses on the following research questions: user-friendliness, value-added services, and, more importantly, the user experience related to library websites. It is intended to identify strengths, weaknesses, and areas that require benchmarking.

Review of Literature

Several studies highlight the importance of digital services in academic libraries.

(Kamal Kumar Lal, 2023) The researcher focused on studying the multiple service aspects of creative and unique library services, which have been executed, offering deliberate data on five main elements for library users. This article also undertakes a study to explore how modern and innovative library services incorporate innovative alternatives. The document contrasts and includes these five creative and progressive alternatives for exploring new university library services and improving the current library Services that might be important to library users. This article also undertakes a study to explore how modern and innovative library services are comprised.

(Sharad Kumar Sonkar, 2020) This study has been conducted as a literature review on the Impact of ICT on learning activities of users by Academic library services. The study focuses on the technology utilized in Academic libraries and its impact on discovering how ICT continues to advance. As it does, it is becoming increasingly integrated with students' and researchers' learning experiences. Brilliant machines and voice-controlled assistants are just two examples of how technology is evolving to simplify students' careers. This study explains how technology changes the manner in which library services operate and also influences the learning experiences of users.

(Kantappa Chavan, 2024) The research investigates the importance of digital library services in academic libraries. Digital libraries are a collection of files in digital form, accessible on the internet or on CD-ROM disks. Depending on the precise library, a consumer can access magazine articles, books, newspapers, photographs, sound recordings, and films. The virtual library is one of the most cutting-edge trends in library and statistics technology, which helps its users to seek information via the internet. A digital library is prepared for storing greater ideas, statistics, and guides, offering various resources, and preserving them in digital format, which can be retrieved over networks. Digital libraries are systems that present the person with resources and provide access to a wide range; the digital library information storage repository of the Records Awareness Digital Library is an international digital library.

(Dr.P. Saravanan, 2021) The study highlights that library professionals from the Arts and Science Colleges of Kerala and affiliated colleges of Manonmaniam Sundaranar University have excellent experiences in their profession. They employ various marketing strategies to promote their library services. Web OPAC is doing a commendable service to take the field of library to the next level. They too face

various challenges in marketing the academic library products and services. Once the library is positioned correctly, with targeted marketing strategies tailored to each group, college libraries can efficiently and effectively sell their information products and services.

(Nitesh Kumar Verma, 2020)The study's findings will help improve the usability features of selected library websites, ultimately benefiting library users who access facilities and services remotely. The study will also help web admins regularly check their websites to improve usability scores using online usability tools.

(Krishna Brahma, 2018)As the researcher, I investigate the domain authority, number of webpages, and links to calculate the web impact factor of six public libraries in India that are fully funded by the Ministry of Culture, under the supervision of the administration. The data for the study were collected from websites of concerned libraries with the help of a suitable search engine, Open Site Explorer. The study found that the highest domain and page authority was recorded by Khuda Baksh Oriental Public Library and National Library, respectively.

Objectives of the Study

1. To examine the types of library support services provided by autonomous institutions in India.
2. To analyze the availability of modern facilities, including e-resources, digital libraries, and automation tools.
3. To study the user experience of library websites with respect to design, navigation, accessibility, and information quality.
4. To identify gaps and provide suggestions for improving library services and website usability.

Analysis of Data

The study analyzed selected library websites of autonomous institutions in India using indicators such as services offered, modern facilities, and usability features.

1. Library Support Services

- Most institutions offered basic services such as:
- Circulation (issue/return of books)
- Reference services
- OPAC search

- Reprography/printing
- Reading room facilities

However, only some institutions provided:

- Research assistance
- Interlibrary loan
- Remote access support

2. Modern Facilities

Standard modern facilities included:

- E-journals and e-books
- Institutional repositories
- Digital library platforms
- Library automation software

Less common facilities:

- RFID-based services
- Self-check kiosks
- Mobile-based library apps

3. Website User Experience

The usability assessment found mixed results:

- Many websites had clear menus and basic navigation.
- Some websites lacked updated information, had broken links, or had outdated designs.
- Only a few websites were mobile-friendly or followed accessibility standards.
- Content organisation varied widely across institutions.

Overall Findings

- Most libraries provide essential support, but advanced services are uneven.
- Modern digital facilities exist but are not uniform across institutions.
- User experience on websites needs significant improvement in many cases.

Conclusion

The main discovery is that Indian autonomous institutions have taken a significant leap in Library Support Services and in implementing the new methods, but lag in

website usability and user-centred design. A certain number [specified number] of library websites were well-organised in structure, updated, accessible, and interactive. Future enhancements in this area will provide better access to compiled data for students, researchers, and faculty. Digital substitution and upgrading academic library service facilities are the two biggest standpoints.

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Data Archiving and Sharing: Bridging the Divide Between Policy and Practice

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ABSTRACT: In this data-flooded world, storing data in the right way, in parallel, with sharing options to foster research innovation, alongside awareness of transparency and the hurdles in managing everyday data abundance, is a pressing need. At both the international and national levels, the sharing of research data is a matter of paramount importance under numerous regulatory frameworks. However, unfortunately, these goals are rarely achieved, as they often occur after periods of time stretched between articulated objectives and operational initiatives during the program execution stage. The research findings blame various factors augmenting the practice-policy crack between the sharing of research data; this includes institutional barriers and technical problems, along with organisational problems [unresolvable among the researchers]. Within the document's filing system or elsewhere, this study presents examples of successful approaches to enhancing data sharing and archiving performance, drawn from the Human Connectome Project and the Genomic Data Commons. It outlines a pathway of recommendations aimed at strengthening a three-phase strategy to enhance research scholar conditioning to open science, followed by a culture shift toward open-data sharing, and then the application of advanced data management technologies. The research is complemented by case study interventions that, when implemented in the real world, bring together people's objectives and research to share the benefits of data for society. At the same time, the dialogue needs to continue on data custodianship.

1. Introduction

The changing dynamics of research and innovation, driven by the rapid development and production of technology and data, call for a radical shift across multiple domains. The world views data as a strategic resource that contributes to scientific discoveries, statistical sentences, and economic advancement. Because

scientific and corporate bodies remain active creators of information, data storage has become immensely critical to ensure its completeness. The current extensive data sharing policies are often disconnected from their intended purpose of alignment in practice, with researchers frequently choosing not to adhere to the standards set under institutional policy. The task is to examine the factors that lead to inconsistencies between prevailing standards and current data archiving/sharing methods. Therefore, problems associated with institutional systems and the actions of the research community, alongside technical implementation, bear evidence of why policies are not always adhered to. Practical norms should be incorporated into policy generation. This approach is constructive in anchoring policy formulations in real-world research practices that facilitate productive interactions. This research aims to identify barriers to the efficient sharing of data, which would encourage adoption and cooperation among policymakers, research bodies, and individual researchers.

2. Background

2.1 Importance of Data Archiving and Sharing

The sharing and archiving of data are now a growing necessity for work in areas such as research transparency, credible research results, and interdisciplinary collaborations. The practicability enables researchers to work with stem cells, thereby enhancing discoveries and expediting advancements in science. Data sharing in itself helps guarantee credibility in research, allowing for verifiable control, which is receiving much attention and respect today. In a methods approach proposed by Borgman (2012), researchers are required to make all their data accessible so that any scientist may independently double-check the credibility of their experimental results. Transition to a society of data sharing would constitute a multi-fold gain in scientific research. It serves as a guiding principle in the core idea that public health initiatives should develop through shared datasets, promoting the inclusion of education and technology from the resources shared by Vines et al. (2014). The distribution of open data supports not only the fundamental elements of open science but also open research principles, promoting higher transparency and visibility of research products for all members of society.

2.2 Existing Policies

Institutions developed numerous policies to create an overall, national agreement toward data sharing and data archiving across sectors. Different NIH-funded

research grant programs require researchers to prepare a data management plan, which covers data-sharing and preservation methods (NIH, 2020). On the other hand, the European Commission's General Data Protection Regulation (GDPR) establishes the privacy standards for protecting personal data and facilitating the collaboration of research data (European Commission, 2018). Several academic and professional organizations have developed specific guidelines to facilitate data exchange within their respective membership pools. The American Psychological Association (APA) expects its researchers to work ethically and to moderate privacy protection concerning data sharing, as outlined in its policies on data sharing (APA, 2021). Policy will then raise awareness that trading in data would be seen as fundamental to conducting research, with hurdles related to the need for stringent compliance from many practitioners.

2.3 The Challenges of Implementation

Although various policies are already established, a practical barrier persists in the effective implementation of these policies. Therefore, many scholars point out that they have a low understanding of existing regimens and lack the necessary resources to adhere to the harsh demands of policies [Goh 2019]. Sharing research data faces some barriers, such as institutional funding policies that can be unclear and ultimately block researchers from sharing their own data with the rest of the world. Among research communities, different cultural factors hinder data sharing, as they prioritize individual accomplishments over advancing the scientific endeavour collectively. The summation of the above discourse is that the rift between policy-making and operational implementation is exacerbated by technical inaccessibility, rendering researchers unable to access data. Now data poses challenges in interoperability, storage, and access, a brew that threatens anything resembling data sharing and archiving [Heidorn 2009]. Any solution, therefore, that addresses contemporary bottlenecks must not only encompass formal policies but also translate them into real-life scenarios faced by field scientists. Data sharing and archiving represent a complex concept that requires concerted efforts from both policymakers and research institutions, on the one hand, and individual researchers, on the other, to bridge the gap.

3. The Divide Between Policy and Practice

The study found that schools often fail to meet regulations. Nevertheless, Goh et al. (2019) found that most researchers adhered to their organization's rules regarding data sharing. The following section will discuss the reasons behind this difference.

3.1 Barriers Related to Institutions

The effective transfer of data remains limited by institutional factors, which stem from insufficient training, the absence of standard procedures, and inadequate support (Curley, 2020). The overwhelming number of policy demands leads researchers to discard important standards.

3.2 Resistance to Culture

The research community demonstrates stronger support toward single research procedures rather than team-based collaborations, according to Lynch (2016). Due to concerns about losing key information, researchers often avoid data sharing, as they worry about the unauthorised use of their work by competitors and the future protection of their intellectual property.

3.3 Technical Difficulties

Data interoperability defects, along with inadequate networking technologies, serve as technological factors that contribute to the information gap (Heidorn, 2008). The majority of researchers who wish to preserve their data do not possess the proper tools and the necessary skill sets for this purpose.

4. Case Studies

4.1 The Human Connectome Project

The Human Connectome Project now seeks to study the full network connections linking every neuron found throughout the human brain. Since its inception in 2010, the HCP has operated as a platform to provide open access to complex neuroimaging datasets. Through robust control mechanisms that verify and maintain data collection quality, the initiative shows the value of sharing information. All participants must submit their imaging data through the secure server operated by the Human Connectome Project (HCP). These data are available to researchers after travelling to the end of the world (Van Essen et al., 2013). Medical scientists have demonstrated in studies that open data lead to more scientific breakthroughs, making researchers more inclined to freely share the results of their studies. The global data-sharing process aims to provide researchers worldwide with access to high-quality imaging data for neuroimaging research. The current perspective has revealed significant discoveries in brain architecture and its functions made by numerous research programs. The studies of neurodevelopmental disorders and cognitive processes have significantly increased due to access to HCP data (Smith et al., 2015). Scientists make significant discoveries in various fields when they

have efficient data-sharing mechanisms, as illustrated by the Human Connectome Project.

4.2 The Genomic Data Commons

By examining structured data sharing enablers, the Genomic Data Commons (GDC) demonstrate a case study involving research collaboration, allowing for the analytic interrogation of TCGA and data available from the GDC Data Portal. These genomic data sharing features will include researchers utilising the GDC infrastructure. To ensure a comprehensive, open-access system and maintain general legal and ethical compliance, protocols from the GDC govern the sharing of data with all users, while ensuring privacy. Probably the most important unifying element in organizing space, as far as actually merging evidential reality with conceptual understanding, data-custom schemas successfully link disparate datasets. In this setting, cross-disciplinary work by university surgeons is executed at a quicker pace than ever before. Researchers explore cancer genetics to tailor therapeutics and move toward precision medicine. The GDC enhances clinical cancer therapies by fostering research that leads to the discovery of new biomarkers and potentially therapeutic targets.

4.3 The Open Data Movement in Social Sciences

Around 149 data-sharing platforms have launched programs for the social science data research community, and for some notable sites, performance variables can support this situation. Since 1962, the Inter-University Consortium for Political and Social Research (ICPSR) has reemerged as a key institution for sharing social science data. As the central entity, the Inter-university Consortium for Political and Social Research (ICPSR) provides a unified platform for organising social science research datasets. The research platform offers academics access to public resources, including political conduct data and demographic and public opinion research (ICPSR, 2021). Physical preservation methods at ICPSR serve the needs of researchers for secondary investigations while enabling the replication of research outcomes through archiving initiatives. The consortium supports ethical data preservation through standards that guide data-sharing methods, fostering transparency in research. ICPSR supports social science progress by demonstrating to researchers the importance of data sharing across all disciplines.

5. Bridging the Divide: Recommendations

An integrated approach that helps stakeholders align policy and practice, addressing the multiple barriers described in this study, will further encourage

data sharing rules and practices. Here are some suggestions to enhance compliance under data sharing policies and nurture collaborative work:

5.1 Enhancing Training and Support

Therefore, research institutions must dedicate substantial resources to developing elaborate training programs that teach scientists proper techniques for working with data, from generating to disseminating it. The training programs should incorporate detailed instruction on the best methods for data recording, along with what to look out for in ethical behaviour when it comes to sharing data, as well as skills learnt in a separate part. Research institutions must also have data librarians and research data experts to share data needs with researchers and to create appropriate management strategies (Meyer et al., 2021).

5.2 Fostering a Culture of Sharing

Research data sharing policy compliance will be successful due to the community's cooperation and support for the sharing of research data. Establishments can foster the development of shared data expectations through positive incentives and increase recognition by rewarding data-producing contributions from active researchers. Institutional review of data sharing practices has been added to performance metrics, aiming to improve the acknowledgement of researchers who communicate openly through datasets. An institution interacting with other institutions tends to employ more comprehensive research methods in general, or utilise larger data-sharing networks in particular. (Barbour & Dardagan, 2014).

5.3 Improving Infrastructure

Educational institutions, as part of data-sharing success, need to ensure the smooth operation of the technology infrastructure. It is necessary to have data repositories that can be accessed by the research community, allowing for easy upload and controlled management of data. This ideal interoperability environment will result in a much easier and faster sharing and integration of information across the academic domain (Bourne et al., 2017). In the cloud deployment scenario, it is understood that the use of institution-based, scalable storage offers researchers the possibility to collaborate.

5.4 Encouraging Policy Alignment

Policymakers would do well to refer to those guidelines that serve the heightened data-sharing needs of operating researchers by collaborating with research institutions. Policies should aim at resolving discrepancies and conflicts that form barriers to the compliance pathways between existing guidelines and real-life

research practices. The participation of students in defining policies helps instil research experiences, serving as a basis for understanding how these policies are implemented and suggesting changes from the researchers themselves. (Lynch, 2016).

5.5 Promoting Ethical Data Sharing

Data sharing became increasingly critical every day, and therefore, individual researchers need to establish the right setup of frameworks that can quickly guide them towards the responsibilities they must fulfil when it comes to sharing data. Thus, research centres must have and comply with a set of detailed ethical standards concerning consent forms, as well as the handling of anonymization and the protection of sensitive data related thereto. Trust between researchers is made possible only with the aforementioned ethical pillars of data sharing, which ultimately fosters the right research culture. (Heidorn, 2008).

6. Conclusion

Modern data-driven communities demand quick fixes in bridging the legal gaps between policies relating to data implementation and their actual manifestation. Data sharing offers far-reaching benefits that extend beyond facilitating scientific collaboration, including contributing to the democratisation of social progress. The challenges associated with implementing data sharing are reviewed in the context of the critical tensions between forward-looking guidelines and ongoing research activities. Essentially, knowledge-sharing structures have received significant setbacks despite the enabling roles attributed to data-sharing structures, as suggested by some major observational studies. Currently, the Human Connectome Project and Genomic Data Commons serve as demonstrative proofs for data-sharing setups that foster substantial advancement in scientific understanding by virtue of offering data openly. Moving forward in preparing for these sorts of challenges means facilitating dedicated activities aimed at nurturing enhanced researcher capacity and Infrastructure, alongside the potentiation of ethical data-sharing public ledges. The work requires strong cooperation among policymakers, with researchers working together with institutions separately and in tandem. Again, the multi-hands-on-research tradition, backed by the high responsibility of data affairs, could put together an integrated virtual data archive and sharing framework designed to optimise the total benefits of random data. Our subsequent efforts must focus on implementing policies to bring them into reality and subsequent implementations in an environment that values collaborative work, the ethical use of data, and innovation alongside data sharing. As we move

toward this, some echelons of our worldwide future research reputes will have to ensure that data properties are resolved to mutual satisfaction while promoting a pragmatic sharing culture of knowledge oriented toward serving the public purpose.

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CORAL, 360 Resource Management, EBSCO ERM Essentials Electronic Resource Management Web-based System: Comparative Study

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ABSTRACT: The purpose of this study is to explore a comparative study of advanced technology Resource management systems. The Function of Electronic Resource Management Systems in the Digital Era. This study examines the features and functions of the ERM system. This study is based on a comparative study of many ERM systems. This study employs a comparative methodology. The author used several parameters, including Flexibility & Customisation, Integration, Price/Type, and Support Services, to create a checklist. It was found that CORAL offers the highest level of flexibility due to its open-source nature, allowing for extensive customisation and customisation. 360 Resource Management and EBSCO ERM Essentials provide less flexibility but offer robust features out of the box. CORAL is typically the most cost-effective option, as it is open-source and free to use. 360 Resource Management and EBSCO ERM Essentials are commercial products. The Electronic Resource Management (ERM) web-based system provides the ERMs necessary for information workflows to efficiently select, evaluate, acquire, and maintain Data in an Electronic format. This study is beneficial for library professionals and Learners. Users can easily identify which ERM systems are most helpful in creating, acquiring, and maintaining data in Electronic format.

KEYWORDS: CORAL, 360 Resource Management, EBSCO ERM Essentials, Electronic Resources Management, Web-Based Technology

Introduction

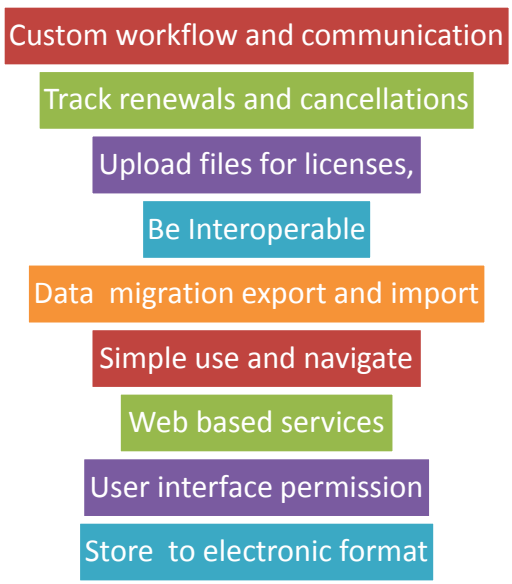
The Electronic Resource Management System supports the management of information workflows necessary to efficiently select, evaluate, acquire, and maintain data in Electronic format. This provides informed access to the ERM systems resources in a business and license terms.

Electronic Resource Management System



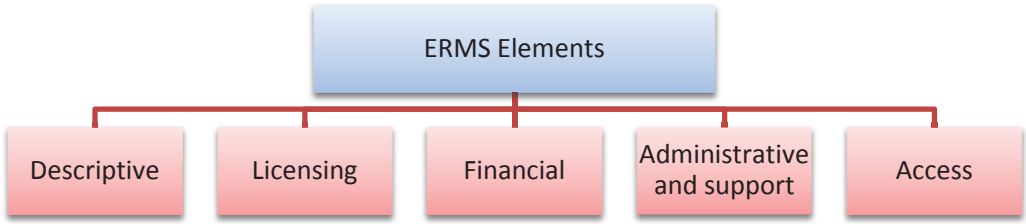
ERM system feature

- ✯ Custom workflow and communication
- ✯ Track renewals and cancellations
- ✯ Upload files for licenses,
- ✯ Be Interoperable
- ✯ Data migration, export, and import
- ✯ Simple use and navigat ion
- ✯ Web-based services
- ✯ User interface permission
- ✯ Store in an electronic format



The following are the Elements of ERMS

- Descriptive
- Licensing
- Financial
- Administrative and Support
- Access



Comparing CORAL, 360 Resource Management, and EBSCO ERM Essentials involves evaluating their features, functionalities, ease of use, pricing, and overall suitability for managing electronic resources in libraries or similar institutions. This comparative study examines these three Electronic Resource Management (ERM) solutions from the perspectives of researchers and users.

1. CORAL (Community Owned Resource for Archival and Library)

The following are the Features

It is an open-source ERM designed to help libraries manage their electronic resources and Databases. It offers modules for acquisitions, licensing, a resource management system, and Data usage statistics.

Usefulness: As an open-source solution, CORAL allows libraries to customise and adapt the system according to their specific needs and workflows.

Community Support: The community-driven CORAL benefits from contributions and enhancements from a large user community, ensuring ongoing development and research support.

Integration with E-resources: CORAL can integrate with other library systems and services, providing a comprehensive solution for managing electronic resources on a single platform.

2. 360 Resource Management by ProQuest

360 Resource Management offers a comprehensive tool for managing electronic resources, encompassing acquisitions, license management, access management, and usage analytics.

Vendor Support: Backed by ProQuest, 360 Resource Management offers robust technical Support and regular updates to users.

Integration: It integrates seamlessly with other ProQuest products and services, providing a seamless experience for libraries already utilising ProQuest solutions.

Scalability: It is Suitable for both small and large libraries. 360 Resource Management can scale according to the institution's needs and store data in accordance with the institution's requirements.

3. EBSCO ERM Essentials

EBSCO ERM Essentials is designed to offer essential functionalities for managing electronic resources without overwhelming users with complex features.

Integration: It integrates smoothly with other EBSCO products and services, such as EBSCO Discovery Service, providing a unified platform for library management software and services.

Cost-Effectiveness: ERM Essentials may be a more budget-friendly option for institutions seeking basic electronic resource management functionalities without extensive customisation requirements.

Support: EBSCO offers reliable user support and training on resources to help users create the ERM system.

Comparison

Comparison Parameter	CORAL	360 Resources Management	EBSCO ERM Essentials
Flexibility and Customisation	Extensive customization	Flexibility	Flexibility
Integration	Require more technical expertise	Strong integration	Strong integration
Price/Type	Open sources free	Commercial software	Assist by EBSCO
Support Services	User community for Support	Technical Support from vendors	Technical Support from vendors

Flexibility and Customisation

CORAL offers the highest level of flexibility due to its open-source nature, enabling extensive customisation of ERM systems. 360 Resource Management and EBSCO ERM Essentials offer some flexibility while providing robust features in this comparative study.

Integration

360 Resource Management and EBSCO ERM Essentials have strong integration capabilities with other products from their respective vendors; CORAL's integration options may require more technical expertise and assistance.

Cost/Price

CORAL is typically the most cost-effective option compared to other ERM software as it is open-source and free to use for Institutions. 360 Resource Management and EBSCO ERM Essentials are commercial products that charge fees, and their pricing structures may vary based on the institution's size, Budget, and requirements.

Support

While all three options offer customer support, the level of Support may vary. CORAL relies heavily on its user community for Support, while 360 Resource Management and EBSCO ERM Essentials offer dedicated technical Support from their users.

Conclusion

The ERM system is a crucial component of a digital library. This study finds that CORAL is an open-source, community-driven deployment ERM system. 360 resource management is beneficial for libraries and information centres. It's a vendor-supported solution with integration capabilities. This product is a component of the ProQuest Suite of Products. The EBSCO ERM Folio Essentials provides a simple and price-effective solution for basic electronic resource management needs. The Libraries and Information Centre should be carefully evaluated, along with the implementation of each function of this ERM system.

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Theme-3

Digital Literacy, ICT, Information Literacy & Research Skills

Use of Google Scholar (GS) among Research Scholars of Select Sciences and Social Sciences Disciplines of Kurukshetra University, Kurukshetra

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ABSTRACT: The study examined the awareness and usage of Google Scholar among research scholars in the sciences and social sciences departments at Kurukshetra University, Kurukshetra (Haryana, India). It explores the challenges and satisfaction level of scholars. The data was collected from 126 Research Scholars using Questionnaires. The responses were quantitatively analysed and tabulated for use with Google Scholar and other platforms, including ResearchGate, Scopus, and Web of Science. The data analysis showed that the majority of respondents use Google Scholar both to stay updated in their field and to prepare research papers. Respondents also use Google Scholar to track citations. The research highlights the need for awareness programs about the unique features to enhance the effectiveness of this research tool.

KEYWORDS: Researcher IDs, Google Scholar, Research Gate, Scopus, Web of Science, Research Scholars.

Introduction

Libraries are repositories of knowledge. As digital technologies emerged, libraries have also changed their traditional formats to digital formats. This has necessitated that libraries make the most up-to-date information available to users in an era

where information is created and updated within fractions of a second. Libraries are now important centres of e-resources, with these resources being used by the new generation to meet their information needs (Jabeen & Ganaei, 2019).

Electronic databases are a crucial source of information not only to researchers and other professionals (Singh, Garg, and Sharma, 2020) but have become a standard ingredient in most academic libraries. Such databases are easily accessible anywhere and provide fast search speeds. They have also been found to offer an archival benefit to older documents (Obiamalu, Ogungbeni, and Obuezie, 2021).

Google Scholar is an academic search engine that was founded in November 2004. It is free of charge and has a user interface similar to Google Search (Mayr & Walter, 2007; Martin et al., 2017). It also publishes scholarly literature in various areas, including journal articles, conference papers, preprints, dissertations, and technical reports.

Google Scholar retrieves records from three sources. The first one is its use of proprietary algorithms to track publicly accessible academic web documents. Second, the platform contains the works of journal publishers, academic societies, database vendors, and academic institutions. Third, it extracts citations from the reference lists of the documents found using the first two methods (Walters, 2007). Some of the services provided are full-text searching, advanced searching, web searching, and relevance ranking. The number of citations of a paper is also shown on the portal.

The main advantage of Google Scholar is its coverage of content and inclusion, unlike other databases. This study focuses on exploring awareness levels, usage and use-related issues of Google Scholar among research scholars at Kurukshetra University, Kurukshetra. It will help to build the digital literacy initiatives and research support services within academic institutions.

Review of Literature

Robinson and Wusteman (2007) observed that Google Scholar performed poorly in non-scientific searches but was very precise and recallable in scientific queries. In a study of the citation indexing capabilities of Google Scholar and Web of Science (WoS), Schroeder (2007) found that although Citation indexing in Google Scholar may be useful, further research and analysis were required because 92 per cent of citations in Google Scholar were indicated to have intellectual impact, most commonly citing journal articles. To measure the role of Google Scholar in the social sciences, Haddaway et al. (2015) conducted a full-scale verification project

in the London School of Economics. Despite identifying specific known studies and grey literature, the authors concluded that it should not be regarded as the sole tool for searching systematic reviews. In an analysis of citation trends across different disciplines, Mingers, O'Hanley, and Okunola (2017) found that scientific disciplines generate a significantly higher number of citations compared to the social sciences and humanities. As Martin et al. (2018) observed, Google Scholar has broader coverage in specific areas of research compared to Web of Science and Scopus, which have gaps in coverage. Chapman and Ellinger (2019) investigated the sources of Google Scholar citations to identify their origins. Google Scholar was also identified as lacking comprehensive coverage descriptions, a limitation also evident in commercial databases like WoS and Scopus, due to the use of web scraping. Thoma and Chan (2019) demonstrated that Google Scholar was useful in monitoring the citations of various research groups. To measure the productivity of research and increase faculty presence in their areas of interest, Lohia and Prakash (2023) recommend Google Scholar profiles.

Objectives of the Study

1. To explore the use of Google Scholar researchers' ID among research scholars of the Sciences and Social Sciences departments of Kurukshetra University, Kurukshetra.
2. To study the use of various platforms of Researcher IDs and academic databases like ResearchGate, Scopus, and Web of Science;
3. To study the frequency and purpose of using Google Scholar researcher ID by the research scholars.
4. To identify factors influencing the use of Google Scholar researcher ID;
5. To identify problems faced while using the Google Scholar researcher ID.

Research Methodology

This study mainly examines the use of Google Scholar by Research Scholars in the Departments of Social Sciences (such as Social Work, Sociology, Psychology, Public Administration, and Political Science) and Select Sciences (such as Chemistry, Geophysics, Physics, Electronic Sciences, Computer Science, and Geography) at Kurukshetra University, Kurukshetra. Data was collected from 126 research scholars in the Science and Social Science departments using questionnaires, Google Forms, telephone calls and personal interactions. The gathered information is assessed and shown in tabular form.

Data Analysis and Interpretation

Table 1: Do you have Researcher IDs (N=126)

Sr.No.	Researcher IDs	N (%)
1.	Yes	85 (67.46)
2.	No	41 (32.53)
3.	Total	126 (100)

Table 1 shows that 85 (67.46%) of the 126 respondents confirmed having a Researcher ID, whereas 41 (32.53%) stated they didn't. This shows the awareness of preserving academic visibility and credibility among scholars, as more than two-thirds of them have created researcher IDs. The scholars who do not have IDs suggest a gap, highlighting the need for awareness, assistance, and training about the benefits of creating and using these ID profiles.

Table 2: Use of different Researcher IDs (N=85)

Sr. No.	Researcher IDs	N (%)
1.	Web of Science	51 (60)
2.	Research Gate	52 (61.18)
3.	Scopus	53 (62.35)
4.	Google Scholar	57 (67.06)

Table 2 elaborates on the researcher IDs that research scholars prefer. With 57 respondents (67.06%) using Google Scholar, it is the most popular of the four platforms, showing its popularity due to its ease of use and accessibility. With 53 respondents (62.35%), Scopus IDs are the second most popular, followed by ResearchGate IDs with 52 respondents (61.18%). Although the majority still uses them, 51 respondents (60%) use Web of Science IDs. The results show that although scholars use all four platforms widely, Google Scholar is the most popular, which is likely due to its widespread use, user-friendliness, and high visibility of research.

Table 3: Frequency of Use of Google Scholar Researcher ID (N=57)

Sr. No.	Frequency	N (%)
1.	Daily	53 (93)
2.	Weekly	4 (7)
3.	Monthly	0 (0)
4.	Occasionally	0 (0)
5.	Never	0 (0)
Total		57 (100)

Table 3 presents the frequency of Google Scholar use among respondents. 53 (93%) respondents reported their daily usage. The study's data further show that only 4 (7%) respondents indicated weekly usage, with no respondents reporting monthly, occasional, or non-use of it. This indicates that Google Scholar is widely used by the majority of respondents, underscoring its effectiveness in providing access to academic information.

Table 4: Purpose of Use of Google Scholar Researcher ID (N=57)

Sr. No.	Purpose	N (%)
1.	For Citation/ Citation Tracking	44 (77)
2.	For Abstract Writing	48 (84)
3.	To Get Acquainted with Current Development in the Subject Area	50 (88)
4.	Preparation of Research Paper	50 (88)
5.	Preparation Of Seminar Presentation	39 (68)
6.	Preparation for the Interview and Competitive Examination	0 (0)
7.	To Check the Impact Factor of a Journal	16 (28)

Table 4 explains the Purpose of Use of Google Scholar Researcher ID by the research scholars. The maximum number of respondents, i.e., 50 (88%), used Google Scholar, with the preferred options being "To Get Acquainted with Current Development in the Subject Area" and "Preparation of Research Paper", respectively. This highlights the significance of its role in raising awareness and supporting scholarly writing. It also shows that 48 (84%) respondents use Google Scholar for abstract writing, and 44 (77%) use it for citation tracking. The data also shows that 39 (68%) respondents use it to prepare for seminar presentations. The data indicate that Google Scholar is a vital resource for tracking recent research advancements, citations, and scholarly writing.

Table 5: Factors responsible for use of Google Scholar Researcher ID (N=57)

Sr. No.	Factors	N (%)
1.	Coverage of Different Types of Materials	43 (75)
2.	Citation to Item Retrieved	40 (70)
3.	Inclusion	0 (0)
4.	Faster Response	0 (0)
5.	Search Using	0 (0)
6.	Advanced Search Option	21 (37)

Sr. No.	Factors	N (%)
7.	Links to Full Text	4 (7)
8.	Availability	4 (7)
9.	Retrieval	42 (74)
10.	Precision	43 (75)
11.	Ease of Searching	57 (100)
12.	Multiple Search Option	4 (7)
13.	Comprehensive Coverage	38 (67)
14.	Citation Downloading	39 (68)

Table 5 shows that the ease of searching is the most important factor, with all 57 researchers (100%) identifying it as the main reason they use Google Scholar. Coverage and precision options were each agreed upon by 43 respondents (75%), and 42 (74%) respondents admitted their capacity to identify pertinent academic resources. User preferences also indicated citation-related features. 38 (67%) respondents valued comprehensive coverage, 39 (68%) found citation downloading useful, and 40 (70%) preferred citation information linked to the items they retrieved. This suggests that researchers use Google Scholar for easy access to a wide range of academic content and its helpful citation features.

Table 6: Preference of Researcher IDs (N=85)

Sr. No.	Preference	Highly Preferred N (%)	Preferred N (%)	Moderate Preferred N (%)	Less Preferred N (%)	Never Preferred N (%)
1.	Google Scholar ID	57(67.05)	12 (14.11)	5 (5.88)	6(7.06)	5(5.88)
2.	Research Gate ID	42 (49.41)	36 (42.35)	3(3.52)	2(2.35)	2(2.35)
3.	Scopus ID	46 (54.12)	35 (41.12)	2(2.85)	1(1.18)	1(1.18)
4.	Web of Science ID	42 (49.41)	40 (47.05)	1(1.18)	1(1.18)	1(1.18)

Table 6 shows the preference for Research IDs among research scholars. A total of 57 (67.05%) highly preferred responses were marked for Google Scholar IDs, followed by Scopus IDs with 46 (54.12%) responses, and ResearchGate IDs and Web of Science IDs each with 42 (49.41%) responses.

Table 7: Benefit of Use of Google Scholar Researcher ID (N=57)

Sr. No.	Benefits	N (%)
1.	Fast Retrieval	53 (93)
2.	To provide i-10	57 (100)
3.	Free Availability	57 (100)
4.	Comprehensive Coverage	40 (70)
5.	To Track Citation	45 (79)
6.	To Count Total Citation	49 (86)
7.	To Save Both Citation/ Article to Read Later	4 (7)

Table 7 reveals the benefits of using Google Scholar Research ID among research scholars. It shows that the most selected benefits of Google Scholar are its provision of the i-10 index and its free accessibility, which were cited by all 57 (100%) respondents. Furthermore, 53 (93%) respondents chose fast retrieval, followed by 49 (86%) responses for the ability to count total citations, and citation tracking with 45 (79%) responses. While 40 (70%) respondents have chosen comprehensive coverage, suggesting a broad database.

Table 8: Problems Faced While Using Google Scholar Researcher ID (N=57)

Sr. No.	Problem Faced	N (%)
1.	Lack of Transparency	4 (7)
2.	Lack of StandardisationStandardization	0 (0)
3.	Uneven Coverage of Discipline	43 (75)
4.	Gaps in Coverage	50 (88)

Table 8 highlights the problems encountered by research scholars when using the Google Scholar Researcher ID. 50 (88%) respondents marked “gaps in coverage” as the most frequently reported problem. 43 (75%) respondents find the uneven coverage of discipline. The findings show that users generally find the platform reliable, but they are concerned about the coverage of its subjects and the thoroughness of its resources.

Table 9: Training Program attended by Users (N=57)

Sr.No.	Attended Training Program	N (%)
1.	Yes	9 (16)
2.	No	48 (84)
3.	Total	57 (100)

Table 9 indicates that only 9 (16%) respondents have attended a training program on Google Scholar, while the majority of respondents, 48 (84%), reported that they have not participated in any such training program. This shows a lack of awareness programs regarding the use of Google Scholar among users. The findings reveal a significant gap in training that could be addressed to improve academic research practices involving Google Scholar.

Table 10: Satisfaction with Google Scholar Researcher ID (N=57)

Sr.No.	Satisfaction	N (%)
1.	Yes	49 (86)
2.	No	8 (14)
3.	Total	57 (100)

Table 10 shows that 49 (86%) respondents were satisfied with using Google Scholar for their academic research, whereas 8 (14%) respondents marked dissatisfaction with using Google Scholar.

Conclusion

The study reveals that Google Scholar is the most favoured and most widely used researcher ID platform among scholars in the social sciences and sciences departments of Kurukshetra University, Kurukshetra, due to its free access, ease of use, fast search capabilities, and ability to track citations. The majority of respondents use it regularly in writing academic papers, managing references, and staying up-to-date with developments in their field. Regardless of its advantages, there are problems with uneven disciplinary coverage, insufficient indexing, and a lack of transparency. The findings suggest that utilising Google Scholar is crucial in enhancing the visibility of research, facilitating the dissemination of scholarly work, and promoting academic productivity. On the other hand, databases such as ResearchGate, Scopus, and Web of Science are important tools for researchers and scholars of the field of social sciences at Kurukshetra University, Kurukshetra.

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Awareness and Use of Artificial Intelligence Research Tools in Enhancing Academic Performance by Female Research Scholars of Kurukshetra University, Kurukshetra

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ABSTRACT: AI research tools are becoming increasingly popular in promoting academic activities, inspired by the rapid development of AI technologies. This study gives an analysis of awareness and use of AI-based research tools among female research scholars at Kurukshetra University, Kurukshetra, India. It identifies the frequency of using AI tools, the types of tools used, their purposes, and the resulting benefits, challenges and satisfaction level. A well-prepared Questionnaire was given to a sample of 150 female scholars through a survey method. The major findings reveal high awareness of tools such as ChatGPT, used by 92%, and QuillBot, used by 61.33%, among others. These tools are primarily used to simplify complex concepts, enhance academic writing, and improve the quality of grammar and structure. However, respondents described important concerns about data privacy and potential bias in AI-generated content. The study also reveals a growing acceptance of additional AI tools, including Gemini AI, Writesonic, Research Rabbit, and Perplexity. It suggests that access to these tools must be subscription-free or at a lower cost. In this, 87.33% respondents agreed that the use of these tools increased their academic performance. The paper also emphasises the importance of training and awareness programs for the effective use of AI tools.

KEYWORDS: Artificial Intelligence, Academic Performance, ChatGPT, QuillBot, Research Tools, Female Scholars.

1. Introduction

The use of artificial intelligence research tools in academia is a hot topic to improve academic research and instruction. The use of Artificial Intelligence in academics has the potential to offer many benefits, including increased student involvement and accessibility. AI research tools like ChatGPT, QuillBot, Grammarly, etc. utilise "Natural Language Processing (NLP)" and "machine learning algorithm" to

understand human queries, respond appropriately and produce human language. They are designed to handle routine requests and also engage in more complex tasks. This article explores the numerous benefits of AI research tools, which aid scholars in their academic tasks. Their usage provides more satisfaction to the users. Students and scholars are primarily seeking such tools to enhance their academic skills, including drafting essays and other written works. These types of tools also facilitate knowledge sharing. Artificial Intelligence (AI) has created various tools for academic writing and related tasks, as well as for literature searches in academia. These tools have the potential to enhance both accuracy and efficiency in academic tasks. Help in identifying patterns and in organising sources. Users must use them responsibly and should be knowledgeable about data privacy and quality. These tools also help educators and policymakers on how to ethically and responsibly integrate them. AI research tools can be utilised to enhance academic outcomes, as well as develop critical thinking skills. These tools can also be used to address concerns related to data privacy and bias.

2. Review of Literature

Ellikkal and Rajamohan (2025) explored the application of self-determination theory (SDT) principles in management education, with a primary focus on enhancing student motivation, engagement and academic performance (AP). Luo et al. (2025) focused on addressing the gap through a systematic literature review on AI-based learning tools in higher Education, examining various aspects such as algorithm types, training datasets, and impacts on college students' cognitive and skill-based outcomes. Phua et al. (2025) investigated students' attitudes towards the use of AI tools in their academic activities, focusing on constructs such as perceived usefulness, perceived ease of use, security and privacy concerns, and both positive and negative attitudes towards AI. Vieriu and Petrea (2025) examined the impact of Artificial Intelligence (AI) on students' academic development. This study found that 95.6% of respondents used artificial intelligence technologies in academic activities. It suggested the adoption of AI tools among students, reflecting the increasing integration of advanced technologies into the educational landscape. Ward et al. (2025) investigated the effectiveness of AI tools in enhancing student learning, focusing on their impact on improving study habits, time management, and feedback mechanisms. This study showed that AI's role highlighted the importance of privacy, transparency, and continuous refinement of AI features to maximise their educational benefits. Al-Zahrani (2024) showed the impact of Generative AI tools on researchers and research in the context of higher

Education in Saudi Arabia. The findings revealed positive attitudes and higher awareness about GenAI. Castillo-Martínez et al. (2024) examined time efficiency as the main advantage of AI in the field of scientific research at the university level, also highlighting transparency and ethical concerns. Eltahir and Babiker (2024) demonstrated the influence of AI tools on student performance in improving critical thinking and personalised learning in e-learning environments at Ajman University. Mirdad et.al. (2024) focused on the integration of AI-based educational tools to enhance student engagement and academic performance, suggesting a transformative role in Education.

Altememy et al. (2023) investigated the role of up-growing AI tools on students' academic performance in Iraq, enhancing students' grasp of their language and academic courses at higher education levels, as well as early childhood and K-12 levels. Crompton and Burke (2023) provided a global perspective, examining the shifts in artificial intelligence (AI) in higher Education (HE) across six of the seven continents of the world from 2016 to 2022, in which the US led by a large margin in the number of studies published. Denecke (2023) examined the strengths, weaknesses, opportunities and threats (SWOT) of using AI-based tools (ABTs) in higher Education. Popenici (2023) conducted a study on the most significant societal and ethical challenges and analysed potential risks associated with the adoption of AI in Education. Earlier works, such as Cheng (2022), investigated improving students' Academic Performance with AI and Semantic Technologies. Singh (2022) focused on the impact of new technologies on student learning and educational institutions, revealing effective outcomes. Zawacki-Richter (2019) provided an overview of AI applications in higher Education, highlighting the dominance of STEM disciplines and suggesting the need for more theory-driven empirical research.

3. Objectives of the study

1. To know about the awareness of Artificial Intelligence (AI) research tools among female research scholars of Kurukshetra University.
2. To identify the frequency of using AI Research Tools.
3. To identify the purpose of using AI Research Tools.
4. To identify the problems being faced by the users in the utilisation of AI Research Tools
5. To find out the satisfaction level of users regarding AI Research Tools.

4. Methodology

In this study, a survey was conducted among female scholars at Kurukshetra University, Kurukshetra, to gauge their awareness, usage, and satisfaction level regarding AI research tools. For this purpose, the survey method is used to collect the data from the female scholars with the help of a structured questionnaire. A total of 150 questionnaires were distributed among the scholars of the said university, and all the questionnaires were received duly filled out, with a 100% response rate.

5. Scope of the Study

This study focuses on the awareness and use of AI research tools by female scholars of Kurukshetra University, Kurukshetra, Haryana, exclusively.

6. Statement of the Problem

The present study examined the **awareness and use of AI research tools** among female scholars of Kurukshetra University, Kurukshetra.

7. Limitations of the Study

i. The results of the present study are limited to 150 female scholars of Kurukshetra University, which may limit the generalizability of the outcomes to other institutions.
ii. The sample size of the study, comprising 150 questionnaires, is adequate for our initial investigation within the specified limits. Increasing the sample size would have yielded more reliable and comprehensive findings.

8. Citation Style

References in this study are prepared according to **the American Psychological Association (APA), 7th edition.**

9. Data Analysis and Interpretation

The analysis of collected data with interpretation, which has been shown with the help of statistical tables:

Table 1. Aware of AI tools

Awareness	Number of Respondents	Percentage
Yes	150	100%
No	000	0%
Total	150	100%

Table 1 indicates that all respondents (100% response rate) are aware of AI tools, reflecting a higher level of engagement with AI-driven technologies within the surveyed population. This finding suggests that the group is highly aware of AI tools, providing a strong basis for further adoption and skill development initiatives.

Table 2. Awareness about AI research tools

Awareness	Number of Respondents	Percentage
Self / Friends	118	78.66%
Research Supervisor	39	26%
Library orientation programme	11	7.33%
Through academic courses	37	24.66%
During workshops/ seminars	42	28%
Others	1	7.33%

Table 2 shows that a large majority of the 118 respondents (78.66%) are aware of AI research tools by themselves or through friends. Whereas, 42 respondents (28%) gained awareness during workshops or seminars, 39 respondents (26%) through their research supervisors, 37 respondents (24.66%) via academic courses, and the remaining 7.33% became aware through other sources.

Table 3. Frequency of usage of AI research tools

Frequency	Number of Respondents	Percentage
Daily	52	34.66%
Twice in a week	8	5.33%
Weekly	3	2%
As and when required	87	58%
Total	150	100%

Table 3 above explains the frequency of users who use AI tools. It shows that 87 scholars (58%) use AI tools as needed, and 52 scholars (34.66%) use them daily.

Whereas, eight scholars (5.33%) use AI tools twice in a week, and three scholars (2%) use them weekly.

Table 4. Types of AI research tools used

Types	Number of Respondents	Percentage
Meta AI	86	57.33%
Chat GPT	138	92%
Semantic scholar	31	20.66%
Hyper write	3	2%
Scite.ai	4	2.66%
Paper Pal	20	13.33%
Scholarly	37	24.66%
Lateral	1	0.66%
Consensus	3	2%
Grammarly	87	58%
QuillBot	92	61.33%
Others	10	6.66%

Table 4 shows that ChatGPT is the most widely used tool, with 138 respondents (92%) utilising it, indicating its popularity for a variety of academic and professional tasks. Additionally, QuillBot is used by 92 respondents (61.33%), Grammarly by 87 (58%), and Meta AI by 86 (57.33%), reflecting their importance for language and tasks related to writing. Followed by tools like Scholarly (37; 24.66%), Semantic Scholar (31; 20.66%), and Paperpal (20; 13.33%) are moderately popular. Whereas Scite.ai, Hyperwrite, Consensus, and Lateral show relatively low adoption, which may reflect limited awareness or less relevance to users' needs.

Respondents using other tools are the least in proportion, at 10 (6.66%), also suggesting other tools such as Perplexity, Gamma, Gemini AI, Writesonic, Research Rabbit, DeepSeek, and Citemap.

Table 5. The purpose of using AI research tools

Purpose	Number of Respondents	Percentage
Drafting essays, reports or research papers	58	38.66%
Improving writing skills	95	63.33%
Improving grammar, spelling and structure	93	62%

Purpose	Number of Respondents	Percentage
Generating ideas for research topics	92	61.33%
Clarifying subject-related concepts/ theories	75	50%
Solving academic queries/problems	84	56%
Generating sample questions/ answers	26	17.33%
Career and skill developments	34	22.66%

Table 5 shows that the majority of users use AI tools to improve their writing skills, which means AI is important for enhancing academic writing. A total of 95 (63.33%) respondents use these tools to improve their writing skills, 93 (62%) for grammar, spelling, and structure, and 92 (61.33%) to generate ideas for research topics. Solving academic queries or problems (84, 56%) and clarifying subject-related concepts/theories (75, 50%) are also essential purposes. Whereas, other reasons for using these tools include writing essays, reports, or research papers (58, 38.66%), career and skill development (34, 22.66%), and generating sample questions and answers (26, 17.33%).

Table 6. Benefits of using AI research tools

Benefits of using AI tools	Number of Respondents	Percentage
Saving time	118	78.66%
Increase accuracy	66	44%
Helps in decision-making	78	52%
Simplifies complex tasks	85	56.66%
User- friendliness	70	46.66%
Speed of response	62	41.33%
Data privacy and security	9	6%
Others	1	0.66%

Table 6 indicates that saving time (78.66%) is the most significant benefit of using AI tools, demonstrating that they are widely utilised as major time-saving resources. Other important benefits include simplifying complex tasks (56.66%), aiding in decision-making (52%), and being user-friendly (46.66%). This indicates that users employing AI tools can reduce the time spent on various academic tasks, thereby enhancing overall productivity.

Table 7. AI tools helped in academic work

Help with academic work	Number of Respondents	Percentage
Enhanced understanding of difficult concepts	118	78.66%
Improved efficiency in completing academic tasks	77	51.33%
Provide accurate and reliable information	57	38%
Helped to stay organised and manage a better study schedule	37	24.66%
Facilitate creative thinking and idea generation	59	39.33%
Made learning more engaging and interactive	60	40%
Provide insights and analysis in academic work	56	37.33%

Table 7 reveals that AI tools helped the majority of respondents in their academic work, particularly in enhancing their understanding of difficult concepts (118; 78.66%). Also improved efficiency in completing academic tasks (51.33%) and made learning more engaging and interactive (40%), which supports users in their academic work. Whereas, 39.33% of respondents indicated that AI tools help foster creative ideas for academic work.

Table 8. Challenges faced by users while using AI research tools

Problems	Number of Respondents	Percentage
lack of technical knowledge	30	20%
limited availability of tools	56	37.33%
concerns about data privacy	108	72%
inaccurate or biased results	63	42%

Table 8 reveals the most significant challenges users face when using AI tools. Concern about data privacy is reported by 108(72%) of respondents, which signifies growing apprehension about the security of personal and academic information. Almost half of the respondents (63, 42%) suggested that the results were inaccurate or biased, which indicates concern about the reliability and fairness of AI-generated outcomes that can affect academic work. Limited availability of tools was cited by 56(37.33%) of respondents, suggesting restricted access to sufficient AI resources. At the same time, 30 (20%) of respondents reported a lack

of technical knowledge, which indicates difficulty in using AI tools due to limited understanding.

Table 9. Satisfaction with AI research tools

Satisfaction	Number of Respondents	Percentage
Strongly agree	14	9.33%
Agree	131	87.33%
Strongly disagree	0	0
Disagree	5	3.33%

Table 9 shows that the majority of users are satisfied with using AI tools, with 131 (87.33%) agreeing and 14 (9.33%) strongly agreeing. This shows that AI tools have a good impact on students' satisfaction levels in their academic tasks. A smaller proportion of respondents disagreed (5, 3.33%), indicating that a few users felt the AI tool had little impact or, in some cases, was perceived as a hindrance.

Table 10. Need for a training and awareness programme for using AI tools

Need for training programs	Number of Respondents	Percentage
Yes	143	95.33%
No	7	4.66%

Table 10 explains that the majority of respondents (142, 95.33%) require training and awareness programs to be a prerequisite for the best use of AI tools. This indicates that many users recognise the need for learning programs to enhance their understanding of AI tools in their academic work. While 7% of respondents do not consider additional training or awareness programs necessary, this may reflect a group of users who feel confident using these tools independently or possess the required skills to explore them.

10. Findings, Suggestions and Conclusion

Findings drawn from analysing the data, with suggestions and conclusions of the study, are as follows:

Major Findings

1. A 100% response rate was achieved, with all 150 participants completing the survey questionnaire.
2. A majority of respondents, 118 (78.66%), reported being aware of AI tools through self-learning or recommendations from friends.

3. The largest number of respondents, 87 (58%), indicated that they use AI tools as needed.
4. A large majority of scholars (138, 92%) showed a major use of ChatGPT.
5. The majority of respondents (95, 63.33%) used AI tools to improve their writing skills, whereas 92 (61.33%) used them to generate ideas for research topics.
6. A majority of respondents, 118 (78.66%), indicated that AI tools help save time.
7. Additionally, 118 (78.66%) of respondents reported that AI tools have enhanced their understanding of complex concepts.
8. A majority of respondents, 108(725), faced challenges regarding data privacy and related concerns.
9. A high majority, 131 (87.33%), showed a high level of satisfaction with AI research tools.
10. The majority of respondents, 143 (95.33%), showed a need for awareness and training programs on using AI tools.

Suggestions provided by Respondents

1. Data privacy and related concerns should be handled when using AI tools.
2. AI research tools should be provided at a subscription-free or minimal cost.
3. The use of these tools should be for multiple purposes, such as learning, creativity, and research enhancement.
4. Login should not be made compulsory to access these tools.
5. Short-term courses should be provided for using AI tools.
6. Workshops, seminars, and advanced programs should be provided to help users effectively utilise AI research tools.

Conclusion

Several studies have examined the awareness and utilisation of AI research tools in enhancing academic work. Strengthening higher Education and scholarly research depends on the better use and understanding of these tools. This paper aims to investigate the use and satisfaction with AI research tools among female research scholars. The findings show that AI tools are enhancing academic works by improving writing skills, structure, and enhancing understanding of difficult concepts, as well as generating new ideas for research. Additionally, educational

institutions should provide structured training and awareness programs to ensure the effective use of these tools.

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Digital Literacy Initiatives and Virtual Reference Platforms

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ABSTRACT: Digital literacy has emerged as a foundational requirement for participation in contemporary knowledge societies. Academic, public, and special libraries play a pivotal role in developing digital competencies through structured initiatives and technology-driven services. Among these, virtual reference platforms (VRPs), including chat services, email reference, video consultations, and AI-powered interfaces, have transformed the landscape of information access. This paper examines the conceptual framework of digital literacy, analyses key initiatives undertaken by libraries and educational institutions, and evaluates the role of virtual reference services in enhancing users' digital capabilities. Challenges and future opportunities are also discussed.

Keywords: Digital Library, Digital literacy, Modules, Virtual reference.

1. Introduction

The rapid growth of digital technologies has led to a paradigm shift in how information is created, accessed, and consumed. Digital literacy—commonly defined as the ability to effectively find, evaluate, and use information through digital tools—has become integral in academic and everyday contexts. Libraries have responded to this evolving need by incorporating digital literacy initiatives and expanding traditional reference services into virtual environments. Virtual reference platforms (VRPs) are essential in supporting users who require assistance outside physical library spaces.

2. Concept of Digital Literacy

Digital literacy has expanded over the past two decades from basic computer skills to a multifaceted competency set, including information literacy, media literacy, ICT proficiency, and digital citizenship. UNESCO describes digital literacy as the

ability to access, manage, understand, integrate, evaluate, and create information safely and appropriately through digital technologies.

Key components include:

- Technical skills: operating devices, using software, and navigating online platforms.
- Information skills: identifying credible information, avoiding misinformation.
- Communication skills: effective digital communication and collaboration.
- Ethical and safety awareness: privacy, security, and responsible digital behaviour

3. Digital Literacy Initiatives in Libraries and Educational Institutions

Libraries globally have integrated digital literacy training into their core missions. Key initiatives include:

3.1 Workshops and Training Programs

Libraries host hands-on workshops addressing:

- Basic computer and internet skills
- Online research and search strategies
- Use of databases and e-resources
- Digital writing, publishing tools, and multimedia creation

3.2 Online Learning Modules

Many institutions offer self-paced tutorials through:

- Moodle, Canvas, Google Classroom
- LibGuides and e-learning portals
- Massive Open Online Courses (MOOCs)

These resources help users develop digital skills without time or location constraints.

3.3 Community Outreach Programs

Public libraries often serve marginalised or rural populations by providing:

- Internet access and device lending
- Digital literacy boot camps
- Programs for senior citizens, students, and job seekers

3.4 Collaboration with Educational Bodies

Libraries increasingly partner with schools, NGOs, and government agencies to scale digital literacy efforts—for example, through national digital literacy missions or regional ICT development programs.

4. Virtual Reference Platforms (VRP)

Virtual reference services extend the traditional information desk into the online environment. Common VRPs include:

4.1 Email Reference

Users submit detailed queries and receive structured responses with links, documents, and research strategies.

4.2 Chat-Based Reference

Real-time chat support through:

- Library websites
- Social media
- Institutional portals

This provides immediate guidance on research queries and the use of digital resources.

4.3 Video Reference Consultations

Web conferencing tools (Zoom, Teams, Google Meet) allow face-to-face consultations for complex research support.

4.4 AI-Powered Virtual Assistants

AI chatbots assist with:

- FAQs
- Database navigation
- Basic research helps

They operate 24/7 and reduce the workload of librarians.

5. Impact of Virtual Reference Platforms on Digital Literacy

VRPs significantly support digital literacy development by:

5.1 Enhancing Access to Information

Remote users, including those in rural areas, receive guidance on digital tools and research techniques.

5.2 Encouraging Independent Learning

By using chat and online tutorials, users gradually build digital confidence and self-reliance.

5.3 Personalising Digital Skills Training

VRPs allow librarians to identify users' digital gaps and direct them to relevant learning resources.

5.4 Supporting Digital Equity

VRPs help bridge the digital divide by providing accessible help to users lacking advanced digital skills

6. Challenges

- Despite their benefits, VRPs face several obstacles:
- Limited digital access for rural or underserved populations.
- Librarian training needs to manage diverse digital tools.
- Privacy and security concerns in online communication.
- Low awareness of VRP services among potential users.
- High workload due to increased digital queries.

Conclusion

Digital literacy initiatives and virtual reference platforms play complementary and crucial roles in modern library services. As information environments become increasingly digital, libraries must continue adopting user-centred, technology-driven strategies. Integrating digital literacy training with effective virtual reference services can significantly enhance societal digital competency and information equity.

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Analyzing the Use of Electronic Resources Among Research Scholars at the University of Calicut

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ABSTRACT: This study examines the attitudes, usage habits, and awareness of electronic resources among researchers at the University of Calicut. A thorough survey indicates a high level of general awareness, with the majority of academics routinely accessing e-journals and utilizing e-books, databases, and CD-ROMs to varying degrees. Results show that perceived benefits—such as staying current and saving time—as well as ease of access and frequency of use—are valued. Scholars in the humanities, sciences, social sciences, and commerce all actively use electronic resources. Information overload and restricted internet access have been recognized as obstacles. These insights can inform institutional measures aimed at improving researcher assistance and electronic resource accessibility.

KEYWORDS: E-resources, Online Databases, Information Retrieval, Calicut University Campus.

1. Introduction

This study examines the awareness, access, and usage of electronic resources by research scholars at the University of Calicut, highlighting their central role in academic work. Rapid technological advances and the growth of the internet have transformed information searching and research activities, making electronic resources indispensable in libraries and higher education institutions. As electronic

resources become increasingly integral to education and research in the digital era, understanding their effective utilization helps libraries better support their users. The study highlights the positive aspects of electronic resources, including their accessibility from anywhere, ease of download, accuracy, and the ability to share resources. This study provides a comprehensive insight into the awareness, usage, and perceptions of electronic resources among research scholars. Such insights are crucial for institutions seeking to improve resource accessibility and support for their research community.

1.1 Objectives Of The Study

The objectives of the study are to determine the use of electronic resources by research scholars of Calicut University. The objectives are listed below:

- To find out the awareness of the various types of e-resources available among Research Scholars.
- To find out the prominent place for accessing e-resources by Research Scholars.
- To analyze the frequency and purpose of using e-resources among the Research Scholars.
- To evaluate the benefits of using e-resources in academic and research work.
- To study the barriers faced while using e-resources.
- To suggest measures to enhance the use of E-resources by Research Scholars.

2. Review Of Literature

Alabi (2021) found that e-resources are primarily used to access relevant study information, while poor internet access and power outages were significant challenges.

Akpojotor (2016) found that they are highly aware and skilled in using electronic information resources, confirming that these resources are essential tools for enabling their academic work and meeting their information demands.

Sharma & Walia (2023) show that faculty members use subscribed e-resources at the highest rates. Significant variations in usage patterns are also noted among various academic ranks in the study.

Bituka et al. (2016) examine how faculty members use electronic information resources through the use of structured questionnaires. The researchers found that a lack of knowledge about these resources led to underutilization.

Singh et al. (2024) discovered that different people have different levels of expertise and access to e-resources, depending on institutional support, training, and opportunities. It also highlights issues, including a lack of knowledge of database navigation and limited awareness of advanced search strategies.

Khan & Tyagi (2025) find that databases and e-journals are the most frequently utilizedutilised resources; however, there is still limited knowledge about other digital learning resources and services.

Cherry et al. (2013) find a relationship between student achievement and library use. Additionally, confirm the link between academic success and the utilization of electronic library resources. The study being conducted used grade point average as a metric of academic achievement and electronic resources as an indicator of library use.

Gautam & Sinha (2017) demonstrate how academic libraries are utilising consortia models, such as the INFLIBNET-managed UGC-INFONET program, to share and access e-resources in response to the increasing cost of resources. The study observed that younger users have adapted to digital technologies faster than older users.

Jotwani (2014) notes that these libraries are progressively allocating a significant portion of their budgets to digital collections, highlighting the growing significance of e-resources. The study examines usage from 2004 to 2011, using data collected from surveys, reports, site visits, and publisher statistics.

D. J. Khan (2016) examines how information technology has transformed traditional libraries into digital and virtual ones, thereby altering the nature of library services. It highlights how electronic resources have made materials accessible even in remote locations, eliminated storage problems and increased worldwide information access.

3. Methodology

The study employed a descriptive cross-sectional survey design to investigate the use of electronic resources among research scholars. The population comprised Full-time research scholars from various departments on campus, including those in the Science, Social Science, Humanities & Arts, and Commerce. A random sampling technique was used to ensure proportional representation from different departments, with a 95% confidence level and a 5% margin of error. As per the Raosoft population size of 499 Research Scholars, 217 were selected for the study. Data were collected using a self-designed questionnaire that included sections on demographic information, frequency and purpose of e-resource use, preferred

types of resources, perceived effectiveness, and challenges encountered. The questionnaire is personally handed over to 217 scholars. The filled questionnaire was collected. Out of the distributed questionnaire, 200 were properly filled out and returned. Data were analysed using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarise the responses.

4. Analysis and Interpretation

This study was conducted among research scholars at the University of Calicut. For this study, 217 questionnaires were distributed to research scholars on the Calicut University campus. Out of these, 200 were received back. The general characteristics of the respondents include their gender and the discipline of the study. Two hundred participants provided information for the study, including 145 females and 55 males. Table 1 represents the general characteristics of the population.

Table 1: General Characteristics of the Population

Characteristic	Categories			n (%)
Gender	Male			145(28)
	Female			55(72)
		M(%)	F(%)	
Discipline of study	Science	8(14.5 %)	28(19.3%)	36
	Social Science	11(20%)	49(33.8%)	60
	Humanities and arts	32(58.2%)	59(40.7%)	91
	commerce	4(7.3%)	9(6.2%)	13

4.1 Awareness of the E-resources

The analyzed data about the awareness of electronic resources by the Research scholars are given in Table 2

Table 2: Awareness of the E-resources in Gender wise

	F			M		
	Fully Aware	Partially Aware	Not Aware	Fully Aware	Partially Aware	Not Aware
E-Journals	104 (71.7%)	38 (26.2%)	3 (2.1%)	26 (47.3%)	28 (50.9%)	1 (1.8%)
E-Books	66 (45.4%)	56 (38.6%)	23 (15.9%)	19 (34.5%)	28 (50.9%)	8 (14.5%)

	F			M		
	Fully Aware	**Partially Aware**	**Not Aware**	**Fully Aware**	**Partially Aware**	**Not Aware**
E-zines	18 (12.4%)	22 (15.2%)	105 (72.4%)	10 (18.2%)	16 (29.1%)	29 (52.7%)
ETDs	32 (22.1%)	32 (22.1%)	81 (55.9%)	18 (32.7%)	17 (30.9%)	20 (36.4%)
OPAC	42 (29%)	51 (35.2%)	52 (35.9%)	14 (25.5%)	26 (47.3%)	15 (27.3%)
CD-ROM	61 (42.1%)	52 (35.9%)	32 (22.1%)	18 (32.7%)	28 (50.9%)	9 (16.4%)

Awareness levels vary significantly among different types of e-resources, with some being better known than others.

4.2 Source of Awareness of E-resources

The awareness of e-resources among scholars is measured.

Table 3: Sources of Awareness of E-resources

	Always		Often		Sometimes		Rarely		Never	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**
Teachers	21 (14.4%)	6 (10.9%)	31 (21.3%)	19 (34.5%)	46 (31.7%)	19 (34.5%)	26 (13%)	5 (9%)	21 (14.4%)	6 (10.9%)
Library Staff	67 (46%)	24 (43.6%)	46 (31.7%)	20 (36.3%)	20 (13.7%)	9 (16.3%)	9 (6.2%)	1 (1.8%)	3 (2.06%)	1 (1.8%)
Social Media	31 (21.3%)	16 (29%)	34 (23.4%)	16 (29%)	36 (24.8%)	16 (29%)	20 (13.7%)	23 (41.8%)	24 (43.6%)	4 (7.2%)
Library Website	74 (51%)	22 (40%)	40 (27.5%)	20 (36.3%)	16 (11%)	9 (16.3%)	11 (11%)	3 (5.4%)	4 (2.7%)	1 (1.8%)
Friends	74 (51%)	25 (45.4%)	39 (26.8%)	14 (25.4%)	10 (6.8%)	5 (9%)	21 (14.4%)	10 (18.1%)	1 (1.8%)	1 (1.8%)

It was found from the analysis that a majority of respondents got awareness from library staff, library websites and friends. Female research scholars appear to have a higher percentage in the “Always” and “Often” categories.

4.3 Frequency of use of E-resources

The response regarding the frequency of use of electronic resources by the Research Scholars shows Table 4.4 (Female N=145, Male N=55)

Table 4: Frequency of use of E-resources

	Daily		Weekly		Monthly		Occasionally	
	F	M	F	M	F	M	F	M
E-Journals	46 (31.7%)	15 (27.3%)	51 (35.2%)	22 (40.0%)	20 (13.8%)	6 (10.9%)	28 (19.3%)	12 (21.8%)
E-Books	28 (19.3%)	15 (27.3%)	29 (20.0%)	16 (29.1%)	23 (15.9%)	2 (3.6%)	65 (44.8%)	22 (40.0%)
Databases	10 (6.9%)	9 (16.4%)	21 (14.5%)	5 (9.1%)	26 (17.9%)	10 (18.2%)	88 (60.7%)	31 (56.4%)
E-zines	4 (2.8%)	5 (9.1%)	14 (9.7%)	9 (16.4%)	26 (17.9%)	7 (12.7%)	101 (69.7%)	34 (61.8%)
ETDs	3 (2.1%)	4 (7.3%)	22 (15.2%)	17 (30.9%)	20 (13.8%)	5 (9.1%)	100 (69.0%)	29 (52.7%)
OPAC	6 (4.1%)	4 (7.3%)	16 (11.0%)	11 (20.0%)	35 (24.1%)	4 (7.3%)	88 (60.7%)	36 (65.5%)
CD-ROM	115 (79.3%)	42 (76.4%)	25 (17.2%)	12 (21.8%)	3 (2.1%)	0	2 (1.4%)	1 (1.8%)

The frequency of use of electronic resources among research scholars reveals notable patterns.

4.4 Purpose of Using Electronic Resources

In this study, the question was raised to explore the various purposes of electronic resources. Table 5 shows the details.(Female N= 145, Male N=55)

Table 5: Purpose of using Electronic Resources, discipline-wise

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	M	F	M	F	M	F	M	F	M
For research work	102 (70.3%)	34 (61.8%)	31 (21.4%)	17 (30.9%)	9 (6.2%)	3 (5.5%)	2 (1.4%)	0	1 (0.7%)	1 (1.8%)
To update information in the research area	64 (44.1%)	27 (49.1%)	69 (47.6%)	21 (38.2%)	8 (5.5%)	4 (7.3%)	0	2 (3.6%)	4 (2.8%)	1 (1.8%)
For studying coursework	88 (60.7%)	25 (45.5%)	40 (27.6%)	20 (36.4%)	10 (6.9%)	9 (16.4%)	0	0	7 (4.8%)	1 (1.8%)
For writing papers	84 (57.9%)	17 (30.9%)	40 (27.6%)	27 (49.1%)	16 (11.0%)	11 (20.0%)	2 (1.4%)	0	3 (2.1%)	0
For conducting a literature review	59 (40.7%)	13 (23.6%)	61 (42.1%)	28 (50.9%)	20 (13.8%)	11 (20.0%)	2 (1.4%)	0	3 (2.1%)	3 (5.5%)
To check for general information	23 (15.9%)	3 (5.5%)	25 (17.2%)	5 (9.1%)	28 (19.3%)	19 (34.5%)	33 (22.8%)	16 (29.1%)	36 (24.8%)	12 (21.8%)

Table 4.5 indicates that the majority of female (70.3%) and male (61.8%) research scholars are utilised for their research work. Nearly half of the female (44.1 per cent) and male (49.1 per cent) research scholars are required to update information in their research area. The majority of female (60.7 per cent) and nearly half of male (45.5 per cent) research scholars are using it for their coursework. Half of the female (57.9 per cent) and a significant number of male (30.9 per cent) research scholars are involved in writing papers. A good number of female (40.7%) and a small number of male (23.6%) research scholars participated in conducting the literature review. A good number (36 per cent) of respondents were used to check for general information.

4.5 Place of Accessing Electronic Resources

The details of the analyzed data are shown in Table 6(Female N= 145, Male N=55)

Table 6: Place of Accessing Electronic Resources

	Always		Often		Sometimes		Rarely		Never	
	F	M	F	M	F	M	F	M	F	M
Central	32	8	39	12	28	17	15	9	31	9
Library	(22.1%)	(14.5%)	(26.9%)	(21.8%)	(19.3%)	(30.9%)	(10.3%)	(16.4%)	(21.4%)	(16.4%)
Department	85	26	31	18	10	4	8	4	11	3
Library	(58.6%)	(47.3%)	(21.4%)	(32.7%)	(6.9%)	(7.3%)	(5.5%)	(7.3%)	(7.6%)	(5.5%)
Residence	101 (69.7%)	34 (61.8%)	22 (15.2%)	14 (25.5%)	11 (7.6%)	5 (9.1%)	1 (0.7%)	2 (3.6%)	10 (6.9%)	0

The table shows that only a few research scholars access electronic resources through the central library, with 22.1% of females and 14.5% of males always doing so, and small proportions using it frequently, sometimes, or rarely. In contrast, about half of the respondents (female, 58.6%; male, 47.3%) always access resources through the department library, while only a few do so less frequently. Most research scholars prefer accessing electronic resources from their residence, with 69.7% of females and 61.8% of males always doing so, and smaller percentages using them less frequently. Overall, the analysis indicates that the majority of respondents use electronic resources primarily from their residences.

4.6 Usage pattern of E-resources

Table 7 presents the interest of users in usage patterns (Female, N = 145; Male, N = 55).

Table 7: Usage pattern of E-resources

	Always		Often		Sometimes		Rarely		Never	
	F	M	F	M	F	M	F	M	F	M
On the computer screen	70 (48.3%)	19 (34.5%)	42 (29.0%)	16 (29.1%)	16 (11.0%)	12 (21.8%)	6 (4.1%)	3 (5.5%)	11 (7.6%)	5 (9.1%)
Download to storage devices	21 (14.5%)	11 (20.0%)	45 (31.0%)	8 (14.5%)	44 (30.3%)	16 (29.1%)	22 (15.2%)	14 (25.5%)	13 (9.0%)	6 (10.9%)
Take printout	48 (33.1%)	23 (41.8%)	34 (31.0%)	16 (29.1%)	25 (17.2%)	8 (14.5%)	8 (5.5%)	3 (5.5%)	30 (20.7%)	5 (9.1%)

The table shows that most research scholars prefer using electronic resources directly on computer screens. Overall, the primary pattern of usage for research purposes is direct reading on computer screens.

4.8 Most Frequently Used E-Resources

Table shows the most frequently used electronic resources (Female N=14 N = Male N=55)

Table 8: Most Frequently used E-resources

	Always		Often		Sometimes		Rarely		Never	
	F	M	F	M	F	M	F	M	F	M
Databases	99 (68.2%)	38 (69.0%)	26 (17.9%)	9 (16.3%)	12 (8.2%)	7 (12.7%)	3 (2.0%)	1 (1.8%)	5 (3.4%)	0
E-Journals	82 (56.5%)	28 (50.9%)	35 (24.1%)	14 (25.4%)	16 (11.0%)	9 (16.3%)	2 (1.3%)	2 (3.6%)	10 (6.8%)	2 (3.6%)
E-Books	81 (55.8%)	28 (50.9%)	27 (18.6%)	9 (16.3%)	12 (8.2%)	11 (20.0%)	6 (4.1%)	3 (5.4%)	19 (13.1%)	4 (7.2%)
Direct from search engines	3 (2.0%)	3 (5.4%)	3 (2.0%)	0	28 (19.3%)	16 (29.0%)	33 (22.7%)	18 (32.7%)	78 (53.7%)	18 (32.7%)
E-Zines	6 (4.1%)	3 (5.4%)	4 (2.7%)	1 (1.8%)	11 (7.5%)	10 (18.1%)	32 (22.0%)	16 (29.0%)	92 (63.4%)	25 (45.4%)
ETDs	2 (1.3%)	5 (9.0%)	13 (8.9%)	3 (5.4%)	22 (15.1%)	11 (20.0%)	29 (20%)	13 (23.6%)	79 (54.4%)	23 (41.8%)
OPAC	8 (5.5%)	5 (9.0%)	2 (1.3%)	1 (1.8%)	14 (9.6%)	5 (9.0%)	29 (20%)	15 (27.2%)	92 (63.4%)	29 (52.7%)
CD-ROM	133 (91%)	44 (80%)	8 (5.5%)	5 (9.0%)	2 (1.3%)	5 (9.0%)	0	0	2 (1.3%)	1 (1.8%)

The table shows that databases, e-journals, and e-books are the most frequently used electronic resources among research scholars. Overall, the data indicate that

databases, e-journals, and e-books are the core electronic resources preferred by research scholars for their academic work.

4.9 Use of Search Engines for Searching E-Resources

Table 9 presents the common use of search engines for gathering information (Female, N = 145; Male, N = 55).

Table 9: Use of Search Engines for Searching E-Resources

	Always		Often		Sometimes		Rarely		Never	
	F	M	F	M	F	M	F	M	F	M
Google	103 (71.0%)	37 (67.3%)	39 (26.9%)	14 (25.5%)	3 (2.1%)	3 (5.5%)	0	1 (1.8%)	0	0
Yahoo	10 (6.9%)	3 (5.5%)	15 (10.3%)	13 (23.6%)	27 (18.6%)	13 (23.6%)	33 (22.8%)	8 (14.5%)	60 (41.4%)	18 (32.7%)
Bing	38 (26.2%)	14 (25.5%)	40 (27.6%)	8 (14.5%)	21 (14.4%)	11 (20.0%)	25 (17.2%)	10 (18.2%)	21 (14.5%)	12 (21.8%)
Duck DuckGo	8 (5.5%)	3 (5.5%)	16 (11.0%)	13 (23.6%)	22 (15.2%)	13 (23.6%)	35 (24.1%)	8 (14.5%)	64 (44.1%)	18 (32.7%)

The table reveals that Google is the most preferred search engine among research scholars. Overall, Google dominates as the primary tool for accessing electronic resources among research scholars.

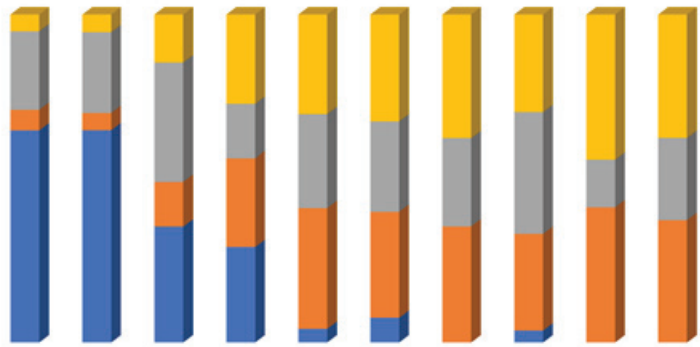


Figure 1: Use of Search Engines for Searching E-Resources

The graphical representation of the use of search engines for searching E-resources is shown in Figure 1

4.10 Benefits of Using Electronic Resources

Table 4.10 presents the benefits of using electronic resources (Female, N = 145; Male, N = 55).

Table 10: Benefits of Using Electronic Resources

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
Get up-to-date information	112 (77.2%)	34 (61.8%)	30 (20.7%)	17 (30.9%)	2 (1.4%)	4 (7.3%)	0	0	1 (0.7%)	0
Speedy and easy access	100 (69%)	34 (61.8%)	37 (25.5%)	18 (32.7%)	6 (4.1%)	2 (3.6%)	0	1 (1.8%)	2 (1.4%)	0
Time saving	92 (63.4%)	25 (45.5%)	48 (33.1%)	22 (40%)	4 (2.8%)	6 (10.9%)	0	2 (3.6%)	1 (0.7%)	0
Know the current development	85 (58.6%)	32 (58.2%)	54 (37.2%)	19 (34.5%)	3 (2.1%)	1 (1.8%)	2 (1.4%)	3 (5.5%)	1 (0.7%)	0
Free access	81 (55.9%)	29 (52.7%)	50 (34.5%)	19 (34.5%)	9 (6.2%)	4 (7.3%)	2 (1.4%)	3 (5.5%)	3 (2.1%)	0

Table 4.10 shows that the majority of research scholars strongly agree with the benefits of speedy and easy access to electronic resources.

4.10 Opinion about Electronic Resources

Table 11 illustrates the perspectives on the level of assistance provided below (Female, N = 145; Male, N = 55).

Table 11: Opinion about Electronic Resources

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	M	F	M	F	M	F	M	F	M
E-resources can be accessed from anywhere/at any time	109 (75.2%)	34 (61.8%)	36 (24.8%)	19 (34.5%)	0	1 (1.8%)	0	1 (1.8%)	0	0
Easy to download e-resources	97 (66.9%)	27 (49.1%)	41 (28.3%)	22 (40.0%)	4 (2.8%)	6 (10.9%)	3 (2.1%)	0	0	0
Keep abreast of the latest information	80 (55.2%)	23 (41.8%)	52 (35.9%)	22 (40.0%)	10 (6.9%)	10 (18.2%)	3 (2.1%)	0	0	0
Provision of accurate and current information	63 (43.4%)	14 (25.5%)	62 (42.8%)	33 (60.0%)	15 (10.3%)	5 (9.1%)	4 (2.8%)	1 (1.8%)	1 (0.7%)	2 (3.6%)
Share research information with distant colleagues	83 (57.2%)	22 (40.0%)	53 (36.6%)	28 (50.9%)	6 (4.1%)	5 (9.1%)	3 (2.1%)	0	0	0
Provide links to other resources	84 (57.9%)	21 (38.2%)	47 (32.4%)	29 (52.7%)	10 (6.9%)	1 (1.8%)	4 (2.8%)	4 (7.3%)	0	0

Table 4.11 shows opinions about electronic resources. Most research scholars hold positive attitudes toward e-resources. A large majority of female (75.2%) and male (61.8%) respondents strongly agree that e-resources can be accessed anytime and anywhere.

4.11 Barriers Faced While Using E-Resource

Research scholars encounter various challenges when utilising electronic resources. It is given in Table 12 (Female N=145, Male N=55)

Table 12: Barriers Faced While Using E-Resource

	Always		Often		Sometimes		Rarely		Never	
	F	M	F	M	F	M	F	M	F	M
Lack of information retrieval skills	18 (12.4%)	11 (20.0%)	33 (22.8%)	16 (29.1%)	46 (31.7%)	16 (29.1%)	21 (14.4 %)	8 (14.5%)	27 (18.6%)	4 (7.3%)
Difficulty in finding relevant	23 (15.9%)	10 (18.2%)	36 (24.8%)	24 (43.6%)	37 (25.5%)	12 (21.8%)	25 (17.2%)	6 (10.9%)	24 (16.6%)	3 (5.5%)
Not all e-resources are accessible	54 (37.2%)	26 (47.3%)	43 (29.7%)	11 (20.0%)	32 (22.1%)	12 (21.8%)	10 (6.9%)	2 (3.6%)	6 (4.1%)	4 (7.3%)
Lack of internet	34	20	40	14	44	9	13	8	14	4
access	(23.4%)	(36.4%)	(27.6%)	()	(30.3%)	(16.4%)	(9.0%)	(14.5%)	(9.7%)	(7.3%)
Insufficient familiarity with e-resources	33 (22.8%)	18 (32.7%)	41 (28.3%)	14 (25.5%)	45 (31.0%)	11 (20.0%)	14 (9.7%)	8 (14.5%)	12 (8.3%)	4 (7.3%)
Information overload	9 (6.2%)	3 (5.5%)	20 (13.8%)	4 (7.3%)	48 (33.1%)	21 (38.2%)	42 (29.0%)	25 (45.5%)	26 (17.9%)	2 (3.6%)
Authority and Credibility	9 (6.2%)	5 (9.1%)	17 (11.7%)	6 (10.9%)	53 (36.6%)	26 (47.3%)	37 (25.5%)	13 (23.6%)	29 (20.0%)	5 (9.1%)

Table 4.12 The table indicates that research scholars face several challenges while accessing electronic resources. Overall, while most scholars actively utilise e-resources, issues such as limited access, skills gaps, and concerns about reliability remain common barriers.

Discussion And Conclusion

Electronic resources have revolutionised research by providing quick and convenient access to a diverse range of academic content, including journals,

e-books, research papers, and multimedia. They enable researchers to access relevant, up-to-date information instantly, eliminating the constraints of physical libraries and traditional publishing methods. Their digital nature facilitates collaboration by enabling the easy sharing and exchange of scholarly materials among researchers. Electronic resources also increase accessibility for remote or distance learners by providing 24/7 availability. Despite challenges such as accessibility issues and digital literacy gaps, these resources are crucial for enhancing research productivity, academic performance, and knowledge dissemination in today's digital age. The study's findings highlight the increasing reliance of research scholars on electronic resources for their academic pursuits. According to a survey-based study, 40% of users accessed e-resources daily, with research scholars having the highest daily usage rate (70%), indicating their heavy dependence on these resources for continuous academic work (Kumar, 2025)the university libraries are now in transition to dynamism and alternating terrain, whereby the repositories are now of various electronic resources (e-resources. Electronic resources provide a convenient and efficient means of accessing a wide range of scholarly materials, encompassing academic journals, databases, e-books, and online repositories. Their advanced search features enable rapid information retrieval, significantly reducing research time and facilitating better-quality academic output through citation tracking and automated bibliography management (L & Sarangapani, 2024). The ease of access to electronic resources has significantly enhanced the research process, enabling quick searches and the retrieval of relevant information. The level of awareness of different types of electronic resources among research scholars. While some resources, such as e-journals and e-books, are well-known and widely recognised, other resources, like e-zines and electronic theses and dissertations (ETDs), may be less familiar to a portion of the research scholar population. Collaborate with the university library to conduct regular workshops and training sessions on various electronic resources. The study highlights the importance of electronic resources for research and staying current with the latest developments in scholars' respective fields. The study reveals that a portion of the research scholars face challenges due to a lack of information retrieval skills and insufficient familiarity with navigating electronic resources. This highlights the importance of providing targeted training and resources to enhance researchers' digital literacy. Some participants indicate that not all electronic resources are equally accessible. Access restrictions due to subscription limits and infrastructural issues affect seamless use. (Bhatia, 2011) This highlights the importance of resource availability and access policies that facilitate a seamless research experience.

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Enhancing Digital Literacy Through Virtual Reference Platforms: A Study of Emerging Library Practices at Rajarambapu Institute of Technology

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Abstract: This research investigates the impact of virtual reference services and digital library facilities on enhancing digital literacy at Rajarambapu Institute of Technology. It highlights the new practices of the Library. It analyses the user's interaction with tools implemented in the Library, such as INFED, DELNET, the DSpace institutional repository, WebOPAC, and virtual services like chatbots and WhatsApp email. Data was collected from students, faculty, and staff using both survey and interview techniques to determine if they were using it, how they were using it, and their training needs. The results reveal that the platforms are widely used for academic purposes by the majority of users. However, there are a few hurdles, including a lack of training, limited awareness, poor internet connections, and difficulties navigating the platform. Many respondents indicated a need for formal training courses to enhance their digital skills. The study has shown that digital platforms are likely to be more effective if designed with a focused user training program, awareness campaigns, and user-friendly interfaces. The paper demonstrates the potential of virtual reference services as an element of promoting digital literacy, as a means of extending access and as part of teaching and learning in HEI.

KEYWORDS: Digital literacy, Virtual reference platforms, Academic libraries, Digital resource usage, Library training.

Introduction

The shift from print to digital media has transformed how people in higher education access and share information. As schools strive to meet the evolving learning needs of students and teachers, learning how to utilize technology has become a crucial component of both academic success and lifelong learning. Libraries are no longer places to store books. They are now educating individuals on the use of digital tools. One significant step taken by the Library of Rajarambapu Institute of Technology (RIT) is the inclusion of virtual reference platforms. These internet services help individuals locate information, answer questions, and access sources that are not available within the Library. The paper demonstrates how the platforms provided by RIT help students and educators become more proficient with digital technology. It will examine what people are currently doing, the number of people utilizing the platforms, and the issues they experience. The results aim to help RIT's Library grow and provide other academic libraries with ideas on how to adapt to the digital world.

Literature Review

Digital literacy has been defined as the ability to use ITs to find, evaluate, create and share information effectively. It involves both technical and thinking skills (American Library Association, 2016; Canadian Association of Research Libraries, 2024). Digital literacy also encompasses the ability to use technology responsibly, critically, and safely. In the context of academic libraries, digital literacy is relevant because it enables users to access and utilise various digital resources and tools efficiently and effectively for their information needs, usage, and learning purposes.

Virtual Reference service: Refers to online services like real-time chat, chatbots, email, etc., which enable interaction with the librarian outside the Library. These services support users in easily finding information quickly, solving queries, and gaining digital confidence through personalized support. Previous research has shown that such services enhance the digital literacy of individuals, particularly when libraries adopt technological systems such as DELNET, DSpace, and WebOPAC (Mariano, 2024; SRELS Journal, 2023). Both ALA and CARL proposed models of access to technology, user training, and long-term support to promote digital literacy in educational institutions.

Objective

This study investigates the impact of virtual reference platforms on enhancing digital literacy among students and faculty at the Rajarambapu Institute of Technology (RIT). The study's specific goals are:

1. To look into how RIT Library services use and integrate virtual reference platforms.
2. To examine how virtual reference interactions facilitate the enhancement of digital literacy skills.
3. To find out how much users know about, can get to, and are happy with virtual library services.
4. To find out what problems librarians and users have when they use these systems.
5. To come up with ideas for how to improve virtual reference services in academic libraries so that people can use them better.

Scope & Limitation

This research paper examines the development of digital skills at Rajarambapu Institute of Technology (RIT) with the aid of a virtual reference platform. It investigates the Library's digital environment and analyses how these platforms are used, the way they contribute to information learning, and how students and faculty use them for academic purposes. The study also examines user experience, the role of the librarian, and the institutional support being offered for the services within the campus environment. The study has a limitation. The findings are based on a single college, which in itself does not reflect the outcomes in other colleges.

Methodology

In this research, we conducted surveys and interviews to determine how virtual reference sites support individuals in learning to use computers at Rajarambapu Institute of Technology (RIT). Students, teachers, researchers, and staff received 100 surveys. We received 75 good responses, and this is a 75% reply rate. The questionnaires focused on the regularity of their use of digital services, such as Remote Access facilities (e.g., INFED, DELNET discovery platform, DSpace repository), as well as the use of tools like chatbots, WhatsApp, and email. They also explored their perception of these services, any issues they encountered, and their training requirements. We selected participants who frequently use digital library services and library staff who are involved in managing these services. We analyzed the survey numbers using basic statistics. We also categorised answers to interviews as big ideas to gain a deeper understanding of users' experiences and the Library's functioning. This strategy provided us with a practical understanding of the platforms' operations and highlighted areas for improvement.

Data Analysis

Table 1: User Category

User Category	Responses	Percentage (%)
Student	45	60.0 %
Faculty	20	26.7 %
Research Scholar	7	9.3 %
Staff	3	4.0 %
Total	75	100 %

(Source: Primary Source)

As illustrated in Table 1, the majority of respondents were students, comprising 60% of the 45 respondents. The faculty members constituted 26.7% (20 participants), research scholars 9.3% (7 participants), and staff 4% (3 participants). This implies that RIT primarily utilizes digital and virtual library services by students, who represent the primary constituency in the academic community. This is because the responses of the smaller number of faculty members and research scholars suggest that these two groups utilize primarily digital platforms for teaching and research. The small number of staff members who responded suggests that additional encouragement or training development may be necessary to engage them more effectively. On the whole, this trend is typical of academic libraries: students are the primary users, next come faculty and researchers. This information helps determine the most critical user groups to target for future improvements and outreach.

Table 2: Frequency of Digital Resource Use

Digital Resource Use	Responses	Percentage (%)
Daily	10	13.3 %
Weekly	28	37.3 %
Occasionally	25	33.4 %
Rarely	12	16.0 %
Total	**75**	**100** %

(Source: Primary Source)

Digital resources are accessed by different users in different ways, as demonstrated in Table 2. The percentage of users who use them daily is the lowest at 13.3% (10 users), with the most significant number of users using them daily per week at

37.3% (28 users). Approximately 33.4% (25 users) and 16% (12 users) use them occasionally and rarely, respectively. This trend aligns with the usage patterns in other educational institutions, where the most frequent usage is weekly among students and faculty. The small number of daily users suggests that the use of digital resources is related to the necessity of using them rather than studying or teaching on a daily basis. Lack of awareness, training, or access issues may be observed in many occasional and rare users. Libraries can contribute to this by providing workshops and enhancing their infrastructure. By promoting the use of digital platforms, one can make users feel more confident and improve their academic and research activities.

Table 3: Digital Platforms Used

Digital Platforms Used	Responses	Percentage (%)
INFED	40	53.3
DELNET	20	26.7
DSpace	38	50.7
WebOPAC	45	60.0
WhatsApp/Email	25	33.3
Chatbot/QR Code	18	24.0
Total	**75**	**100** %

(Source: Primary Source)

As shown in Table 3, WebOPAC is the most frequently used platform, with 60% of respondents (45 responses). The percentage of users of INFED and DSpace is 53.3 and 50.7, respectively (40 and 38 people, respectively). These technologies demonstrate that individuals are highly dependent on distance access and online libraries. DELNET is utilized by 26.7% of the users (20). It facilitates interlibrary borrowing and specialized research, although it is not widely used. 33.3% (25) of the users use WhatsApp and email to ask questions. This demonstrates that such individuals possess fast and agile communication skills. The least utilised tools are the chatbot and QR code, with 24% of users (n = 18). This implies that they need to be better known or trained to be effective. In general, the applications offered by numerous platforms of the RIT Central Library meet the requirements of various users. However, when they encourage less frequently used tools such as DELNET ILL and chatbots with tutorials and digital literacy workshops, the number of people using them will increase.

Table 4: How Learned to Use Resources

How Learned to Use Resources	Responses	Percentage (%)
Library Orientation	30	40.0 %
Faculty Guidance	15	20.0 %
Self-learning	20	26.7 %
Peer Recommendation	10	13.3 %
Total	**75**	**100** %

(Source: Primary Source)

The data from Table 4 shows that 40% of the users (30 individuals) acquired the knowledge of using digital resources by attending library orientation programs. The faculty guided one in every five (20 people), and one in every four (26.7 people) self-learned. Recommendations by peers assisted 13.3% (10 individuals). Such results indicate that library orientations are the most effective method for assisting users in learning digital tools, promoting self-learning, and receiving faculty support.

Table 5: Helpfulness of Virtual Reference

Helpfulness of Virtual Reference	Responses	Percentage (%)
Very Helpful	35	46.7 %
Somewhat Helpful	25	33.3 %
Not Helpful	10	13.3 %
Never Used	5	6.7 %
Total	75	100 %

(Source: Primary Source)

The results of Table 5 indicate that the majority of users in the RIT Library enjoyed the virtual reference services. Approximately 46.7 per cent (35 people) were very helpful, and 33.3 per cent (25 people) were somewhat helpful. A unanimous positive response was obtained (80 % t). These services, such as CHATBOT, WebOPAC, WhatsApp, and email, are perceived as practical tools that will assist people in learning digital skills and locating information. Nonetheless, 13.3% (10 people) reported that the services were not helpful, and 6.7% had not used them at all. These less significant figures indicate that not every user is receiving the same advantage, and the services are not that readily accessible to all users.

Table 6: Most Useful Digital Service

Most Useful Digital Service	Responses	Percentage (%)
E-resources (INFED/DELNET)	33	44 %
DSpace	15	20 %
Virtual Reference	17	22.7 %
WebOPAC	10	13.3 %
Total	**75**	**100** %

(Source: Primary Source)

As indicated in Table 6, users believe that the best digital services are the e-resources obtained via INFED and DELNET. Approximately 33 users (44 %) had a liking for these platforms. This is similar to what most students and scholars do in other places: they use e-journals, e-books and databases to conduct research and study. The latter resources provide up-to-date academic information necessary for success (SSRN, 2024). DSpace repository has 20% favour (15 users). It assists individuals in viewing and storing university research, theses, and dissertations, which is beneficial to the campus community and promotes open-access ideas. The most frequently used virtual reference tools (22.7% or 17 users) are Virtual CHATBOT, WhatsApp, and email. Following the WebOPAC, which is utilized by 60% of the users (Table 3), the number of customers who believe it is the best service is only 13.3% (10 users). It demonstrates that WebOPAC is convenient to use in searching for items and catalogues; however, users will appreciate having direct access to electronic resources and live help more when evaluating the performance of the digital Library in terms of their needs.

Table 7: Challenges Faced

Challenges Faced	Responses	Percentage (%)
Lack of Awareness	15	20 %
Internet Issues	12	16 %
Difficulty in Navigation	8	10.7 %
Lack of Training	25	33.3 %
No Major Challenges	15	20 %
Total	**75**	**100** %

(Source: Primary Source)

Table 7 illustrates the challenges associated with utilizing the digital services offered by the RIT Library. A Lack of Training is the most serious issue, with 33.3%

(25 users) reporting it. This implies that users should be provided with better instructions and learning courses to learn how to use digital tools more effectively. The other problem is usually a Lack of Awareness, where 20% (15 users) are affected. Not everyone will be familiar with all the digital services that the Library provides, such as remote facilities (e.g., INFED, DELNET ILL, DSpace IR) and virtual reference services. Secondly, technical issues, including Internet Problems (16%, 12 users) and navigation problems (10.7%, eight users), were also detrimental to the user experience. At a minimum, 20% (15 users) responded that they do not experience any significant challenges, indicating that some users are comfortable with the online platforms. Such a combination of experiences demonstrates that attention should be paid to training and technical assistance for those who require them, and popular users should be provided with the latest tools and support.

Table 8: Need for Training/Workshops

Need for Training/Workshops	Responses	Percentage (%)
Yes	50	66.7 %
Maybe	15	20 %
No	10	13.3 %
Total	**75**	**100** %

(Source: Primary Source)

Table 8 shows that 66.7% (50 users) of respondents said they needed training or workshops on RIT's digital library resources and virtual reference services. Another 20% (15 respondents) were unsure but open to such efforts, while only 13.3% (10 respondents) thought they didn't need any more training.

Findings

- User Distribution: 60% of users of digital and virtual library services are students, 26.7% are faculty members, 9.3% are research scholars, and 4% are staff members. It shows that students are the main users of these services and benefit from them.
- Frequency of utilisation: The majority of users (37.3%) visit digital resources once a week or less frequently (33.3%), indicating that they use them regularly but not daily.
- Digital Platforms Used: The most commonly used platforms are WebOPAC (60%), INFED (53.3%), and DSpace (50.7%). There is a smaller number of

users of DELNET, WhatsApp/email, and chatbots, and thus, these sources should be advertised more.

- How Users Learn: The majority of users (40) learn how to use digital tools through library orientation and self-learning (26.7%). This demonstrates the importance of formal training and initiative-taking.
- Usefulness of the virtual reference: Approximately 80% of users responded that virtual reference tools were helpful, indicating the importance of these tools in improving access and digital literacy.
- The digital services considered the most precious were e-resources by INFED and DELNET (44%), virtual reference tools (22.7%), DSpace (20%), and WebOPAC (13.3%).
- The most frequently encountered issues were a lack of sufficient training (33.3%), a lack of knowledge (20%), sluggish internet (16%), and a lack of understanding of how to navigate (10.7%). Approximately 20% of the consumers did not experience any significant issues.
- Training Requirement: The majority of respondents (66.7%) indicated that they needed to be trained on digital platforms, and their willingness to undergo training on these platforms suggests that they are genuinely interested in online training.

Suggestions

- Establish frequent training sessions for students, faculty, and staff to familiarise them with the use of Remote access to e-resources, such as INFED, Development Library Network, DSpace of IR, WebOPAC 24/7 access catalogue, and other virtual applications. Offer courses that suit both beginners and professionals.
- Raise Awareness: Impress users of the full range of digital services available by using posters, social media, newsletters, and library events.
- Make things more straightforward to use and access: simplify the use of digital platforms and provide easy directions. Enhance the internet connectivity of the Library on campus.
- Promote the use of Virtual Reference Tools: Demonstrate how school questions, answered through chatbots, WhatsApp, and email, can increase engagement.
- Get faculty and peers engaged: Faculty should be encouraged to mentor students and create peer-learning groups where students can discuss their experiences using digital tools.

- Enhance librarians' capabilities by providing periodic training to keep them current with new technologies and assist users.
- Use New Technologies: In the new library training and development program, use AI-driven and advanced digital tools.

Conclusion

This research on online reference systems and library services at the Rajarambapu Institute of Technology (RIT) demonstrates that such services are crucial in fostering digital literacy and academic achievement. The majority of the population, particularly students, are frequent users of platforms such as Remote Access to e-resources (e.g., INFED, Development Library Network, DSpace hosted by IR, WebOPAC) and virtual services like chatbots, WhatsApp, and email. People favour such tools, yet they continue to experience problems such as a lack of sufficient training, a lack of knowledge about these tools, difficulties with internet use, and a lack of direction as they navigate the internet. The fact that the seminars and training are in high demand suggests that the capacity-building programs should be regular. They require organised orientation, academic assistance, and self-learning skills to help users enhance their digital literacy. The Library should proceed with user training, awareness creation, and system improvement to address some gaps. Academic libraries today are not just information seekers; they have also become involved in assisting students and researchers in learning how to use technology. Libraries, such as those at RIT, can be more accessible to learning by integrating traditional services with the latest technology. This makes the academic fraternity more at ease with the digital information and challenges of the future.

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A Literature Review on Information Literacy with Support of Libraries: A Bibliometric Analysis Period (2000-2025)

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ABSTRACT: This study aims to examine the qualitative and quantitative scholarly literature and information literacy, with a focus on the role of libraries in supporting these areas. This study involved a bibliometric analysis of 478 documents, conducted using RStudio, VOSViewer, and Lens.org databases. Using the Lens.org database, 478 papers were extracted with a time frame of 2000-2025. To conclude, the bibliometric package comprises Biblioshiny, a web-based tool, and VOS Viewer for network analysis and visualisation, utilising a systematic literature review approach. The result reveals research development from a global perspective and significant attention in academic literature on information literature, with the support of libraries. The bibliometric study aims to provide a scholarly understanding of current and future directions in studying information literacy, with the support of libraries, and explores a systematic literature review. The purpose of this study is to analyse information literacy within the context of libraries and establish a foundational understanding of current trends, opportunities, and future research directions.

KEYWORDS: Bibliometric Analysis, Information Literacy, VOS Viewer, PRISMA 2020 Guidelines, R Studio

1. Introduction

In the era of artificial intelligence, the proficiency of information literacy has emerged as a crucial competence for individuals to navigate the complexities of modern society (Catts & Lau, 2008). Scientific knowledge is based on the accumulated findings from prior research in a specific research domain, where individual studies serve as building blocks (Rowley & Paul, 2021). Bibliometric analysis employs a quantitative approach to evaluate publication trends, citation frequencies, and collaborative networks, providing a panoramic view of the research environment

and its key stakeholders (Sahu & Parabhoi, 2020). Bibliometric analysis can reveal collaborative networks, spotlighting opportunities for international and inter-institutional partnerships, thereby fostering a more cohesive and collaborative research community (Fu et al., 2022). The term "information literacy" was first introduced in 1974 by Zurkowski (the President of the US Information Industry Association), in a submission to the US National Commission on Libraries and Information Science, to identify people trained in the application of information resources to their work (Joint, 2005). 'Bibliometrics' is composed of two distinct parts, i.e.' biblio' and 'metrics'. The word 'biblio' is derived from the combination of the Latin and Greek words 'biblion' (meaning book or paper). On the other hand, the word 'metrics' indicates the science of meter, i.e., measurement, and is also derived from the Latin or Greek word 'metrics' or 'metrikos', each meaning measurement. So, Bibliometrics connotes the science of measurement of books or documents (Bawden, 2001).

In summary, the application of bibliometric and visualisation analyses in examining information literacy research in the era of AI is crucial to the field's advancement, providing a structured, data-driven understanding of its evolution and impact (Borgohain et al., 2022). It serves as an essential tool for researchers, academic institutions, and stakeholders to navigate the complex landscape of contemporary scholarship and make informed strategic decisions that will shape the future of information literacy research and practice (Bratt, 2018). Information Literacy is an understanding and set of abilities that require individuals to recognize when information is needed, locate, evaluate, and use it effectively within a cultural and social context (ALA, 1989). SLRs can provide authors with an overview of a research domain in a single paper (Rosado-Serrano et al., 2018; Keupp & Gassmann, 2009; Paul et al., 2017). This method is considered a scientific and highly informative approach for systematically collecting, reviewing, and synthesising research findings on a particular topic (Paul et al., 2021) to determine what is known—and what is not known—at a domain level (Card, 2015). SLRs enable readers to gain a deep understanding of literature and also help them identify research gaps in the area (Paul & Criado, 2020). In this way, an SLR may be viewed as a platform for knowledge advancement (Palmatier et al., 2018). Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ALA, 1989) considering this the Chartered Institute of Library and Information Professionals (CILIP) Information Literacy Group, United Kingdom started publishing "Journal of Information Literacy (JIL)" (http://ojs.lboro.ac.uk/ojs/index.php /JIL). Bibliometrics analysis is a branch of bibliometrics

that focuses on the study of document publication patterns and bibliographic references. Bibliometrics is a valuable tool for describing and promoting scientific productivity (McBurney & Novak, 2002). Alan Pritchard defined the term "Bibliometrics" as "the application of mathematics and statistical methods to books and other media of communication" (Pritchard, 1969). The productivity of publications in the context of scientific output is measured in terms of published literature (Sangam & Arali, 2016). These studies are used to identify patterns of publication, authorship, citations, and journal coverage, with the hope that such studies can provide insight into the dynamics of the domain under consideration (Vijayakumar & Naqvi, 2002).

2. Objective

1. To investigate the author's productivity in terms of the number of articles, citations, and institutions.
2. To examine the annual productivity of literature on Information Literacy with the support of Libraries.
3. To analyze the authorship pattern of contributors.
4. To analyze the distribution of citations.
5. To discover the most cited papers.
6. To visualize the co-authorship network and term co-occurrence.

3. Methodology

In this study, the researchers utilized the Lens.org database, which comprises over 272 million scholarly works, 155 million global patent records, and more than 455 million patent sequences, to conduct a bibliometric analysis on Information Literacy, supported by R Studio and VoS Viewer for data analysis. Scopus, Web of Science, and Google Scholar are the most widely used sources within the academic community. Google Scholar, recognized as a web-based database, excels at retrieving information on literature. In contrast, Scopus and Web of Science offer advantages in citation performance evaluation (Falagas et al., 2008). A well-designed search query (Table 1) was created to retrieve relevant data, resulting in 478 documents. The data were systematically analysed using R Studio, which includes a web-based tool (biblioshiny), and the VoS Viewer for network visualisation. Table 2 presents a descriptive analysis of research depth. The PRISMA guidelines for systematic reviews (Moher et al., 2009) were employed to refine these search results.

4. Literature Review

Pinto et al. (2013) also adopted a broad approach, analyzing bibliometric trends in the social sciences and health sciences from 1974 to 2011. While Pinto et al. (2020) analyzed research publications on the trends of mobile information literacy in higher education that were indexed in the five databases, i.e. ERIC, LISA, LISTA, Scopus and WoS, between 2006 and 2019, they found that there was growth in the scientific publications on mobile information literacy during the study period. The same study, conducted again by Pinto et al. (2019) on mobile information literacy in higher education, published between 2006 and 2017, identified the most relevant journals, productive authors, and average productivity, as well as co-occurrence word analyses of keywords. Stopar and Bartol (2018) mapped and visualized digital literature competences, computer skills, and information literacy using the Web of Science (WoS) and Scopus databases. The earliest pioneers associated with 'Bibliometric' analysis were Cole & Eales (1917), and two information analysts (Pritchard & Groos, 1969) established the basic process of bibliometrics study. (Tague et al., 1981) used bibliometric methods to identify possible research gaps in the discipline. (Ramos-Rodrguez & Ruz Navarro, 2004; Behrens & Luksch, 2006; Liu et al., 2013) attracted attention to the use of bibliometrics' analytical and statistical tools in the disciplines of finance, commerce, and business.

A systematic literature review is a rigorous and structured method used in academic research to collect, evaluate, and synthesize already published studies and research papers on a particular topic or research question. This method is commonly used in various fields, including medicine, psychology, social sciences, and more, to provide a comprehensive and impartial summary of the current state of knowledge on a particular subject. The approach used in this systematic literature review method is the PRISMA approach (Page et al., 2021). The PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) approach was developed to ensure that authors of systematic reviews and meta-analyses provide clear and complete information about their research methods and findings, making it easier for readers to assess the reliability and validity of reviews (Selçuk, 2019). Lipetz (1999) examined the authorship pattern of JASIS, which has grown with a doubling time of approximately 20 years, similar to the growth of papers in the field. Bibliometric analysis employs a quantitative approach to evaluate publication trends, citation frequencies, and collaborative networks, providing a panoramic view of the research environment and its key stakeholders (Sahu & Parabhoi, 2020).

Warraich and Mahmood (2011) studied the Pakistan Journal of Library and Information Science over six years from 1995 to 2011. In this study, the authors found that most authors, i.e., 72 (85.71%), contributed only one paper, and

the maximum number of papers, 54 (48.65%), were from the University of the Punjab, Lahore. The majority of the papers were research papers, and 70 per cent were written in the English language. The study also revealed that almost 60% of papers" had a length range of 6-20 pages, and the average length of papers was 8.84 pages. Aharony, Noa revived10 the publications on IL in Web of Science by using the technique of bibliometrics and content analysis. The study revealed that the most significant part of the publication, i.e., 106 (54.06%), came from the USA, followed by England (200; 10.15%) and Australia (125; 6.34%). The majority of documents, at 96.29%, were published in the English language. The maximum number of articles (31.82%) in the overall research output concerned IL in Library and Information Science. In the dataset considered for the study, most of the source titles (4.16 %) were from the Journal of Academic Librarianship. The main themes in information literacy were miscellaneous (the largest category), as well as medicine and education.

5. Data Analysis and Interpretation

Table 1: Search Query Performed in Lens.org

Database	Search Query
Lens.org	(Title: ("information," OR ("literacy," OR ("with support," OR ("journal article," OR ("book chapter," OR ("dissertation," OR "book"))))))) OR ("conference proceedings articles," OR ("journal issue," OR Institution Country/Region: ("India,")))
Query Performed	26.10.2025

Table 2: Descriptive Analysis

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2000:2025
Sources (Journals, Books, etc.)	349
Documents	478
Annual Growth Rate %	9.19
Document Average Age	6.39
Average citations per doc	34.55
References	15593
DOCUMENT CONTENTS	
Keywords Plus (ID)	1451
Author's Keywords (DE)	1451

Description	Results
AUTHORS	
Authors	3052
Authors of single-authored docs	80
AUTHORS COLLABORATION	
Single-authored docs	86
Co-Authors per Doc	7.17
International co-authorships %	0
DOCUMENT TYPES	
book	8
book chapter	11
conference proceedings article	8
dissertation	1
journal article	450

Interpretation - Table 2 presents a descriptive dataset that includes important distributions of information regarding the bibliometric study, which found that 25 years (2000-2025) yielded 478 papers with 15,593 references. The researcher included the work of 3052 authors and 1451 keywords (DE).

Table 3: Author's Production over Time

Author Production over time									
Author	**year**	**freq**	**TC**	**TCpY**	**Author**	**year**	**freq**	**TC**	**TCpY**
DAS AK	2012	1	1	0.071	KUMAR S	2019	2	0	0
DAS AK	2014	2	41	3.417	KUMAR S	2020	1	1	0.167
DAS AK	2017	1	21	2.333	KUMAR S	2021	1	15	3
GHOSH S	2012	1	10	0.714	KUMAR S	2022	2	5	1.25
GHOSH S	2017	1	21	2.333	KUMAR S	2024	1	4	2
GHOSH S	2019	2	23	3.286	KUMAR S	2025	1	2	2
GHOSH S	2022	1	22	5.5	PATEL V	2013	1	467	35.923
GUPTA A	2014	1	71	5.917	PATEL V	2016	1	424	42.4
GUPTA A	2017	1	0	0	PATEL V	2018	1	18	2.25
GUPTA A	2021	2	30	6	PATEL V	2019	1	24	3.429
GUPTA P	2020	1	15	2.5	PATEL V	2020	1	86	14.333
GUPTA P	2021	1	724	144.8	SHARMA A	2015	1	4	0.364
GUPTA P	2024	2	0	0	SHARMA A	2019	2	1	0.143
KUMAR M	2004	1	3	0.136	SHARMA A	2021	2	769	153.8
KUMAR M	2015	1	8	0.727	SHARMA A	2022	1	5	1.25
KUMAR M	2018	1	25	3.125	SINGH A	2016	1	2	0.2
KUMAR M	2024	1	0	0	SINGH A	2017	1	20	2.222
KUMAR R	2019	1	0	0	SINGH A	2021	1	7	1.4
KUMAR R	2020	1	240	40	SINGH A	2022	1	0	0
KUMAR R	2021	1	19	3.8	SINGH A	2025	1	2	2
KUMAR R	2022	2	26	6.5					

Interpretation - Table 3 and Figure 1 reveal that the author's factual development over time resulted in a total citation of 769 (TC) and followed by 153.8 (TCpY) total citations per year. The least researcher work contribution with 0 (TC) total citation by A Gupta, having 2.33 (TCyP) total citation per year. It shows A Sharma leading in research contribution and production in academic development.

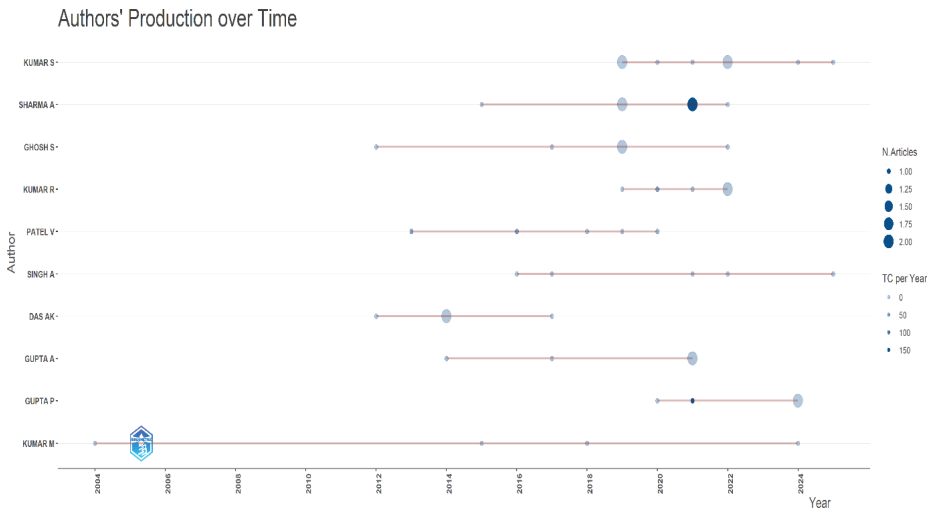


Figure 1: Author's Production over Time

Table 4: Average Citation Per Year Annual Production

Annual Total Citation Per Year				
Year	**MeanTCperArt**	**N**	**MeanTCperYear**	**CitableYears**
2000	12.00	1	0.46	26
2002	218.00	1	9.08	24
2003	26.33	3	1.14	23
2004	16.40	5	0.75	22
2005	13.67	3	0.65	21
2006	25.25	4	1.26	20
2007	28.67	3	1.51	19
2008	57.00	3	3.17	18
2009	151.75	8	8.93	17
2010	30.25	4	1.89	16
2011	36.75	8	2.45	15
2012	19.31	13	1.38	14
2013	56.27	11	4.33	13
2014	22.00	21	1.83	12
2015	64.12	16	5.83	11
2016	32.40	30	3.24	10
2017	25.71	17	2.86	9
2018	10.76	25	1.34	8
2019	22.09	22	3.16	7
2020	60.08	52	10.01	6
2021	65.34	68	13.07	5
2022	14.76	86	3.69	4
2023	18.50	34	6.17	3
2024	3.03	31	1.51	2
2025	1.44	9	1.44	1

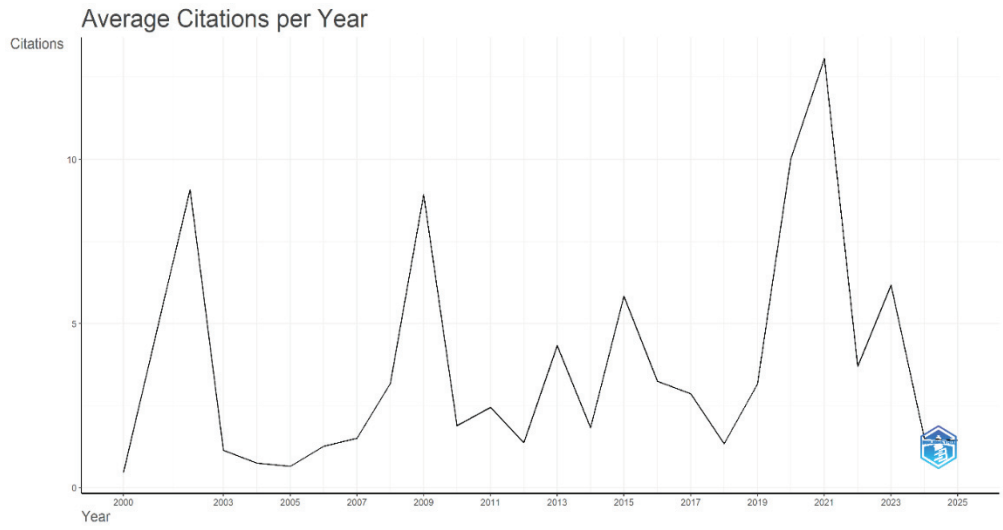


Figure 2: Average Citation Per Year

Interpretation - From Table 4 and Figure 2, the results show that the annual scientific production from 2000 to 2025 has the highest production in 2022 (T) at 86 articles. The lowest rate (T), 1 in 2000 to 2002, was recorded for annual production.

Table 4: Most Highly Cited Document

Most Highly Cited Document				
Paper	**DOI**	**Total Citations**	**TC per Year**	**Normalized TC**
DWIVEDI YK, 2021, INTERNATIONAL JOURNAL OF INFORMATION	10.1016/j.ijinfomgt.2019.08.002	2457	491.40	37.60
BEAMAN L, 2009, QUARTERLY JOURNAL OF ECONOMICS	10.1162/qjec.2009.124.4.1497	1020	60.00	6.72
WANKHADE M, 2022, ARTIFICIAL INTELLIGENCE REVIEW	10.1007/s10462-022-10144-1	908	227.00	61.54
CLARK H, 2020, LANCET (LONDON, ENGLAND)	10.1016/s0140-6736(19)32540-1	769	128.17	12.80
SHARMA A, 2021, IEEE ACCESS	10.1109/access.2020.3048415	724	144.80	11.08
BODKHE U, 2020, IEEE ACCESS	10.1109/access.2020.2988579	616	102.67	10.25
GINNEKEN N, 2013, THE COCHRANE DATABASE OF SYSTEMATIC R	10.1002/14651858.cd009149.pub2	467	35.92	8.30
DAS JK, 2016, THE JOURNAL OF ADOLESCENT HEALTH : OFFICIAL P	10.1016/j.jadohealth.2016.06.020	424	42.40	13.09
JEFFERSON T, 2023, THE COCHRANE DATABASE OF SYSTEMATIC R	10.1002/14651858.cd006207.pub4; 10.1002/14651858.cd006207	382	127.33	20.65
SRIVASTAVA A, 2015, BMC PREGNANCY AND CHILDBIRTH	10.1186/s12884-015-0525-0	321	29.18	5.01

Interpretation - Table 4 and Figure 2 show that, out of 480 cited documents, publications, only the top 10 cited documents were authored by YK Dwivedi, with a total of 2457 citations in 2021 in the International Journal of Information Management.

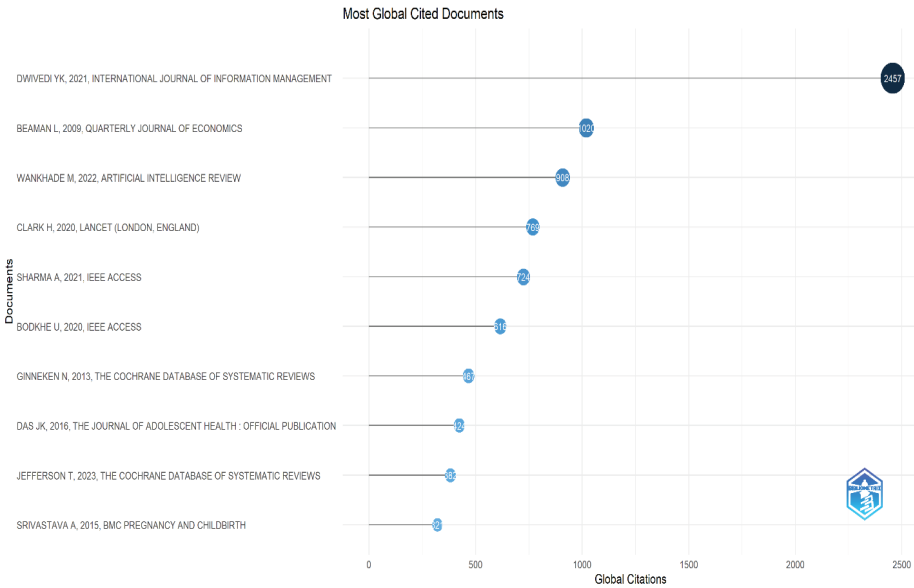


Figure 2: Most Highly Cited Document

Table 5: Most Preferred Sources by Author

Journal Productivity Author's Citation

Source	h_index	g_index	m_index	TC	NP	PY_start
DESIDOC JOURNAL OF LIBRARY & INFORMATION TECHNOLOGY	6	7	0.429	77	19	2012
EDUCATION AND INFORMATION TECHNOLOGIES	6	10	0.462	223	10	2013
SSRN ELECTRONIC JOURNAL	5	8	0.217	73	9	2003
PLOS ONE	4	4	0.571	276	4	2019
BMC PUBLIC HEALTH	3	3	0.13	116	3	2003
BMJ OPEN	3	3	0.6	39	3	2021
DECISION	3	4	0.5	68	4	2020
IEEE ACCESS	3	3	0.5	1366	3	2020
POSTDIGITAL SCIENCE AND EDUCATION	3	3	0.5	237	3	2020
SCIENTOMETRICS	3	3	0.176	81	3	2009

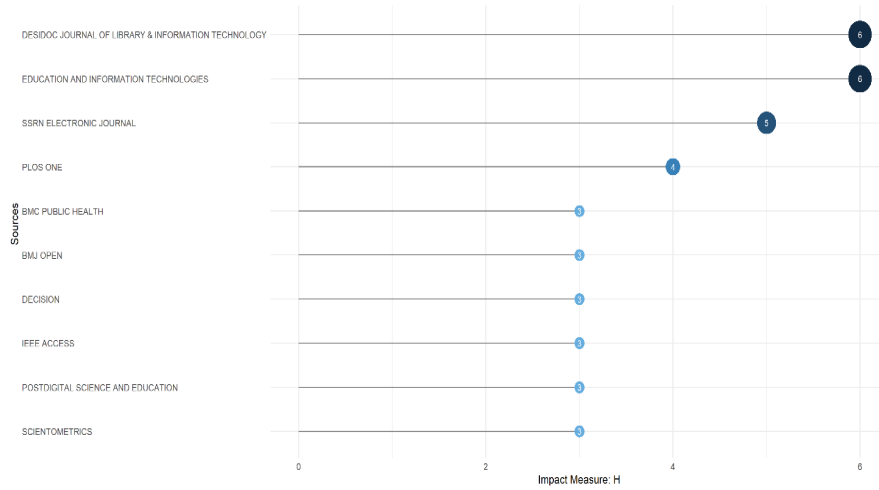


Figure 3: Core Journal Resources Cited by Authors

Interpretation: Table 5 and Figure 3 indicate that the top ten cited authors referred to journals published in the area of information literacy, leading to DESIDOC (TC = 77, h-index = 6) in the 2012 period and Education and Information Technologies (TC = 223, h-index = 6) in the 2013 period.

Table 6: Core Sources by Bradford's Law

Core Sources by Bradford`s Law				
SO	**Rank**	**Freq**	**cumFreq**	**Zone**
DESIDOC JOURNAL OF LIBRARY & INFORMATION TECHNOLOGY	1	19	19	Zone 1
EDUCATION AND INFORMATION TECHNOLOGIES	2	10	29	Zone 1
INTERNATIONAL JOURNAL OF RESEARCH IN LIBRARY SCIENCE	3	10	39	Zone 1
SSRN ELECTRONIC JOURNAL	4	9	48	Zone 1
AL JOURNAL FOR RESEARCH IN APPLIED SCIENCE AND ENGINEERING	5	8	56	Zone 1
MULTIMEDIA TOOLS AND APPLICATIONS	6	7	63	Zone 1
DECISION	7	4	67	Zone 1
INTERNATIONAL JOURNAL OF RESEARCH -GRANTHAALAYAH	8	4	71	Zone 1
PLOS ONE	9	4	75	Zone 1
SN COMPUTER SCIENCE	10	4	79	Zone 1

Interpretation- Table 6 and Figure 4 reveal that the top ten core sources cited by authors under covers zone 1 according to Bradford's Law analysis, and among the ten, top two most cited journals by authors as per (cum Freq) cumulative frequency

and ranking DESIDOC (Rank=1) and Education and Information Technologies (Rank=2) come under zone 1 to be encouraged. It is the most significant impact of research among academics.

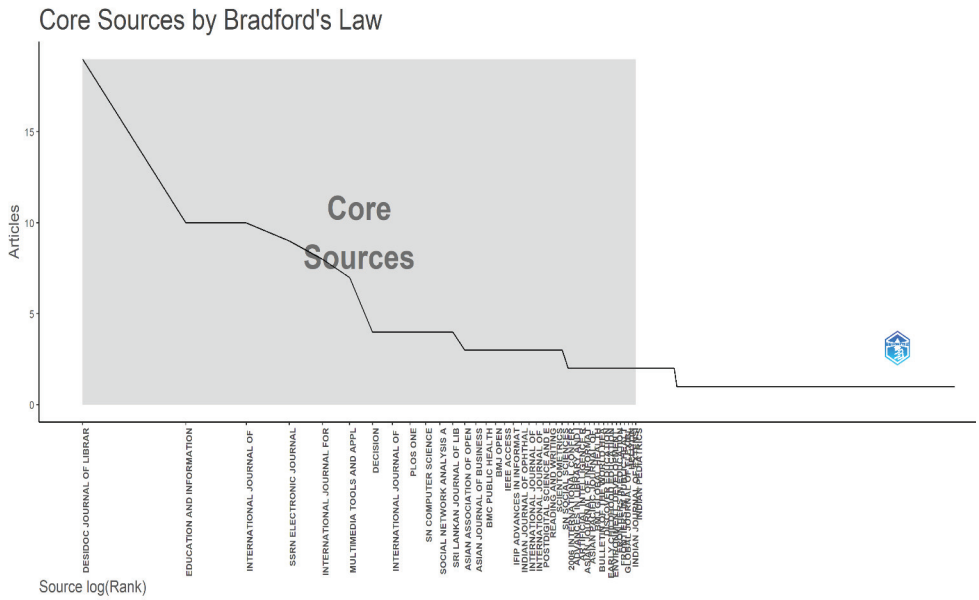


Figure 4: Core Sources by Bradford's Law

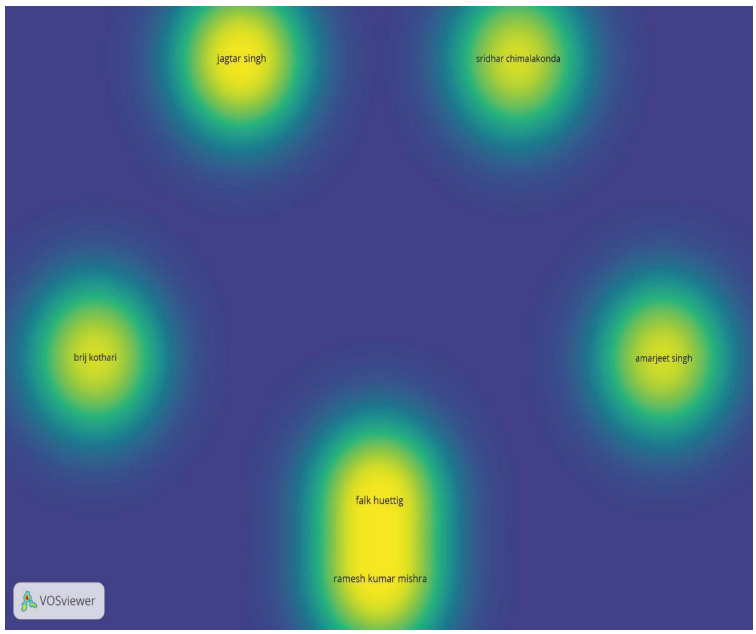


Figure 5: Co-Authorship Density Visualization

Interpretation - The network of the co-authorship population created by VOS Viewer is displayed in Figure 5, where the minimum number of documents published by an author is at least five, and the total number of authors is 25 per document. According to the network map, there is one link, Cluster-1, and six nodes (authors) in the network are represented. Each node is a separate author, and a link between a pair of nodes represents a co-authorship relationship. Additionally, out of the six authors, two are included on the network map, indicating that co-authorship is a contributing factor in increasing publication frequency. The link strength was strongest between the closest collaborators, "Falk Huettig" and "Ramesh Kumar Mishra."

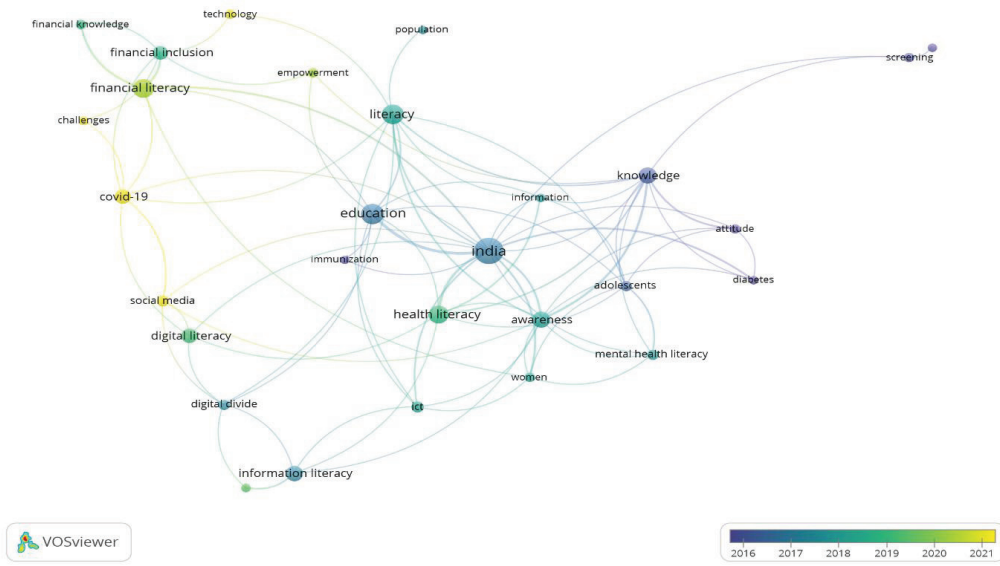


Figure 6: Co-Occurrence Network

Interpretation: Figure 5 illustrates the keyword co-occurrence network map of information literacy, created using VOS Viewer. Ultimately, we utilized the author-provided keywords from the publication. The minimum number of author keywords was predetermined at 30, and the exact author keywords were selected accordingly. The top keywords in the co-occurrence network were: "INDIA" (45), "Education" (27), "Literacy" (25), "Health Literacy" (22), "Financial Literacy" (23), "Information Literacy" (15), and "Digital Literacy" (14). Finally, there was a link strength of a pair of nodes (120), Links (83) and Cluster (5).

Conclusion

The bibliometric analysis conducted over the past two and a half decades reveals significant trends and patterns in systematic literature reviews on information literacy, with a focus on the support provided by libraries. This study examined researchers' attitudes towards scholarly communication and research, which are vital for updating subject knowledge and essential for professional growth. This bibliometric research, which analyses 478 papers written between 2000 and 2025, comprising 15,593 references and 3,052 authors, provides a systematic snapshot of the research landscape on Information Literacy (IL). The descriptive data reveal an impressive increase in scientific production, which peaked significantly in 2022 (86 articles) compared to a low initial point in 2000–2002 (1 article), indicating academic maturation and increased visibility in research on the relevant field over the past 25 years. Several key contributors were observed, most notably A Sharma, who demonstrated an overall contribution and citation impact (769 total citations). YK Dwivedi authored the single most highly cited document (2,457 citations) published in 2021, which qualified as a landmark reference, demonstrating the impact of a specific researcher or publication site. The analysis of publication outlets emphasises the importance of journals such as DESIDOC and Education and Information Technologies, which not only appear in the top-cited journals (Table 5) but are also identified as fundamental sources in Bradford's Law Zone 1 (Table 6), signifying an essential read for researchers. The co-authorship network analysis revealed a relatively low level of collaboration, with only a small cluster of authors exhibiting strong co-authoring linkages, such as "Falk Huettig" and "Ramesh Kumar Mishra", suggesting that collaboration is limited, despite the growing body of research. Lastly, the keyword co-occurrence map demonstrated the variety of themes in IL research, with "INDIA" and "Education" as the central themes. At the same time, "Health Literacy", "Financial Literacy", and "Digital Literacy" suggest emerging applied concepts indicating a growing relevance and extent of Information Literacy.

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Role of Information Communication Technologies in Driving Digital Transformation: An Overview

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ABSTRACT: Purpose: Digital transformation entails a radical and deliberate change in how organizations operate, create value, and communicate with their stakeholders in the digital age. This abstract discusses the role of Information and Communication Technologies (ICT) in supporting the transformation of entire organizations. ICTs may be seen as ways of re-engineering business processes, developing new business models, or even providing better experiences for users; however, regardless of their use, ICTs perform essential functions that reposition institutions.

Methods/Approach: This overview indicates that a broad range of ICTs, including cloud computing, artificial intelligence (AI), big data analytics, mobile technology, and the Internet of Things (IoT), come together to support digital transformation. Cloud computing enables scalable infrastructure, while AI and machine learning provide intelligent automation and personalization. Big data analytics facilitate informed decision-making based on data and evidence. Mobile technologies create access and engagement anywhere and anytime, and IoT creates connected environments.

Significance of the Study: The importance of this study lies in demonstrating how ICT technologies serve as the key building blocks of digital transformation. It provides an overall view for the organization and individuals interested in NVTF, conveying the considerable strategic importance of ICT technologies and their capabilities. By clarifying the role of value network transformation factors in the context of ICT's impact on value networks, this study can help inform decisions, allocate resources, and formulate policies to achieve digital transformation and a competitive advantage in the digital era through strategic organizational or collective advantages.

KEYWORDS: Digital Transformation, ICT, Libraries, Technologies, Digital Library

Introduction

The modern era of business is witnessing a dramatic and rapid change in its model, which is often referred to as Digital Transformation (DT) and is defined as the ingrained integration of digital technologies throughout an organization that fundamentally changes how it operates and how it delivers value (Fitzgerald et al., 2014; Warner & Wäger, 2019). The influence of Information and Communication Technologies (ICTs) is behind this monumental change. While ICTs have historically served as a supporting function in business, we now find ourselves in a time where their present-day forms—especially those linked to key drivers of the transformation like cloud computing, Big Data analytics, Artificial Intelligence (AI), and the Internet of Things (IoT)—position them as key drivers and artifacts of DT across industry (Hess et al., 2016; Vial, 2019). When delving beyond the introduction, a more comprehensive discussion of the role of ICT in Digital Transformation (DT) reveals several key themes and issues. DT is not simply the deployment of new ICT tools; rather, it is a broad strategic and cultural transformation that is made possible by these tools, which indicate new ways of creating value, competitive advantage, and customer engagement (Berman, 2012; Westerman et al., 2014).

Modern key ICTs, such as the Internet of Things (IoT), enable the collection of massive volumes of real-time data and information from physical assets and the application of Big Data Analytics and AI/Machine Learning transform the data into predictive insights that enhance decision-making and automate decision-making, so fundamentally disrupting cycle times for executing value-creating processes (Wieland et al., 2017). Moreover, Cloud Computing offers the flexibility, scalability, and cost-effectiveness required to deploy these technologies. It reduces the investment threshold for even Small and Medium-sized Enterprises (SMEs) to make meaningful change (Mithas et al., 2013). The technological change necessitates commensurate organizational changes, requiring new skills, business processes, and approaches to limitless experimentation (Sambamurthy et al., 2003). Therefore, it is essential to gain a deeper understanding of the relationship between the various components of ICTs, as well as the organizational and societal changes that are likely to ensue, separately. This paper demonstrates that a sophisticated ensemble of ICTs works together, serving as the essential engine for the current wave of Digital Transformation.

Digital Transformation

As metaverse technologies become more integrated, they are reshaping the concept of smart libraries, enhancing user interaction with information, and revolutionizing access and dissemination processes (Margam, 2024). DT transcends basic "digitisation" (the conversion of analogue information to digital), or "digitalisation" (the use of digital technology to improve existing processes), and requires radical rethinking of business models and workflows (Westerman et al., 2014). The primary objective of DT is to facilitate transformational business improvements, which may encompass enhancements in customer experience, operational efficiency, innovation, and the introduction of new revenue streams (Piccinini et al., 2017). The metaverse is rapidly emerging as a transformative digital environment for libraries, offering immersive and interactive experiences that transcend physical and geographical limitations (Margam, 2024; Namdas, 2024). This evolving technology enables libraries to offer a range of innovative services, such as virtual exhibits, collaborative spaces, and dynamic educational experiences, fostering new ways of user engagement (Namdas, 2024; Oladokun, Yahaya, and Enakrire, 2023). While libraries have long been at the forefront of the maker space movement, encouraging patrons to engage in informal learning environments and technology experimentation (Kim, Choi, and Jung, 2020), they are also researching virtual worlds to enhance user experiences.

Some libraries offer drop-in VR sessions for storytelling, gaming, skill development, and travel experiences (Dahya et al., 2021; Frost et al., 2020; Hurrell & Baker, 2021). By integrating virtual reality, artificial intelligence, and blockchain technologies, the metaverse creates a digital environment that transcends geographical limitations, providing global access to library resources (Lin et al., 2023; Ng, 2022). Digital transformation (DT) is a multi-faceted and fundamental process of integrating digital technologies into all aspects of a company, which fundamentally changes its operations, strategies, and value proposition to customers (Fitzgerald et al., 2014; Vial, 2019). The primary objective of DT is to facilitate transformational business improvements, which may encompass enhancements in customer experience, operational efficiency, innovation, and the introduction of new revenue streams (Piccinini et al., 2017). Stolterman and Fors (2004) corroborate that digitisation, or digital transformation, is used in reference to alterations linked to the utilisation of digital technology in all aspects of human society. Gimpel and Röglinger (2015) aver that digital transformation is typically implemented through the application of digitization procedures, which convert existing services and products into digital versions (see also Hauge, Ayala, & Conradi, 2010; Kohli & Johnson, 2011; Liu, 2012; Medina & Prario, 2013).

Literature Review

Omrani, Nessrine, Rejeb, Nada, et al. (2022). The research examines digital technology adoption in SMEs through the technology–organization–environment (TOE) framework, using data from 15,346 European and non-European Union SMEs. An ordered logit model indicated that drivers of increased adoption occur primarily in the technology context (IT infrastructure, digital tools, and existing innovation) and in organizational variables (corporate regulation, skills, and financial resources). The environmental context had the least influence, although it had some marginal significance. The results emphasise that SMEs should prioritise assessing their internal readiness (specifically, their infrastructure and skills) and then map a strategy, rather than merely responding to external pressure to adopt technologies. In summary, organisational drivers, rather than technological or environmental drivers, took precedence in the digitalisation process.

Abiodun, T., Rampersad, G., & Brinkworth, R. (2022). This study develops a conceptual framework for Industrial Digital Transformation (IDT) based on dynamic capabilities theory to explain a value-creating pathway through the realization of smartness capabilities. Using expert interviews, this study reveals four clusters of technological features (i.e., intelligence, simulation and visualization, data management, and response to stimuli) that constitute enterprise smartness. IDT comprises features such as digitisation of operations, integration across a supply chain partner network, and the capability to utilise data. The framework links IDT and delivering value through smartness, whereby IDT serves as a driver of organizational value. Practitioners should prioritize leveraging this value-generating capability in their IDT journey.

Trcek, D. (2025). This paper discussed the oft-neglected role of Application Programming Interfaces (APIs) as a primary force for digital transformation and social advancement. While its focus has rested on a bottom-up, developer-oriented perspective, it advocates for including top-down business perspectives in both the development of APIs and standardization work. Here, a conceptual framework is proposed to support the evolution of APIs in development and standardization, drawing on lessons from Complex Service Architectures to articulate both technological and business implementation frameworks that can be primarily considered within the critical lens of e-government services.

Van Veldhoven, Z., Vanthienen, J. (2021). This study fills gaps in 41 existing digital transformation frameworks in the research literature through a developmental literature review. It proposes a new framework that combines several concepts, explicitly incorporating the role of society and evolution over time. Notably,

the framework also introduces and categorizes 23 "digital transformation interactions" into six categories, framing them as drivers of change. This new lens for viewing digital transformation proposes a richer macro-understanding and a standard frame for future study.

Netheler, Kirsten Liere, Packmohr, Sven, & Vogelsang, Kristin (2018). The importance and difficulty of digital transformation are significant topics in the manufacturing sector, impacting not only the value created through operations but also the change itself within organizations. This study has identified 12 main drivers of digital technologies' adoption, based on qualitative interviews with 16 interviewees. The motivations for companies to adopt digital technologies were predominantly based on improving processes, with customer demands representing a broader landscape. This study aims to enhance the understanding of these disruptive models and the impact of rapidly changing adoption processes on the manufacturing sector.

Omowole, B. M., Olufemi-Phillips, A. Queen, & Ofodile, Onyeka Chrisanctus (2024). Digital transformation presents both considerable opportunities and challenges in the manufacturing industry, impacting value creation within operations and driving internal organizational change. This study, based on interviews, discovered twelve main drivers for the adoption of digital technologies. Companies are primarily motivated by process improvement for value creation, with customer demands serving as an indicator. The purpose of this study is to gain a deeper understanding of these disruptive adoption models and their implications for manufacturing, where processes are adapting relatively quickly.

Tsiavos, V., Kitsios, F. (2022). This systematic literature review of 74 articles examines the role of technology in digital transformation (DT), initially driven by the context of technology's disruption or advantage in achieving competitive advantage. The study expanded what it meant to view technology merely as an enabler or driver of DT into an analysis of the concept itself, where questions about the pace of adaptation, technology preference, and possible delays are considered. In finding that technology can sometimes also serve as a barrier to DT, the study revealed several possibilities for future research.

Ohlert, Clemens, Giering, Oliver, & Kirchner, Stefan (2022). Discussions often conflate German digitalization solely with 'Industrie 4.0', which tends to focus on manufacturing. This paper empirically challenges the idea that focuses on manufacturing, testing whether technology adoption occurs in relation to organizational characteristics and the type of technology. In support of the framework, the results indicate that manufacturing is the leader in all digital

production technologies; however, when it comes to other digital tools, service industries are equal to or ahead of manufacturing in adoption. Patterns of adoption in digital tools remain consistently related to the size, age, and qualifications of employees, suggesting that the embeddedness of digitalisation extends beyond industry categorisation.

Pihir, Igor, Tomicic-Pupek, Katarina, Furjan, Martina T. (2020). Digital Transformation (DT) is a new customer-centric, strategy-oriented paradigm that is fundamentally shifting organizations, enhancing capabilities, and producing new business models, all based on shifts in ICT. This paper provides the reader with a foundational understanding of DT, first offering a definition and then identifying some of the key drivers of DT. The paper will provide a bibliographic analysis, define primary drivers, outline digital maturity assessment approaches, describe contextual influence factors and enablers, and subsequently position both the developments and existing trends in this area.

Technology as a Driver of Digital Transformation

The effective use of investments in IT and technology is necessary to generate business benefits and performance (Gerth & Peppard, 2016). Technology is arguably the most fundamental and pervasive driver of Digital Transformation (DT), serving as both the catalyst and the principal toolkit for change (Vial, 2019). Information and Communication Technologies (ICTs), such as cloud computing, Big Data analytics, Artificial Intelligence (AI), and the Internet of Things (IoT), enable organizations to transition from incremental improvement to radical strategic overhaul (Hess et al., 2016). In particular, technology enables the development of new business models and processes. For example, IoT enables real-time data; AI makes sense of that raw data and provides predictive insights (Wieland et al., 2017), thereby changing product development, customer service, and operational efficiency. Finally, the capabilities of scalability and accessibility provided via Cloud Computing facilitated firms in quickly deploying complex digital services without an enormous upfront investment in infrastructure; thus, accelerating the pace of change and democratizing access to a broader range of organizations (Mithas et al., 2013). In this way, it is the ongoing and converging evolution of different ICTs that drives the continued momentum of DT. According to Li (2020), digital technologies facilitate the development of a broader range of new business models, not only transforming them but also serving as a new channel for information and interaction with customers and other stakeholders. Sebastian et al. (2017) contribute the idea of how social technologies, mobile technologies, analytics, clouds, and the Internet of Things (IoT) are considered new digital technologies. Jiang and Katsamakas (2010) analyze the Internet

and e-book technology as drivers of the book industry. E-book technology has enabled a new way to supply books to consumers rather than merely purchasing them from online or brick-and-mortar shops. The DT here not only results in the transformation of how people read books, but additionally guides them with new offers for book delivery and competition. The majority of the literature analyzed addresses new information technologies (NIT). New information technologies, such as the Internet, broadband networks, and mobile communications, have the potential to transform business and need to be understood in terms of how and when to apply them (Gottschalk, 2006).

Role of ICTs in Digital Transformation

Information and Communication Technologies (ICTs) are the ubiquitous driving force behind today's Digital Transformation (DT), propelling organizations beyond mere process improvement to undergo fundamental changes in strategy and structure (Vial, 2019). ICTs act as key enablers for organizations to provide the tools and infrastructure that enable firms to create and capture value in a redefined manner. More specifically, the convergence of technologies such as Cloud Computing, Big Data Analytics, Artificial Intelligence (AI), and the Internet of Things (IoT) provides the technological underpinnings for DT to take place (Hess et al., 2016). The function of ICT can be analyzed in terms of its ability to offer new capabilities and opportunities. Cloud Computing provides the necessary scalable and flexible infrastructure, making it easy for organizations to rapidly and efficiently implement new digital services at a low cost and without significant infrastructure investments on-premises. (Mithas et al., 2013) This infrastructure is then bolstered by data: the IoT generates a massive collection of real-time operational data and customer data, creating Big Data assets. AI and machine learning analyse large datasets to develop predictions, make automated decisions, and create personalised experiences for customers (Wieland et al., 2017). The structure of these technologies enabled not only operational productivity but also made completely new business models available, thereby making ICT the necessary impetus for technological innovation from a digital capability perspective (business competition based on integrated technologies) (Bharadwaj et al., 2013).

Challenges for ICT implementation for Digital Implementation

Organizational and Cultural Barriers

1. **Resistance to Change:** People within the organization — employees and management alike — may be hesitant to adopt new digital tools and related

processes because they are uncomfortable with change, worried about job security, and/or anxious about learning new skills (Vial, 2019).

2. **Lack of a Clear Strategy/Vision:** If you try to implement ICT without a coherent, agreed-upon DT roadmap that connects to workplace objectives, then you will have unrelated, independent, and disorganized projects. The result will be misdirected resources with no potential of producing comprehensive transformation (Hess et al., 2016).
3. **Silos:** Often, departments or areas of the organisation function independently, resulting in disconnected decisions, duplication of effort, and an inability to integrate data and/or create a shared digital platform across the organisation.

Technological and Infrastructure Challenges

1. **Legacy Systems and Infrastructure:** Numerous organizations struggle with legacy, inflexible systems that are costly and time-consuming to migrate to the cloud (Mithas et al., 2013). The costs, risks, and time it takes to migrate data and ensure compatibility anchor organizations and limit their ability to innovate.
2. **Data Management and Integration:** Digital transformation generates immense amounts of data (Big Data), yet organizations often lack sufficient systems, governance, and quality protocols to manage, protect, and integrate data from various sources.
3. **Security Issues:** The expanding digital footprint (e.g., cloud usage, IoT devices) expands the attack space, with profound implications for data breaches, cyberattacks, and keeping up with evolving data privacy rules.

Human Capital and Financial Constraints

1. **Digital Skills Gap:** The widespread shortage of employees with the appropriate technical skills (e.g., data analysis, cybersecurity, AI development) is a significant limitation on an organisation's ability to build, implement, manage, and capitalise on new ICTs (Westerman et al., 2014).
2. **Financial Constraints/Budget:** Consequently, DT typically requires substantial capital investment in hardware, software, personnel acquisition, and skills training. These costs are often prohibitive for many Small and Medium-sized Enterprises (SMEs), and the long-term Return on Investment (ROI) can prove problematic.
3. **Lack of Leadership Support:** Without observable, continuous, and evidence-based support and commitment from senior executives, digital initiatives often struggle to access the necessary funding/financial

commitment, resources, and legitimacy to overcome internal resistance and achieve their intended goals successfully.

4. **Technology Choice Overload:** The increasing number of available ICT solutions (e.g., AI Platforms, CRM, ERP) makes choosing the right technology in areas relevant to the organization's particular needs complex and risky (Fitzgerald et al., 2014).

Results and Discussion

This implies that ICT technologies are not just tools to assist digital transformation but actually facilitate it. Cloud computing has also provided a set of scalable resources that offer agility and capacity for remote operation. AI and Machine Learning provide intelligent automation, personalized services, and predictive analytics to make decisions differently. Big Data and analytics enable the creation of usable insights from raw data, while mobile technologies provide seamless access and a seamless user experience without interruption. Furthermore, IoT provides environments of interconnectedness, and robust cybersecurity provides the trust necessary for these environments. The discussion emphasises that the coalescence of distinct ICTs reveals that organisations can achieve the most efficient processes, innovations, and value propositions, which had not been offered or conceived without the benefits of technological convergence.

Conclusion and Recommendation

ICT technologies are critical enablers of digital transformation, facilitating profound changes in how organisations operate and create value. For successful and sustainable transformation, organizations must embed a variety of ICTs, make relatable investments in the continuous evolution of technology, and leverage digital literacy. Any organisation must comprehend the strategic integration and continuous evolution of these technologies and systems in order to survive and effectively capitalise on the opportunities presented by digital transformation.

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Examining the Use of Research Support Tools and Services among Research Scholars of the Faculty of Law, Aligarh Muslim University: A Case Study

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ABSTRACT: This study examines the availability and use of research support tools and services among law researchers at Aligarh Muslim University (AMU). We employed a mixed-methods approach for this study, utilising a structured questionnaire to collect data from librarians and researchers, and analysing the data using simple percentage and mean score methods. The Law Library provides key tools, including access to databases such as SCC Online, Manupatra, and HeinOnline. However, citation guidance services, such as Bluebook, OSCOLA, or APA style, are available only in the central library (Maulana Azad Library) of AMU. Findings show that most researchers 59.91% visit the library mainly for research support and consultancy help. In terms of usage, plagiarism detection tools like Turnitin, Drillbit, and URKUND show the highest mean score of 4.14, indicating a firm reliance on academic integrity tools. Respondents also reported several challenges, such as a lack of Awareness, limited access to online resources, inadequate training, and technical issues. Recommendations focus on awareness sessions, more training workshops, and enhancing technical support. This study also highlights the need for stronger research support tools in legal research and provides practical suggestions to enhance research support in the Law Library at AMU.

KEYWORDS: Research Services, legal Research tools, Maulana Azad Library (MAL), Academic Law Library, and Researchers.

1. Introduction

The library helps the academic community in many practical ways. It not only offers access to resources but also provides a range of research support services designed to assist students, teachers, and researchers throughout the research process. Research support services are now a vital component of academic libraries. They help students and researchers to find reliable information, utilize digital tools effectively, and enhance the quality of their scholarly work. According

to Larsen and Dorch (2010), research support service is a service that enables a researcher to spend more time, more efficiently, in their role as a researcher and contributes positively to the quality of research. In academic law libraries, the need for robust research support is even greater, as legal research relies on specialized, authoritative, and continually updated sources of information. Law libraries typically provide access to major legal databases, such as SCC Online, Manupatra, HeinOnline, LexisNexis, Westlaw, and Bloomberg Law, along with assistance in legal literature searches, plagiarism detection tools, citation guidance, reference management tools, e-journals and ebooks, and research skills workshops.

Along with these tools and services, the library not only saves time but also enhances the credibility and quality of legal research. Online legal research tools, such as SCC Online, Westlaw, LexisNexis, Indian Kanoon, and Manupatra, have significantly influenced the research practices of law scholars (Prasad & Lal, 2023). The present study, titled "Examining the Use of Research Support Services and Tools among Researchers of the Faculty of Law, Aligarh Muslim University: A Case Study," aims to explore the level of Awareness, usage patterns, training received, and challenges faced by researchers in utilizing available research support services and tools. The findings of this study will help identify the existing gaps and provide suggestions for strengthening research support mechanisms in the Faculty of Law.

Research support services and tools

Research Support Services can be defined as a set of specialized, user-centred services provided by libraries that assist researchers in planning, conducting, managing, disseminating, and evaluating their research outputs. Research Support Services may include guidance on literature search strategies, citation and reference management, data management planning, scholarly publishing support, research impact measurement, and training in the use of research tools. By integrating these services into their operations, academic libraries play a vital role in enhancing the quality, visibility, and societal impact of research.

Academic Law Library

An academic Law Library is a specialized library established in universities, colleges, or research institutions to support the academic and research needs of law students, teachers, and researchers. It provides access to a wide range of legal resources, including textbooks, bare acts, law reports, case digests, journals, and online legal databases. Law school libraries are unique and special in their own way. However, they can still learn from the ways public and academic libraries have changed in recent years to remain useful for education and their communities

(Gorham & Jaeger, 2017). The law library is designed to assist law students, faculty, scholars, and administrators of the parent academic institution. Therefore, the law library of an academic institution is established to meet the information needs of various user groups, enabling them to fulfil their diverse academic activities (Mallika & Sen, 2008).

2. Literature Review

Forsman et al., (2012). Explored that the role of libraries has been changing due to many profound changes in information technology, universities, the Internet, and the new working cultures of researchers, and also global changes since 2000. According to Haseena and Chandrakumar (2018), academic libraries should support research by developing research collections and data repositories, as well as providing citation analysis, research methodology training, and research data management. Tang and Zhang (2019) stated that university libraries now need to find a new direction for their services to become more closely connected to the university's main academic work and play a stronger role in supporting research. As a result, research support services have emerged from this need. Oghenekaro (2019) explored how academic libraries support teaching, learning, and research within their institutions by providing research collections, services, data literacy training, and research data management. Verma and Charu (2023) stated that libraries today are increasingly engaged in developing innovative research support initiatives to provide researchers with advanced data and technological tools. Klinefelter (2010) examined how law libraries contribute to the research activities of law faculty, both directly and indirectly, and how, in many institutions, law librarians provide training and guidance to students who serve as research assistants to faculty members. Kenneth (2019) stated that an academic law library refers to a library that is attached to a law school, which exists to serve, support, and enhance the teaching, learning, reference, and research needs of the law community. Santharooban (2022) examined research support services and found that libraries worldwide offer a range of services, including institutional repositories, bibliometrics, research data management, support for scholarly publishing, digital curation, and training.

3. Specific Objectives

1. To identify the availability of research support tools and services in the Faculty of Law Library, AMU.

2. To investigate the use of research support tools and services among researchers in the faculty of law library, AMU.
3. To explore the challenges faced by the researchers of the faculty of law in the use of research support tools and services.
4. To recommend the improvement of research support tools and services in the Faculty of Law Library, AMU.

4. Methodology

This study adopted a mixed-methods approach, combining both quantitative and qualitative techniques. Data were collected through a structured questionnaire based on a five-point Likert scale, along with interviews conducted with the librarians of the Law Faculty Library and the Central Library of AMU (Maulana Azad Library). The target population consisted of 170 researchers, including LLM (61) and PhD (109) scholars, enrolled in the Faculty of Law, Aligarh Muslim University. The researcher physically visited the faculty of law to distribute the questionnaire. Despite three visits to the Faculty of Law, the researcher was able to contact 120 researchers. Of the total 120 distributed questionnaires, 66 were received, resulting in a response rate of 55%. The collected data were analyzed using SPSS and Microsoft Excel.

5. Results and Findings

This part of the study presents a detailed examination of the availability, Awareness, and actual use of research support tools and services among researchers offered by the Law Faculty Library, AMU.

5.1 Availability of research support tools and services

Table 1 reveals that the Maulana Azad Library and the Faculty of Law Library together provide several research support tools and services to researchers. The most frequently offered services include access to online legal databases (such as SCC Online, Manupatra, HeinOnline, LexisNexis, and Westlaw), as well as assistance with legal literature searches and reference queries, which are essential for effective legal research. The library also offers publication support, journal selection assistance, and research visibility services through its institutional repository. Orientation and awareness programs are also conducted to help users understand the available research resources. However, some important research support tools, such as citation guidance, reference management training (e.g., Zotero/Mendeley), plagiarism detection tools (e.g., Turnitin or Urkund), and inter-

library loan/document delivery services, are not available in the Faculty of Law Library. These services are provided by the Maulana Azad Library, which functions as the central library of AMU. This indicates that although the Law Faculty Library provides several essential and frequently used research services, there is a need to strengthen its specialised research support with advanced research tools. This will help ensure that researchers do not have to rely entirely on the Maulana Azad Library for these facilities.

Table 1. Availability of research support tools and services

S. No.	Research Support Services	Law Faculty Library	MAL
1	Access to online law databases (SCC Online, Manupatra, HeinOnline, LexisNexis, Westlaw, etc.)	✓	
2	Legal literature search and reference assistance	✓	
3	Citation guidance (Bluebook / OSCOLA / APA)		✓
4	Reference management training (Zotero /Mendeley)		✓
5	Plagiarism detection service (Turnitin / URKUND)		✓
6	Workshops on legal research methodology / legal writing	✓	
7	Publication support and journal selection assistance	✓	
8	Institutional repository/research visibility support	✓	
9	Inter-library loan/document delivery services		✓
10	Orientation/awareness programs for researchers	✓	

5.2 Usage of research support tools and services

5.2.1 Demographic Profile

Table 4 presents the distribution of respondents by gender, type of course, and area of legal research. The data show that most respondents are male, with 47 participants (71%), while 19 participants (29%) are female. Based on the qualifications, 52% of the researchers hold an LLM, and 48% are PhD research Scholars, which shows that both groups are actively participating in this study. The table also shows that, in terms of their research area, the highest number of respondents is from criminal law (33%), followed by constitutional law (25%), and 23.72% from family law. A smaller number are involved in commercial law (11%) and labour law (7%). There is only one respondent from the International Law, which shows very low representation in that area.

Table 4. Demographic Details

Distribution of Respondents by Gender, Course of Study Qualification, Area of Legal Research (N=170)			
Demographic Variable	**Category**	**No of Respondents**	**Percentage**
Gender			
	Male	47	71%
	Female	19	29%
Course			
	PhD	32	48%
	LLM	34	52%
Area of Research			
	Constitution Law	17	25%
	Criminal Law	21	33%
	International Law	1	1%
	Family Law	15	23.72
	Commercial Law	7	11%
	Labour Law	5	7%

5.2.2 Frequency of visiting the library

Table 2 shows that the sample consists of 66 researchers. The data explains how often they visit the library. Most researchers (46.97%) visit the library daily, indicating that they rely on the library for their studies and research. Approximately 30.30% visit the library weekly, meaning they use the library every week, but not on a daily basis. Conversely, 18.18% of the scholars reported that they rarely visit the library, which may be due to a preference for digital resources or other personal study habits.

Table 2. Frequency of visiting the library

Frequency	**No. of Researchers(N=66)**	**Percentage**
Daily	31	46.97
Weekly	20	30.30
Monthly	3	4.54
Rarely	12	18.18
Total	**66**	**100**

5.2.3 Primary purpose for visiting the library

Table 3 shows that most respondents (59.91%) visit the library mainly for research support or consultancy help, which suggests that research guidance is their primary need. Many users also come to the library to access computers and internet services (56.61%), and to use reference materials or information sources (54.54%). This reflects a strong requirement for both digital facilities and academic resources. A little more than half (51.51%) visit the library to borrow books, indicating that printed materials are still useful for many researchers. Just 9.9% visit for other reasons, which clearly shows that most researchers come to the library for academic and research-related activities.

Table 3. Primary purpose for visiting the library

Frequency	Yes	No
To borrow books	(51.51%)	(48.85%)
To consulting reference materials and information sources	(54.54%)	(45.46%)
To seek research support or consultancy services	(59.91%)	(40.9%)
To use Computers or Internet Facilities	(56.61%)	(43.93%)
Other	06 (9.9%)	(90.90%)

5.2.4 Awareness of Research Support Tools and Services

Table 5 shows that access to major online law databases such as SCC Online, Manupatra, HeinOnline, LexisNexis, Westlaw, and Bloomberg Law was the most widely recognised, with 92.42% of respondents reporting knowledge of these resources. This indicates that digital legal databases are highly familiar to the research community. Legal literature search assistance (87.87%), citation guidance in styles such as Bluebook or OSCOLA (83.33%), and workshops on research methodology or legal writing (81.81%) were also highly recognised. Similarly, 78.78% reported Awareness of plagiarism detection tools like Turnitin and Drillbit, reflecting their increasing importance in academic research. Moderate awareness levels were found in areas such as publication and journal selection support (72.72%) and access to e-journals and ebooks (75.75%). However, Awareness of reference management tools such as Zotero and Mendeley was comparatively low at 56.06%, indicating the need for more training and orientation in this area. The lowest Awareness was recorded for inter-library loan (ILL) and document delivery services, with only 27.27% respondents reporting knowledge of these services.

Table 5. Respondents' Awareness about research support tools and services *(N=66)*

S. No.	Research Support Services	Yes	No
1	Access to online law databases (SCC Online, Manupatra, HeinOnline, LexisNexis, Westlaw and Bloomberg Law)	(92.42%)	(7.58%)
2	Legal literature search assistance by library staff	(87.87%)	(12.13%)
3	Citation guidance (Bluebook / OSCOLA / APA)	(83.33%)	(16.67%)
4	Reference management tools (Zotero / Mendeley)	(56.06%)	(43.93%)
5	Plagiarism detection tools (Turnitin / Drillbit / URKUND)	(78.78%)	(21.22%)
6	Research methodology / legal writing workshops	(81.81%)	(18.19%)
7	Publication and journal selection support	(72.72%)	(27.28%)
8	Inter-library loan/document delivery services	(27.27%)	(72.72%)
9	Access to e-journals, ebooks, and online resources	(75.75%)	(24.25%)
10	Orientation or awareness programs for researchers	(75.75%)	(24.25%)

5.2.5 Usage of Research support tools and services among law researchers

Table 6 shows that the researchers utilise various research tools and services at different levels. Online legal databases such as SCC Online, Manupatra, HeinOnline, LexisNexis, Westlaw, and Bloomberg Law are among the most frequently used resources, with an average score of 3.91, indicating that they are essential for legal research. Plagiarism detection tools (Turnitin, Drillbit, URKUND) are also showing high usage, with a mean of 4.14, indicating firm reliance on academic integrity tools. In contrast, reference management tools like Zotero and Mendeley, along with citation/referencing tools such as Bluebook, OSCOLA, and APA, have lower mean scores, of 3.17 and 2.77, respectively, indicating limited use among respondents. Among the services, assistance from library staff in legal literature search is widely used (mean 3.62), highlighting the importance of personalised librarian support. Access to e-journals and ebooks is moderately used, with a mean of 3.53. Similarly, workshops on research methodology/legal writing (mean 3.33) and orientation/awareness programs (mean 3.41) show moderate participation from researchers.

Table 6. ***Respondents' Usage of Research Support Tools and Services (N=66)***

S. No.	Research Support Services	Always	Often	Sometimes	Rarely	Never	Mean
1	Access to online legal databases	(28.79%)	(54.55%)	(1.52%)	(9.09%)	(6.06%)	3.91
2	Assistance from library staff in legal literature search	(15.15%)	(57.58%)	(7.58%)	(13.64%)	(6.06%)	3.62
3	Training in citation and referencing styles	(18.18%)	(21.21%)	(19.70%)	(16.67%)	(9.09%)	2.77
4	Workshops on research methodology / legal writing	(13.64%)	(40.91%)	(19.70%)	(16.67%)	(9.09%)	3.33
5	Use of plagiarism detection services	(25.76%)	(39.39%)	(28.79%)	(13.64%)	(13.64%)	4.14
6	Use of reference management tools	(13.64%)	(30.30%)	(28.79%)	(13.64%)	(13.64%)	3.17
7	Access to e-journals and ebooks	(27.27%)	(33.33%)	(12.12%)	(19.70%)	(7.58%)	3.53
8	Participation in orientation/ awareness programs	(16.67%)	(42.42%)	(16.67%)	(13.64%)	(10.61%)	3.41

5.2.6. Training/workshop

Table 7 shows that, among all tools and services, training on legal research databases has the highest participation rate, with 71% of respondents. This shows that database training, such as SCC Online, Manupatra, HeinOnline, LexisNexis, Westlaw, and Bloomberg Law, is the most commonly offered and used training activity. Training on writing assistance tools, such as Grammarly, Quillbot, and MS Word Editor, is reported by 41% of respondents, suggesting that while some researchers receive support for improving their writing, further training could extend this support to a larger group. Only 30 per cent of respondents have received training on research management tools such as Zotero, Mendeley, and EndNote, which shows a lack of Awareness or availability of these important research tools. Training on plagiarism detection tools, such as Turnitin, Drillbit, and URKUND, is available to 38 per cent of respondents, indicating that more regular workshops could help improve academic integrity practices among researchers.

Table 7. Training/workshop

S. No.	Frequency	Yes	No	Mean
1	Writing assistance tools (Grammarly, Quillbot, MS Word Editor)	(41%)	(59%)	0.41
2	Research management tools (Zotero, Mendeley, EndNote)	(30%)	(70%)	0.30
3	Plagiarism detection tools (Turnitin, Drillbit, URKUND)	(38%)	(62%)	0.38
4	Databases (SCC Online, Manupatra, HeinOnline, LexisNexis, Westlaw and Bloomberg Law)	(71%)	(29%)	0.71

5.8 Challenges in Using Research Support Tools and Services

Table 8 shows that the biggest challenge faced by respondents is the lack of training or guidance in using research tools, with a mean score of 2.95. This suggests that many users find it challenging to use research tools effectively without proper instruction, highlighting the need for more workshops and practical training sessions. Another key issue is the difficulty in understanding what citation or plagiarism rules mean, with a mean score of 2.58, as many respondents selected "Moderately" or "Very Much," indicating that respondents struggle with citation styles and plagiarism policies. The lack of Awareness of available research support services, with a mean score of 2.67, emerged as an important concern, implying that many scholars are not fully aware of the services offered by the library, which

in turn reduces their usage. In addition, challenges related to limited access to legal databases and online resources, as well as technical or internet connectivity problems, also exist, with scores of 2.58 and 2.52, respectively, indicating issues with digital access and infrastructure. Some respondents face challenges, including a lack of research services (mean = 2.50) and insufficient time or library support (mean = 2.48), although these were comparatively lower concerns.

Table 8. Respondents' Challenges Related to Research Support Tools and Services (N=66)

S. No.	Statements	Not at All	Slightly	Moderately	Very Much	Extremely	Mean
1.	Lack of availability of research support services	(12.12%)	(43.94%)	(27.27%)	(15.15%)	(1.52%)	2.50
2.	Lack of Awareness of available research support services	(13.64%)	(34.85%)	(25.76%)	(22.73%)	(3.03%)	2.67
3.	Limited access to legal databases and online resources	(13.64%)	(42.42%)	(22.73%)	(15.15%)	(6.06%)	2.58
4.	Lack of training or guidance in using research tools	(16.67%)	(25.76%)	(18.18%)	(24.24%)	(15.15%)	2.95
5.	Technical or internet connectivity problems	(22.73%)	(39.39%)	(12.12%)	(15.15%)	(10.61%)	2.52
6.	Difficulty in understanding citation or plagiarism rules	(21.21%)	(19.70%)	(43.94%)	(10.61%)	(4.55%)	2.58
7.	Insufficient time or library support	(19.70%)	(42.42%)	(15.15%)	(15.15%)	(7.58%)	2.48

6. Recommendations

Based on the study's findings, the following recommendations are proposed.

- Many respondents were not fully aware of the research support facilities in the libraries. Therefore, the library should organise regular orientation sessions and actively utilise digital platforms to inform researchers about the available legal databases, research tools, and support services.
- The library should introduce more structured training programs on citation styles, plagiarism avoidance, research methodology, and the effective use of software tools like Zotero, Mendeley, Turnitin, Grammarly, and reference management systems.
- The difficulties related to internet connectivity, the library needs to improve Wi-Fi bandwidth, ensure adequate power backup, and maintain updated systems to support online research activities.
- It is important that qualified and well-trained staff are available to assist researchers in literature searching, database navigation, citation guidance, and resource discovery, which can reduce confusion and improve the overall quality of research output.
- In addition, the library should conduct regular awareness drives and hands-on workshops or training on plagiarism detection tools like Turnitin or URKUND, so that researchers develop a better understanding of academic ethics and citation rules.

7. Conclusion

The study examined availability, usage patterns, and key challenges of research support tools and services at the Law Faculty Library of Aligarh Muslim University. While a variety of resources, such as legal databases, plagiarism detection tools, writing assistance software, and reference management systems, are available, researchers do not use them equally. Some are heavily utilised, while others remain underused due to low Awareness or a lack of training. A significant finding is that respondents regularly access databases such as SCC Online, Manupatra, and HeinOnline, highlighting the library's central role in supporting legal research. Still, issues like poor Awareness, lack of training, technical glitches, and insufficient guidance emerged as notable challenges. These barriers hinder the full potential of the library's research support ecosystem. Addressing these challenges, the Law Faculty Library of AMU can substantially enhance the research capabilities of its students and scholars, promote academic integrity, and contribute more effectively to the advancement of legal research.

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"Users' Awareness of ICT in Academic Libraries Affiliated to RTMNU: User Perspectives"

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ABSTRACT: Written during the era of abundant technology, and thus witnessing the bruising mechanization of knowledge, the centre has, therefore, to grow into a more dynamic and technologically savvy establishment. Its integral march would be to incorporate modern ICT facilities in libraries for the consumption of these tremendous information resources by students and researchers. For instance, in the case of the University Libraries Coalition, which comprises libraries affiliated with RTMNU, a difference was observed in the use of ICT tools, knowledge, and availability of digital resources, as well as users' awareness. The objective of this research is to discuss awareness, acceptability, and patterns observed by users when employing ICT, as well as any problems they encounter. Therefore, this study is based on online surveys using the IHWQ to collect data from 200 students. The findings suggest that users are overwhelmingly aware of ICT, but they are not exposed to its practical use in a real-world sense. Training, network issues, and insufficient knowledge about digital resources were among the barriers. These libraries should organize ICT training for users, raise the level of digital literacy among users, and provide more technical facilities associated with the libraries.

KEYWORDS: ICT, Academic Libraries, RTMNU, User Awareness, User Perception, Digital Resources, Library Services

Introduction

The world in which we live today is evolving; it is sure to become an information-focused, knowledge-centric, and technology-driven society. In this regard, the Internet, computers, cell phones, cloud storage, and other digital platforms are famously vital for the processing, storage, dissemination, and use of information. As the correspondence pattern has changed, the methods of information sourcing have evolved accordingly. Formerly, the processes involved relying on printed materials, such as books, magazines, and jargon from libraries, through conversations with librarians; however, today, information gathering can occur

within a single click. Information and Communication Technologies (ICT) have emerged as an indispensable part of the entire process.

These digital libraries are evolving as centres for learning, a far cry from what they have been- a vibrant environment centre providing and storing print material, in contrast to digital information. Today, instead of traditional libraries, digital libraries are widely used with ICT-based services and resources, including e-books, e-journals, online databases, web-based online public access catalogues (OPACs), digital repositories, e-theses, e-learning resources, virtual reference services, and e-content management. This allows users to access information not only from the sounds of the library walls but also from any location, at any time.

Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU) is the most prominent university in the entire Vidarbha region and is affiliated with numerous colleges. Libraries in each of these colleges play a central role in imparting knowledge to scholars, researchers, and faculty members. These days, nearly all colleges affiliated with RTMNU have modernized their library services by incorporating ICT facilities. Libraries, in coordination with OPAC systems, internet facilities, digital knowledge repositories, e-resource subscriptions, national initiatives such as N-LIST and INFLIBNET, and the replacement of current computer systems, have upgraded the standards of libraries.

Interactions in a user environment, whether high- or low-tech environment, do not solve the riddle. The incorporation of ICT facilities by users is an area that warrants further research. In another vein, depending on your perspective or whether you are a user, it can be indicated that students, though might have been exposed to a decent amount of ICT resources, that though, until one learns to exploit them in an immensely assisted way, in tangible performance terms, all this resource could add up to barely nothing in terms of student usage. It is at this point that availability becomes a relevant factor. The student gets neither full access to ICT facilities nor a secondary feeling about whether they should give it a shot.

The ICT infrastructure in rural colleges is considered weaker compared to that in urban institutes. Thus, there is a significant gap in the utilization of ICT within the nation's higher education institutions. The issue of the proper utilisation of electronic resources, assessing the satisfaction level, and the appreciation of end-users for ICT services has reached its peak.

Inefficient use of ICT can result in a waste of money for libraries on a campus. Conversely, efficient use of ICT can enhance students' ability to learn, conduct research activities, and invent new technology-conscious processes. For that, ICT awareness and acceptance amongst students directly improve academic advancement.

Need and Importance of the Study

The factors that have led to the entry of Information and Communication Technology (ICT) in academic libraries are: development of digital education, increasing e-resources use like e-books, e-journals, online databases, digital repositories as regards research, higher education and knowledge; information seeking has been facilitated by adding sources within our institutional library; efficiency of the service. ICT in academic libraries has thus created a false expectation of instantaneous information discovery in the common user community. Some users lacked the necessary experience, though many users had heard about the services on offer. This is so that these services can be learned more effectively (such as how to use them, knowledge of ICT capabilities, and any other stability requirements).

The geographical area of the RTMNU encompasses numerous college institutions in both urban and rural areas. ICT facilities are relatively well-endowed in urban colleges, but in rural colleges, these facilities often exist amidst low usage. The disparity between urban and rural areas directly implicates user awareness, skills, and acceptance of ICTs. A few students who employ ICT tools are unable to utilize the full range of such tools due to various reasons, such as a lack of internet access, inadequate training, insufficient technical guidance, or limited digital literacy, thereby denying them opportunities for knowledge acquisition and, consequently, widening the digital divide.

Therefore, it is of utmost importance to detect and study the differences in awareness and usage of ICTs vis-à-vis affiliated colleges of RTMNU. A comprehensive study on students' use of ICT services would contribute to an understanding of the extent of ICT use, the difficulties users face, and how these needs need to be catered to for library services to become of better quality, user-centred, and efficient. Such a study will enable the full potential of ICTs to be leveraged in enhancing the educational process.

Review of Literature

Vipin Kumar (2025) conducted research titled "Information Communication Technology (ICT) Based Library Resources and Services in University Libraries of Haryana," under the mentorship of Dr Roshan Khayal at Mangalayatan University. The study examines user experiences across university libraries in Haryana, with a particular focus on the impact of ICT on library resources and services. The questionnaire-based survey method is used to assess the availability of digital resources, online services, and overall user satisfaction. The results indicate that ICT has not only made information available more quickly but also enhanced the

user's involvement in the research process. Nevertheless, some challenges, such as low digital literacy and inadequate infrastructure, remain. The study, therefore, not only affirms the long-standing dispute over ICT's ability to bring libraries up to par but also suggests how it can be achieved through the improvement of technological integration for better academic support.

Uma Tyagi (2017), in her PhD research titled "Competency Framework for University Library Personnel in ICT Environment: A Study of Select University Libraries in Delhi", done under the supervision of Dr Zuchamo Yanthan at Indira Gandhi National Open University (IGNOU), delves into the necessity for library staff to acquire ICT skills. The study highlights that the current LIS syllabi in India require significant changes to align with the needs of ICT-based libraries. It also highlights the need for a common ICT competency framework for LIS education across different universities to provide uniform foundational content. The results further suggest that it is essential for library staff to continually update their skills, as ICT is a rapidly evolving field. The research highlights the need for training in ICT competencies to be provided to professionals in LIS departments at both graduate and postgraduate levels.

Ashim Kumar Dutta (2024), in his dissertation titled "Use of ICT Application in the Housekeeping Operations of the University Libraries in West Bengal: Reviews and Analysis", done under the supervision of Dr Subarna Kumar Das at Jadavpur University, gives a critical view of the ICT adoption in the housekeeping operations of the university libraries in West Bengal. The study utilises library holdings data, establishment details, and affiliated colleges as the basis for its argument, asserting that the University of Calcutta and Jadavpur University are the top in terms of resources and academic support. While smaller universities, despite their limited capacities, also play a significant role. The data reveal that many institutions have been digitalised, but they still have unfilled positions in terms of staff training, infrastructure, and service standardisation. The report calls for better technology, standardised library procedures, and increased accessibility to support the whole academic community. Thus, the research lays the foundations for further developments in the university libraries of West Bengal, enhancing their efficiency, inclusiveness, and user-centeredness.

In her thesis, "Present Situation of ICT Infrastructure and Use of E-Resources in College Libraries under West Bengal State University: A SWOC Analysis", and guided by Dr Subarna Kumar Das, Paramita Sen (2020) at Jadavpur University carries out a comprehensive study on ICT and e-resource usage in the rural and semi-rural areas of West Bengal. The research highlights several critical issues,

including unequal teacher-to-student ratios, limited home access to ICT, and inadequate network connectivity. It also reveals that students and library staff have minimal knowledge of digital resources. The case of N-LIST is illustrative of the situation. While many colleges have subscribed to this e-resource, the library staff often don't receive the necessary training to use it efficiently. The study reveals that a large part of the library departments is gradually transitioning from manual processing to computer-aided operations; however, financial constraints, limited space, and inadequate infrastructural facilities are the three stumbling blocks that are hindering the entire shift. The paper ultimately identifies the transition between the old and the new as the primary factor in necessitating nothing less than adequate budgeting, staff training, and systematic ICT development to enable full automation, thereby facilitating students' easy access to digital resources.

Objective of the Study

- To measure the awareness of users of academic libraries affiliated to RTMNU about ICT.
- To examine the attitudes of users towards ICT services.
- To identify the challenges faced in ICT usage.

Scope of the Study

For this study, a sample of some colleges was chosen to determine the awareness and acceptance of ICT users in the RTMNU-affiliated academic libraries. In the case of sample selection, colleges were selected from both urban and rural areas, enabling the analysis of all factors that influence differences in ICT usage levels. Suryodaya College of Engineering and Technology, Nagpur, is one of the colleges which has been included in this process. The college is situated in Nagpur city and is recognised as a role model for the use of ICT and the provision of digital resources for students.

The Suryodaya College of Engineering and Technology, Nagpur library is equipped with all the necessary research facilities, including e-books, e-journals, a digital repository, an OPAC system, internet access, and digital tools. The participation of this library in the research provides an opportunity to investigate the ICT awareness, service acceptance, and usage patterns of urban educational institutions. Moreover, the staff of this library supports students and researchers by teaching them the proper use of ICT tools, thereby making it easier for users to express their views.

Sample selection was conducted by including individuals from various age groups, disciplines, and courses, as well as researchers and students, to ensure the data is more comprehensive and trustworthy. A questionnaire survey was conducted among 40-50 students from each college, along with interviews of some faculty members and librarians. This helped to conduct an in-depth study of all aspects, including ICT usage, acceptability, and problems.

The study covered urban and rural colleges, which facilitated the estimation of the difference in the quality of ICT services in the libraries affiliated to RTMNU. Thus, the information derived from this sample will be beneficial for the library administration in making improvements in ICT facilities, conducting training programs, and upgrading students' digital skills. The involvement of Suryodaya College of Engineering and Technology, Nagpur, provides an urban perspective to the research, offering a point of comparison for the investigation of ICT usage in the remaining colleges of the Vidarbha region.

Research Methodology

The goal of this research is to investigate the awareness and acceptance of ICT among users in the academic libraries associated with RTMNU. The descriptive and analytical research method has been selected for this purpose. Users' awareness, acceptance, and experience have been analysed in detail using a descriptive method, while the collected data have been analysed technically and statistically through an analytical process.

Sample Size

The chosen sample size for the research consisted of 40-50 participants, including students, teachers, and researchers. A diverse group comprising individuals of various age groups, educational backgrounds, and levels was selected to gather thorough and trustworthy data on ICT service usage and acceptance.

Data Collection Tools

For collecting data, both questionnaires and interviews were applied as the primary methods. The questionnaire covered various topics and had questions aimed at assessing the knowledge, use of services, problems, and the ICT attitudes of students, researchers, and teachers. Moreover, in-person interviews with librarians and teachers took place, which enhanced the reliability and depth of the data obtained.

Data Analysis

The data collected for this study were obtained from 40-50 participants, comprising students, teachers, and researchers from colleges affiliated with RTMNU, including Suryodaya College of Engineering and Technology, Nagpur. The primary aim was to gather comprehensive data on the ICT usage of users through questionnaires and interviews. The study aimed to investigate users' perceptions of ICT, digital resource utilisation, online services, and their acceptability. Furthermore, it specifically looked into the problems that users encountered, such as poor technical skills, network issues, and the unavailability of digital resources. The data analysis revealed that the majority of students and researchers regularly utilised ICT services, but some individuals struggled to adapt to the digital tools. Faculty members primarily utilise ICT for academic and research purposes, but they also encounter some technical challenges. The information obtained from this data will help make the library's ICT services more user-friendly by thoroughly investigating users' requirements, service acceptability, and obstacles.

ICT Awareness

User Type	Awareness of ICT Tools	Detailed Information	Remarks
Students	78% aware	- e-Books: Used for studying and referencing- e-Journals: Access articles and research papers specific to the subject- OPAC: Efficiently search library resources- Digital Repository: Access to projects, dissertations, and other materials	With Good Effectiveness, Most Students Are Well-Acquainted with Digital Tools in Learning.
Teachers / Researchers	90% aware	- e-Books: Referenced for academic and research purposes- e-Journals: Get latest research articles and access to databases- OPAC: Library resources searched regularly- Digital Repository: Keep publications, theses, and reference materials	ICT tools are being used more efficiently by learners and researchers, particularly for research purposes.

ICT Services Acceptance and Usage

User Type	ICT Service Usage	Detailed Information	Remarks
Students	70% experienced benefits	- OPAC: Constantly utilised for searching among library resources- e-Books: Always used for study and reference- Digital Repository: Rarely used for getting projects and dissertations- Online Databases: Minimal use	Service providers of ICT have sped up the process of information retrieval for students. In particular, Electronic Books (E-books) and Online Public Access Catalogue (OPAC) have been attributed to creating interest.
Teachers / Researchers	70% experienced benefits	- OPAC: Often utilised to find resources- e-Books: Consumed mostly for scholarly and research references- Digital Repository & Online Databases: More frequently used by researchers than students for research- e-Journals: Used primarily for getting the most recent research papers	Teachers and researchers utilise ICT services more effectively, as they can access information faster and conduct research more efficiently. Furthermore, they rely on databases and e-journals to a greater extent than students.

Challenges in ICT Usage

Challenge / Issue	% of Users Affected	Details	Remarks
Slow Internet Speed	25%	Users can access online resources and electronic services, but they may experience a delay.	Affects both students and researchers, reducing efficiency
Insufficient Knowledge of Digital Resources	20%	E-books, e-journals, and databases are all offered through the TTU Libraries, although most students are unaware of the extensive selection available.	Highlights the need for awareness programs and guidance

Challenge / Issue	% of Users Affected	Details	Remarks
Lack of Training	10%	User training for the effective use of ICT equipment is inadequate.	Training workshops can improve skills and confidence
Login / Access Problems	15%	Problems authenticating themselves on digital platforms.	Technical support is required to resolve these issues.

Discussion

The results indicate that the availability of digital tools, high-speed Internet, and technical support for both staff and students influenced technology adoption in urban colleges affiliated with RTMNU. The rural colleges, on the other hand, had to contend with very challenging situations, including slow internet connectivity, limited ICT tools, and infrastructure in poor condition. These difficulties have been identified as the primary cause of underutilised digital resources, including e-books, e-journals, OPACs, and online databases.

ICT is generally well-received by students, who are more than aware that it is not only a matter of easy access to information but also a great support in the learning process. However, on the other hand, the lack of proper technical training is the primary reason they cannot fully utilise these services. Similarly, some researchers and teachers, despite being aware of ICT tools, often struggle to utilise digital platforms effectively because they have not received adequate training or guidance. The librarians, during their interviews, emphasised that they will be able to cope with these challenges only if they are provided with skill development and awareness programs.

The research, in one word, shows an apparent rural-urban dichotomy regarding ICT in the RTMNU institutions. The technical capabilities in terms of communication and information technologies can significantly accelerate academic performance and the production of research; however, the full realisation of this great potential will depend on resolving the technical difficulties first. However, upgrading the digital infrastructure, training the staff regularly, and creating awareness about the availability and advantages of ICT services can make all the colleges under the university more open to and thus more efficient in their use of ICT services.

Conclusion

The research indicates that the knowledge of ICT tools among the library users in "RTMNU-affiliated colleges, particularly Suryodaya College of Engineering and Technology, Nagpur" is excellent. Digital tools are primarily known and used by students, teachers, and researchers for their academic and research needs. The process of finding information through OPAC, e-books, e-journals, digital repositories, and online databases has become quicker, easier, and more accessible now. There is a clear consensus among students and researchers that their study and research productivity have increased because of ICT services. These benefits suggest that ICT not only enhances academic performance but also facilitates the process of information retrieval.

On the one hand, the data from research and interviews with librarians and teachers demonstrate a good awareness of ICT, but on the other hand, some challenges still exist. The main challenges include, among others, slow internet speeds, a lack of awareness about specific digital resources, inadequate technical skills, and login and access issues. Due to these problems, the real and effective use of ICT is still limited to some extent. However, if "Suryodaya College of Engineering and Technology" and other RTMNU-affiliated colleges initiate training programs, establish guidance facilities, ensure the availability of e-resources, and provide technical support to address these issues, then the users' capacity will undoubtedly increase.

The future of academic libraries is becoming increasingly digital. Therefore, it has become essential to utilise ICT tools and effectively incorporate them into existing skills. The skill is necessary for students' information retrieval skills, the effectiveness of their studies, and the smooth flow of their research. Proper training, systematic use of digital resources and measures to make ICT services more accessible can significantly improve the efficiency of library users of "Suryodaya College of Engineering and Technology".

To conclude, the situation with the application of ICT in libraries associated with RTMNU is a positive one, and its impact on study and research is undeniable. For the digital libraries of the future, the focus should be on the adoption of ICT, the efficient use of digital tools, and training. Through proper planning and implementation, positive changes can be made in the information retrieval proficiency, study productivity, and research skills of library users in all aspects. The present study provides evidence that the learning and use of ICT are significant factors in achieving success in a modern educational setting.

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A Webometric study on Transforming Library Services in the AI Era: Library Services, User Engagement and Community Impact- Enhancing User Engagement

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ABSTRACT: We all know that the Libraries are undergoing a structural and cultural shift: from static repositories of books to dynamic, data-informed community hubs. The arrival of artificial intelligence (AI) has accelerated this transformation by enabling personalisation, predictive services, automated reference, and more innovative content discovery. Simultaneously, webometrics, the quantitative study of web-based phenomena, provides tools to measure, analyse, and benchmark how libraries present themselves online and how users engage digitally. This paper synthesises current literature, proposes a webometric framework to evaluate AI-enabled library services, and outlines empirical methods and practical recommendations libraries can adopt to enhance user engagement and maximise community impact. The findings suggest that while AI has the potential to improve service efficiency and user engagement significantly, its adoption also raises concerns related to data privacy, algorithmic bias, and the evolving role of librarians. The study concludes by highlighting the need for strategic planning, staff training, and ethical frameworks to ensure responsible and inclusive implementation of AI in library environments.

KEYWORDS: Library, Library Services, User Engagement, Artificial Intelligence, Smart Libraries, Library Innovation

Introduction

The digital era has redefined expectations of information access. Patrons now expect immediate, personalised, and frictionless experiences when interacting with library resources, expectations shaped by commercial platforms powered by AI. Libraries that harness AI thoughtfully can deliver improved discovery, tailored learning pathways, proactive outreach, and deeper community ties. At the same time, the web presence of a library (its website, APIs, linked data, social feeds, and digital collections) is the primary interface for many patrons; webometric measures offer objective ways to track changes in visibility, usability, and engagement. This article argues that combining AI-driven services with a

rigorous webometric evaluation strategy is crucial for libraries seeking to enhance user engagement and demonstrably increase community impact.

Literature Overview: AI in libraries scope and trends

Recent systematic reviews and scoping studies indicate a rapid increase in research and pilot deployments of AI in libraries across various functions, including chatbots/virtual reference, recommendation systems, content curation, metadata enhancement, and analytics-driven decision support. These reviews characterise the field as early but growing, with research focusing on potential, ethical concerns, and barriers to technology adoption. (ResearchGate)

Webometrics applied to libraries.

Webometrics metrics that quantify web presence and impact — has a long history in library and information science. Studies analysing link structures, web impact factors, content richness, and usability of library websites provide robust and repeatable measures for benchmarking. Recent work has extended traditional webometric indicators to include social media metrics, API availability, and digital repository visibility, making webometrics well-suited to assess digitally mediated engagement. (digitalcommons.unl.edu)

User engagement and community outcomes

Scholarly and practical literature indicate that digital storytelling, targeted outreach, and personalised services increase engagement; however, measuring real-world community impact requires triangulating quantitative web metrics (visits, links, search visibility) with qualitative outcomes (user satisfaction, learning gains, community partnerships). Studies of AI-enhanced libraries report improvements in query resolution times, personalised discovery, and outreach efficiency, though they also highlight equity, privacy, and resource constraints. (rgujournal.in)

Research objectives and questions

This paper pursues two intertwined objectives:

- To develop a webometric framework for measuring how AI-enabled library services affect online visibility and user engagement.
- To propose evidence-based practices libraries can adopt to enhance user engagement and community impact by integrating AI thoughtfully.

Key research questions:

- Which webometric indicators best capture the influence of AI-driven features on user engagement?
- How can libraries measure both digital engagement (web metrics) and community impact (outcomes beyond the website)?
- What governance, ethical, and technical practices support sustainable, equitable use of AI in libraries?

Methodology: A Webometric Framework for Studying AI-Enabled Library Services

This section outlines a replicable webometric methodology to study how AI-enabled services affect user engagement and community impact.

Objectives and research questions

Sample research questions:

- How do AI-enabled tools (chatbots, recommender systems) change patterns of digital usage (search sessions, click-through rates, time-on-page)?
- What is the relationship between AI-enabled service launches and repository downloads, social shares, or community mentions?
- How do different patron groups engage with AI-enabled services online (students, researchers, public)?
- What indicators best reflect community impact (policy citations, local news mentions, participation rates)?

Data sources

It is an essential source for collecting data for any research. Various sources, including institutional websites and catalogues, discovery platforms and OPACs, Institutional repositories, Social media (Twitter, X, Facebook, Instagram, LinkedIn), Altmetric aggregators, and usage APIs, are used as data sources in this research work.

- Institutional websites and catalogues: pageviews, search logs, query analytics.
- Discovery platforms and OPACs: Search-to-checkout conversion rates and clickstreams.

- Institutional repositories (IRs): download counts, unique visitors, and geographic distribution.
- Social media (Twitter, Facebook, Instagram, LinkedIn): mentions, shares, sentiment analysis.
- Altmetric aggregators: policy mentions, news, blogs.
- Usage APIs: COUNTER reports for e-resources, Google Analytics/Matomo for web usage.
- Chatbot logs: intents, resolution rates, fallback rates, satisfaction ratings.

Metrics and indicators

These are essential tools for evaluating the impact and quality of scientific research. They help in getting the importance and productivity. It also helps in measuring the impact and visibility of research work across the World Wide Web.

- Visibility metrics include backlinks, indexed pages, and search engine impressions.
- Engagement metrics: unique visitors, session duration, pages per session, bounce rate, chatbot active sessions, and resolved queries.
- Interaction depth: time spent on research guides, downloads per visit, repository item views per session.
- Social reach: shares, retweets, likes, comments, follower growth.
- Impact proxies include citations, policy mentions, media coverage, and event attendance registrations.
- Equity indicators include geographic distribution, device types, traffic from underserved zip codes, and accessibility compliance reports.

Analytical techniques

These are very helpful for the systematic gathering, analysis, and interpretation of data to gain meaningful insights. Web-based impact assessment, link analysis, content analysis, search engine analysis, and hyperlink performance are among the techniques used in web-based studies.

- Time-series analysis: detect changes before/after AI deployments.
- A/B testing: evaluate UI/algorithm variations
- Network analysis: hyperlink structures and social media interaction networks.
- Text mining & NLP: topic modelling of queries, chatbot transcripts, and social mentions.
- Clustering & segmentation: Identify patron types by behaviour (power researchers vs. casual learners).

- Regression and causal inference: estimate effect sizes of interventions, adjusting for confounders.

Ethical and reproducible practice

It is an essential part of any research. We can use aggregated, anonymised data, document data sources, collection methods, Open source tools and publish code to

Increase the productivity of this. The permission and other assistance from institutions are also required for this study. Integrity, transparency and reproducibility in the study are essential for maintaining its credibility and trust towards scientific work.

Findings

Data Analysis: The AI efficiently examines the large amount of data produced by libraries and information systems, as well as their users. It can provide helpful information on user behaviour, patterns of resource usage, and areas that require enhancement in library services.

Language Understanding: With the help of AI, library users can effortlessly interpret and engage with the library resource and services using everyday language instead of any search terms or commands.

Enhanced Security: Protecting user privacy and data is crucial for libraries. With the help of AI technology, library systems are more enhanced, identified, and able to prevent unauthorised access or other data breaches.

Learning and Adaptation: To better serve library patrons, AI systems learn from user feedback and data. They adjust and refine their functionalities over time.

Digitisation and Preservation: In the modern era, the digitisation of library resources and services, including the indexing of various types of documents, manuscripts, and rare books, can be streamlined with the aid of AI. Its algorithms can also help preserve digital documents by identifying and correcting errors in digitised materials.

Collection Development: With the help of AI librarians, to easily organise content and builAnalysings. By analysing data, gathering feedback from library patrons, and observing trends in the library's collection, we can make informed decisions related to the procurement and other resource allocation processes. Community Engagement: With the help of social media data analysis, sentiment analysis, and users' feedback, we can understand community interest and prioritise the

library users' engagement, which can be increased. The AI is again helpful in this. Libraries can then tailor events and other services better to meet the needs of local-level groups and communities.

Remote Access: With the AI technology, users can access library resources remotely around the clock. It also facilitates access to online data and various services 24*7 from anywhere.

Location. AI-powered virtual libraries can replicate the experience of traditional libraries in an online format, offering a seamless digital experience.

Limitations and Future Research

The outlook for AI in libraries is optimistic. The continuously developing tools and methods, including machine learning and deep learning, have the potential to enhance library services and engage users more significantly. By working together, libraries, researchers, and AI developers can drive innovation and advance the creation of new AI solutions tailored to the needs of libraries. Future studies should investigate the long-term effects of AI on educational outcomes, establish cross-institutional webometric benchmarks, and explore techniques to merge webometrics with ethnographic approaches to capture more complex narratives.

Conclusion

The AI informs us that libraries offer numerous opportunities to serve as practical discovery tools, deepen engagement, and enhance community impact. The use of AI-based tools in libraries has ushered in a new age of innovation for their users. Throughout the study, we have examined how traditional libraries have evolved in the era of AI.

The use of AI-based technologies, such as virtual assistants and chatbots, has made a significant change in user support, providing immediate and personalised assistance. This transformation requires more than technology; it needs strategic vision, staff reskilling, an ethical commitment, and continuous listening to users for the effective use of library resources. With the power of AI and the values of librarianship, users can reinvent their services in ways that truly enhance their engagement towards libraries.

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Usage and Digital Transformation of Resources in the Aligarh Muslim University Library

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ABSTRACT: The Library plays a pivotal role in the socio-political, economic and educational development of Society. It empowers citizens through the free flow of information, thus fostering lifelong learning, bridging the social and digital divide and preserving culture. Mo t of the print resources published after the year 2007 have already been transformed or directly being born in digital format and used as resources for learning, Artificial Intelligence and Chat GPT allowing most of the knowledge in digital format making it easy and economical to consult since it will enable lifelong learning, and preservation of culture thus, creating an inclusive community hub at a cheaper cost than printed matter. In this paper, the availability of digital content from different categories, mainly subscribed to and available in the public domain, as well as self-digitised by the Maulana Azad Library, is also discussed. This has led the Library to become the most significant contributor to the National Digital Library of India, which is used extensively for education and research. The massive volume of digital content has led to its recognition as the best university library in India by the NAAC Peer Team in 2015.

KEYWORDS: Digital Resources, Public Domain Resources: Digital Transformation:

"The Maulana Azad Library at Aligarh Muslim University (AMU) was declared the best university library in India by the NAAC Peer Team in 2015, recognising its vast resources, digital contributions like NDLI, and quality of services, making it a leader in Indian academic libraries." (Observations of the NAAC Peer Team in 2015)

1. Introduction

The first Library of the Aligarh Muslim University was established in **1877** and inaugurated by the English Viceroy Lord Lytton. It was named after him as Lytton Library. Later, the foundation stone of a new large library building was laid by the then Prime Minister of India, Pandit Jawaharlal Nehru, who also inaugurated it in

1960. The new Library was named after a renowned freedom fighter and scholar, as well as the first Education Minister of India, Maulana Abul Kalam Azad. The first Librarian of the University was Padma Shri S. Bashiruddin, a close Associate of S.R. Ranganathan, the father of library science in India.

1.1 About the University

The University has a rich record of producing many eminent personalities, such as Raja Mahendra Pratap, who was the first President of the Provisional Government of India, established in Kabul in 1915 during World War I. Khan Abdul Ghaffar Khan, known as the Frontier Gandhi, was also an Alumnus of the University. Similarly, Dr Zakir Husain, the President, former Vice President M. Hamid Ansari, former Home Minister Mufti Mohammad Sayeed, as well as heads of some foreign countries, also studied at the University, alongside many eminent politicians, bureaucrats, academicians, doctors, and scientists.

1.2 The University Library

The Library is the central Library of the University, known internationally. It was awarded ISO 9001:2015 in 2019 by a French Auditing Company after undergoing a rigorous auditing procedure of all sections of the Library, which is famous for its invaluable collections of manuscripts, artefacts, and rare books. MA Library currently holds approximately 20 lakh volumes of books and subscribes to nearly all popular journals and databases in the field of studystudy. The Library meets the needs of its students, academics, and research scholars with a wide range of educational resources and services provided throughout the University, thanks to the support of more than 110 college and departmental libraries, including the Engineering College Library, Medical College Library, Social Science Cyber Library, and Ajmal Khan Tibbiya College Library.

1.2.1 Vision and Mission

The Library's vision remains to cater to the informational, academic and research needs of the University fraternity, primarily and the global community in general, thus, enabling the Aligarh Muslim University to achieve excellence in teaching, learning and research. The mission of the Library is to provide user-oriented services that enhance the teaching, learning, and research activities of Aligarh Muslim University by providing high-quality academic and research resources.

1.2.2 Objectives

The Library has the following objectives:

- To achieve the vision and mission of the Library, the Maulana Azad
- Select, acquire and organise high-quality, relevant and up-to-date information resources according to the needs and requirements of the university fraternity;
- Select and depute qualified, experienced and dedicated library staff to offer high-quality library services to the users;
- Develop, maintain and promote a wide range of library services to optimise the use of library resources;
- Organise frequently used orientation and staff training programs for optimum utilisation of the resources of the Library; and
- Adopt the latest tools and technologies to provide library services to the users more effectively and efficiently.

2 Library Infrastructure

The Central Library is a seven-storied building surrounded by 4.75 acres (1.92 ha) of lawns and gardens used mainly for storing most of the books for study, wherein about 2000 readers can sit at a time. It also features a Digital Resources Centre with 100 computers and the necessary infrastructure for accessing and consulting digital content. Fa ilities for differently-abled students are also provided in the Maulana Azad Library, which is attached to it. It has Refreshable Brail Display Units which convert text into audio. Students are also provided with a listening device for listening to audio content. The students have excelled in their studies and have even qualified for lucrative jobs and civil services.

2.1 Facilities for the Differently-Abled

The Library facilitates the students who have problems with vision and are physically disabled. A separate building has been constructed for students who are blind or have low vision, providing books in Braille script. Apart from it, two Brail Display Units, which convert text into audio, have also been provided along with a listening device to each student. As a result, such students have excelled and even qualified for the civil services examinations.

2.2 Printed Collections

The Library boasts a vast print collection of over 1.5 million items, including books, rare manuscripts (like a purported 1400-year-old Quran copy), Persian/Urdu/Arabic/Sanskrit texts, Mughal farmans, and unique works on palm leaves and ancient scripts, supporting diverse academic needs with strong Oriental and historical collections.

- **Books:** About 1.8 million books, covering all university subjects.
- **Manuscripts & Rare Books:** Over 15,000 rare manuscripts, including works in Arabic, Persian, Urdu, Hindi, Sanskrit, and even ancient scripts like Koofi.
- **Oriental Collection:** About 200,000 printed books and periodicals in Persian, Arabic, Urdu, Hindi, and Sanskrit, featuring rare 18th & 19th-century publications.
- **Historical Documents:** Mughal farmans (decrees) from rulers such as Babur, Akbar, and Aurangzeb, along with unique items like a shirt with the entire Quran inscribed.
- **Specialised Works:** Sanskrit works translated into Persian (like *the Mahabharata*, the *Bhagavad Gita*), Ayurvedic texts in Telugu, and works by Bhasa in Malayalam on palm leaves.
- **Special Collections:** Items from historical presses (Fort William College, Delhi College) and donated collections named after their donors.
- **Braille Section:** Books and electronic documents for visually impaired students.

3. Digital Content

0000`The digital content of the Library can be categorised as subscribed,non-subscribed and created in the Library.

3.1 Subscribed Databases

The Library subscribes to all relevant databases in digital format, out of which a vast quantity of information on varied fields can be retrieved online by users from the public domain, including a large number of relevant databases. Li's Library's large infrastructure, resources, and contribution of the highest quantity of digital content distinguish it as the largest contributor of digitised text from rare books, digitised theses, dissertations, and bibliographic records of rare books to the National Digital Library of India.

3.2 Public Domain Databases

- **Vast Resources:** Holds millions of books, rare manuscripts, and journals, providing essential academic resources for students, researchers, and the general public.
- **Empowering Research:** Supports advanced research across disciplines, contributing to India›s intellectual capital and problem-solving capabilities.
- **IT Integration:** Modern services and digital repositories

democratizedemocratise access to information, which is crucial for bridging digital divides.

Preservation of Culture & Heritage:

- **Manuscript Treasure:** Houses invaluable Oriental manuscripts, preserving India's rich historical and cultural legacy, which is vital for understanding diverse traditions.
- **Secular Values:** Reflects Maulana Azad›s ideals of communal harmony and secular education, offering a space for diverse perspectives and fostering national integration.

Community & Social Development:

- **Extension Activities:** Organises book fairs and workshops, promoting literacy and a reading culture, especially among youth in nearby communities.
- **Inspiration Hub:** Functions as a «powerhouse of productive knowledge,» inspiring hope, wisdom, and a cosmopolitan outlook, essential for social change.
- **Digital Inclusion:** Aims to make intellectual wealth accessible to all, fulfilling its mission of serving both the University and the broader community.

Fostering Nation-Building:

- **Legacy of Azad:** Named after India›s first Education Minister, it embodies his vision for inclusive, modern education, building character and strengthening the nation.
- **Platform for Discourse:** Facilitates intellectual discourse and critical thinking, crucial for a vibrant democracy and informed citizenry.

In essence, the Maulana Azad Library is more than a repository; it's an active institution driving India's social upliftment by making knowledge accessible, preserving heritage, and nurturing an educated, harmonious, and progressive society.

3.3 DRC Webpages

Besides a wide range of academic and statistical databases and subject gateways, reference sources are covering a wide range of information relating to all disciplines of study

- Ebooks More than 55 million
- E-Journals More than 6.87 million
- Journal articles: Over three million
- e-theses and dissertations over 7.78 million
- Audio books
- More than three lakhs
- Oriental resources, More than one lakh

4. Knowledge Conservation and Digital Transformation

Digital Resources Centre (DRC) Webpage- Digital Resources Centre (DRC) of the Library Links to Major Resources provided through DRC Webpage. Besides a wide range of academic and statistical databases and subject gateways, 24 reference sources are covering a wide range of information relating to all disciplines of study

4.1 Library's Contribution

- Digitisation of the catalogue of Manuscripts
- Digitisation of Manuscripts: Very rare manuscripts have been digitised (about 7,500 on 9,50,000 folios or about 18,00,000 pages)
- Hand listing: About 7,000 MSS and made available on the Internet
- Books: Digitised over 10,000 under a Project of C-DAC
- Cataloguing: about 5,00,00 books through AMULIBNET and available on the Internet
- Theses and Dissertations: About 15000 theses and dissertations form the second-highest number in India in Shodhganga from any university
- Knowledge Repository: The MA Library has also designed, developed, and maintained its Knowledge Repository, which contains more than 9,360 theses and dissertations.
- Miscellaneous: 69 volumes of Aligarh Institute Gazette, all books by Sir Syed Ahmad Khan.

5. Public Domain Databases

Public domain databases offer students and teachers vast, free resources like classic texts (Project Gutenberg), historical documents (DocsTeach), scientific articles (PubMed Central, arXiv), and general educational materials (OER Commons, ERIC, Internet Archive), providing access to digital books, images, research, and lesson plans for learning and teaching without copyright restrictions.

5.1 Name of the Resource Scope and Quantity

- **BookZZ** is An Online library to make literature accessible for everyone worldwide, containing a collection of 25,76,877 e-books and 52,429,917 scientific articles. In the Internet Archive, the Free Library of books, movies, software, music, websites, etc. Over one crore 30 lakhs
- **The Online BookPage** Index of e-textbooks with features, over 20 lakh books
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- **MHRD National Digital Library** has books of one lakh authors in 70 Indian languages, including Urdu, 15,38,083 as of date
- **HathiTrust's Digital Library is a** Repository of digital content from research libraries. Over one crore 47 lakh

5.2 For Books & Texts

- **Project Gutenberg**: Offers over 70,000 free ebooks, mostly older works whose copyright has expired.
- **Internet Archive**: A massive digital library with books, texts, audio, and video, aiming for universal access to knowledge.
- **HathiTrust Digital Library**: Millions of digitised public domain volumes from research libraries.
- **Standard Ebooks**: Curated, high-quality, public domain ebooks.
- For History & Primary Sources
- **DocsTeach (National Archives)**: Thousands of primary sources (letters, photos, maps) with activities for teaching American history.
- **National Archives (US)**: Digital collections of historical documents, photos, and more.

5.3 For Science & Academia

- **PubMed Central (NIH)**: Free archive of biomedical and life sciences journal literature.
- **arXiv**: Pre-print server for physics, math, computer science, etc.
- **Directory of Open Access Journals (DOAJ)**: A large index of open-access, peer-reviewed journals
- **Science.gov**: Access to US federal science information and research.

5.4 For General Education & OER

- **OER Commons**: A public digital library for open educational resources (OER).

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- **Khan Academy / TED-Ed**: Educational videos and resources.
- For Images & Media
- **Pixabay / Pexels**: Free-to-use stock photos and videos.
- **National Gallery of Art / NASA**: Digital image collections.
- **YouTube (Educational Channels)**: Educational content from various creators. **Access to Knowledge & Education:**
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7.3 Digital Inclusion

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8.1 Legacy of Azad

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8.1 Platform for Discourse

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9. Knowledge Conservation, Preservation and Digital Transformation

9.1 Digital Resources Centre (DRC) Webpage- Digital Resources Centre (DRC) in AMU Library

9.2 Links to Major Resources provided through DRC Webpage

9.3 Besides a wide range of academic and statistical databases and subject gateways, 24 reference sources are covering a wide range of information relating to all disciplines of study

10 Resources, Scope and Quantity

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For Images & Media

- **Pixabay / Pexels:** Free-to-use stock photos and videos.
- **National Gallery of Art / NASA**: Digital image collections.
- **YouTube (Educational Channels)**: Educational content from various

Conclusion

In essence, the Library of Aligarh Muslim University is more than a facility for students to learn and excel, but also a renowned repository of knowledge over the last 150 years; it remained an active institution, driving India's social upliftment by making knowledge accessible, preserving heritage, and nurturing an educated, harmonious, and progressive society. The Library continues to strive to fulfil its committed goal as a vibrant institution.

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Theme-4

User Studies, Engagement, Community Impact & Library Services

Transforming Library Services in the Age of AI: User Engagement and Community Impact

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ABSTRACT: The concept of Artificial Intelligence (AI) is already reshaping library services through the fundamental changes in how information is found, shared, and assessed. This research paper examines strategies for integrating AI and data-driven approaches into library practice, with specific applications in areas such as cataloguing, personalised recommendation systems, virtual assistance, and accessibility services. It also suggests measurable key performance indicators (KPIs) that will measure user interest and influence on the community, thereby aligning technological innovation with social values. The paper outlines a detailed implementation plan, including budgeting, ethical protection, and analytics processes to be used during the adoption process. The general purpose is to provide practical recommendations to library administrators, data experts, and community members, helping libraries continue to be accommodating, inventive, and relevant in the era of AI.

KEYWORDS: Library service, Artificial Intelligence, User Interaction, Community, Data Analysis, Ethics, Personalization, Recommendation System.

1. Introduction

Libraries have become dynamic learning centres, digital knowledge depositories, and community involvement sites, rather than being lifeless repositories of books. With the emergence of superior technologies, accessibility has increased, services have diversified, and the ties between libraries and their clients have been strengthened. The emergence of Artificial Intelligence (AI) presents libraries with new possibilities to improve service provision. Automated catalogue development, metadata development, intelligent search, personalised recommendations, and virtual support systems are all examples of AI-based innovations that can enhance library services, making them more efficient, responsive, and inclusive. Furthermore, it can be used to inform better evidence-based strategies aimed at serving various populations by providing valuable data regarding user behaviour, programme effectiveness, and community impact generated by AI as a data analysis tool.

However, the introduction of AI should be regulated in accordance with the principles of equity, privacy, transparency, and accessibility. Without proper ethical safeguards, AI systems may only serve to perpetuate biases, erode user trust, or discriminate against marginalised groups. This paper, therefore, explores the potential of AI to be integrated into the library in a way that is responsible and strategic, thereby enhancing services, increasing the level of consumer interaction, and expanding the reach to community members during the digital era.

Objectives

1. Improve Core Library Service: How can AI maximize catalogue processes, enhance discovery and recommendation mechanisms, offer non-stop virtual support, and improve access for every user?
2. Define Measurable KPIs: A Set of clear measures of the user engagement, service effectiveness, and overall impact of the community.
3. Exploit Data and Analytics: Identify the key attractions of data, elaborate on suitable modes of analysis, and provide clear code illustrations to facilitate implementation.
4. Implementation with Ethical Supervision: Provide a realistic roadmap for AI implementation that includes a budgeting strategy, administrative framework, and practical ethical guidelines to maintain privacy, promote transparency, and ensure equitable access.

Background & Rationale

Libraries are traditionally considered knowledge centres, as well as hubs for lifelong learning and community interaction. The modern online world is shifting towards meeting the demands of users who want prompt services, customization, and interactivity. Data analytics and AI provide the necessary tools to fulfil these changing requirements.

Libraries have the opportunity to save labour on staff and replace it with routine processes, such as catalogue preparation, metadata creation, and optical character recognition (OCR), thereby automating the workload. The AI enhances the search for information by providing intelligent search results, recommendations, and personalised content delivery. Virtual assistants and chatbots provide user assistance, ensuring 24/7 benefits. As a result, librarians will be able to focus their attention on high-value tasks, including providing research advice, promoting digital literacy education, and engaging in community outreach. Analytics provide

a powerful mechanism for measuring impact and tracking engagement patterns, assessing programme outcomes, and evaluating community benefits.

Ultimately, the integration of technologies should prioritise responsible use to enhance access, inclusivity, and equity, while also safeguarding user privacy. Thoughtfully utilised, AI can improve the functions of libraries as centres of knowledge sharing within the community and as a catalyst for social and cultural growth.

4. Review of Literature

The adoption of artificial intelligence (AI) in library services has caught the attention of many researchers, who have outlined both the possibilities and difficulties in the library field, including cataloguing, user interaction, and community involvement. As Cox, Pinfield, and Rutter (2019) found, AI technologies such as machine learning and natural language processing can be utilized to supplement metadata creation, streamline cataloguing workflows, and enhance discovery systems within academic libraries. Fernandez (2020) discussed the use of chatbots and virtual assistants in libraries, emphasising that they can provide users with 24/7 support at a lower cost than human monitoring, thereby maintaining the quality of services. Additionally, it is possible to rely on the works of Shen, Wang, and Pan (2021), who examined the topic of recommendation systems in digital libraries, demonstrating that personalized recommendations may lead to higher user satisfaction. At the same time, these practices raise ethical issues related to privacy and algorithmic bias. The authors, Kaur and Mahajan (2021), emphasised the power of data analytics in assessing library services, suggesting that records of contacts with patrons, circulation data, and checkout statistics are effective indicators of interactions between patrons and the library. Huwe (2018) mentioned that tools powered by AI can relieve librarians of routine work and allow them to focus more on high-value activities, including digital literacy training and community outreach. Yu and Salehi (2020) explored the role of predictive analytics in supporting program planning and resource allocation, thereby enabling institutions to forecast user needs and emerging trends.

Subramaniam and Jaeger (2020) highlighted the potential of AI to enhance inclusivity, particularly with the aid of tools that facilitate accessibility, such as automated summarisation, translation, and adaptive tools. Chen and Zhang (2021) explored how the concept of using natural language processing to interpret user feedback can be utilized to assist libraries in understanding emerging needs and improving service design. Lastly, the review of AI implementation in libraries

across the globe conducted by Ifijeh and Yusuf (2020) revealed that, although some nations are advancing AI adoption unevenly, AI still has the potential to drive libraries to become more data-driven, responsive, and community-oriented.

5. Areas of Service Transformation

5.1 Discovery & Recommendation

- individualized hunt results using ranking models and user signals.
- Recommendation machines for books, digital coffers, and events

5.2 Access & Digitization

- OCR and document improvement to make literal collections searchable.
- Automated metadata birth to speed listing.

5.3 Virtual backing & Outreach

- Chatbots and virtual reference for 24/7 help
- Automated outreach substantiated emails, SMS messages, push announcements for events and holds.

5.4 Programming & Community Services

- Utilise predictive analytics to pinpoint community needs and tailor programming.
- Availability & Addition
- AI-driven recap, textbook simplification, restatement, and multimodal access.

6. Data Sources & Data Schema

6.1 User & Interaction Data

- Anonymized patron IDs, registration year, age group, membership status
- Event attendance logs
- Circulation logs
- website/search logs
- Chatbot transcripts and reference interactions
- Newsletter/email open and click rates

6.2 Collections & Catalog Data

- Item ID, title, author, subjects, format, language, publication date, metadata source

6.3 Community & Impact Data

- program outcomes, local demographic indicators, school partnership data, and digital resource usage

7. Key Performance Indicators

7.1 Engagement KPIs

- Monthly Active Patrons (MAP)
- Average session duration
- Event attendance rate and repeat attendance
- Task resolution rate
- Recommendation click to checkout rate

7.2 Impact KPIs

- Literacy program completion rate and pre/post assessment delta
- Number of patrons served from priority groups
- Digital inclusion metric: % of patrons accessing devices/training
- Community satisfaction (Net Promoter Score or CSAT from surveys)

7.3 Operational KPIs

- Time spent per cataloguing record
- Cost per patron served

8. Analytic Methods & Workflows

8.1 Descriptive Analysis

- Frequency analyses, time series of checkouts/events, and cohort retention curves.

8.2 Segmentation & Clustering

- Use clustering on engagement features to identify patron segments

8.3 Recommendation Systems

- Baseline: item-based collaborative filtering.

- Production: hybrid models combining content features and collaborative signals.

8.4 Natural Language Processing (NLP)

- Topic modelling and keyword extraction on feedback and chatbot logs to surface unmet needs.
- Sentiment analysis for program evaluation.

8.5 Predictive Models

- Forecast demand for items and program attendance.
- Predict churn or reactivation likelihood to target Outreach.

8.6 Evaluation & A/B Testing

- A/B test recommendation placement, email subject lines, event promotion copy; track conversion and attendance uplift.

9. Implementation Roadmap

- Implementation Roadmap: The progressive approach is suggested.
- Planning: stakeholder involvement, data analysis, audit, and an ethical review.
- Foundations: pilot AI tools implementation, implementation of central data, and dashboards.
- Scaling: implementation of predictive analytics, recommendation engine and targeted programs.
- Optimisation: Start-up process optimisation, continuous evaluation, and reporting.

10. Ethical Considerations

- Ensure customer privacy by anonymising and obtaining explicit consent.
- Perform fairness audits in an attempt to avert algorithmic bias.
- Make AI systems publicly available and offer equal chances of human support.

11. Conclusion

The future of libraries presents a significant opportunity that can be leveraged by artificial intelligence. AI can transform libraries into more efficient organisations,

powering data-driven decision-making by streamlining operations, enhancing discovery and personalisation, and making libraries more user-centric. At the same time, AI also presents additional opportunities to improve community involvement and broaden the library's impact beyond its physical and virtual boundaries. However, AI deployment must be managed appropriately. Concerns about privacy, transparency, equity, and ethical governance are critical to the proper adoption of technology, which can be used to benefit and not compromise the human values that characterise it. The best course of action is to integrate AI-based tools with professionalism to ensure the development of an inclusive, accessible, and sustainable library service, thereby providing the continuation of libraries as a reliable source of knowledge and culture, and to embrace technological innovation in the era of AI.

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Beyond the Shelves: An Investigation into the Use of Online Databases by Academic Library Professionals in Western Maharashtra

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ABSTRACT: This study focuses on the utilisation of online databases by the LIS professionals from senior colleges affiliated to Shivaji University, Kolhapur (Maharashtra, India). From this study, it is hoped to understand the awareness & usage patterns of them & problems they are facing while using databases. Structured questionnaires and interviews were employed as a mixed-methods approach to collect data from 56 library professionals, yielding a 95% response rate. The results show that there is a high level (100%) of familiarity with online databases among the library professionals of Western Maharashtra. Databases such as Google Scholar, DOAJ, and DOAB are widely used, and problems have been reported, including connectivity issues and a lack of training. The current study also highlighted the importance of ensuring improved access and training, as well as the optimisation of online databases by library professionals.

KEYWORDS: Online Databases, Database Awareness, Shivaji University Kolhapur, Library Professionals, Academic Libraries

Introduction

The development of technology has transformed the way information is created, stored, and accessed, and online databases have become indispensable tools in the academic/research domains. These databases provide centralised access to a wide range of scholarly materials, including electronic journals, books, electronic monographs, conference proceedings, and other digital content. They simplify the process of reviewing articles by enabling efficient extraction of pertinent, high-quality, and up-to-date information. By promoting interdisciplinary research and

fostering knowledge discovery, online databases improve academic productivity and increase the overall quality of research. For library professionals, these tools serve dual purposes: supporting user access and facilitating their educational and professional development. However, challenges, including limited awareness, technical barriers, and differing levels of proficiency, may prevent optimal use. Navigating the online databases requires strategic skills and an understanding of unique search capabilities and platforms for retrieving pertinent information. This study examines the level of utilisation of the online database by academic library professionals in the Western Maharashtra area, focusing on their awareness, knowledge, and use. The researchers aim to identify the difficulties that professionals encounter and gain insight into the training, skills, and resources required. Moreover, the findings will highlight areas for improvement, providing a means for enhancing overall service delivery in academic and research ecosystems.

Literature Review

Gaikwad and Bilawar (2023) examined the awareness, use, and impact of online databases on the research productivity of the science faculty members. Their results reveal that 99% of respondents were aware of such databases, with JSTOR, H.W. Wilson and the Economic and Political Weekly being the most recognised. The most commonly used databases were Oxford University Press (mean = 3.86) and Cambridge University Press (mean = 3.82); 94% of the participants reported a positive impact on their research output. The main challenges identified were inaccessible archival resources (44.98%), search difficulties (44.58%) and lack of information technology competency. Hase (2022) found that more than 90% of respondents at the Rajanbapu Institute of Technology, Islampur, were aware of the online sources of the library's databases (ASME, ScienceDirect, IEEE and SpringerLink were most exploited). Approximately 75% of users accessed e-books primarily, but faced challenges including poor internet bandwidth, low technical skills, and a lack of guidance. Pramod and Jitendra (2019) identified the effective use of e-resources in engineering colleges; however, Sapna (2016) reported the challenges faced by postgraduate students who often used databases, despite problems such as a lack of information regarding subscription terms. Similarly, Kwafoa et al. (2016) reported a high level of awareness of online databases (92%) among faculty at the University of Cape Coast. Yet, a considerable number (83 out of 217 respondents) did not utilise them. The literature, taken together, highlights a growing awareness of and reliance on online databases, coupled with long-standing challenges. Kwadzo (2015) found that Ghanaian graduate students gained significant awareness, while there is a paucity of familiarity with

discipline-specific databases, thus emphasising the need for librarian facilitation. Khan and Haridasan (2015) compared the use of databases at AMU and DU, and found that scholars at DU are more active users. For effective use of the database, the authors suggest providing more training. Vartharaman (2014) demonstrated different usage patterns between UOH and OU, particularly when platforms such as ScienceDirect and SCOPUS are accessed. Anil Kumar and Pulla Reddy (2014) discussed the use of e-journals in Andhra Pradesh Universities from the perspectives of preference for UGC-Infonet and open-access journals, problems due to access constraints, and user training. Collectively, these studies highlight the crucial need for user support, training, and infrastructure enhancements to facilitate optimal database usage.

Significance of the Study

This investigation examines the use of online databases by academic library professionals, a group of professionals who play a crucial role in facilitating access to digital resources and serving as guides for researchers, students, and faculty. While antecedent research has been primarily based on the use of e-resources by students and faculty in educational institutions, it often overlooks the opinions of library professionals, especially in the developing economies of East Asia. The present study addresses this gap by examining the awareness, challenges, and usage patterns of librarians in senior colleges of Shivaji University, Kolhapur. Experienced professionals in library and information services shared their thoughts on preferences and decision-making processes related to open and subscription databases. The results indicate a lack of knowledge and skills, and the results present strategies for improving skills and optimising available resources. By addressing these challenges, the research aims to enhance the context of library services, promote knowledge dissemination, and support academic excellence in a region undergoing rapid digital transformation.

Objectives of the Study

The specific objectives are:

- To investigate library professionals' awareness of different subscribed/commercial/open access online databases.
- To explore the level of expertise of library professionals in using a variety of online databases.

- To find out the purpose behind the use of various online databases by library professionals.
- To know the impact of online databases on the academic and research work of library professionals.
- To identify the problems faced by library professionals in using these databases and suggest ways to enhance their usage.

Design/Methodology/Approach

This research employs a mixed-methods design to systematically address issues. A structured questionnaire with 18 items was used, which included demographic information, level of awareness, frequency of use, search deployment techniques, and difficulties encountered. The survey was administered to 60 library professionals from senior colleges, yielding a response rate of 95.00%. The data derived from the questionnaire, supplemented by the principal author's experience, were analysed using Microsoft Excel spreadsheet software to formulate the results of this study, encompassing both quantitative and qualitative aspects, which were further presented in tabular form.

Originality Value

This investigation is the first case study in the library profession within the jurisdiction of Shivaji University, evaluating the current situation regarding the use of online databases based on data collected from a preliminary survey. The results and recommendations are expected to provide valuable insight to college librarians, especially regarding the types of databases they use and their preferences, noting their leading role in research activities, and the obstacles they experience while searching for databases.

Scope and Coverage

The scope of this study is limited to library professionals who are working at senior colleges affiliated with Shivaji University in Kolhapur. The awareness and use of selected subscribed and open-access Online Databases where the scholarly LIS literature is made available are covered.

Results and Discussion

Table No. 1: Respondents by Designation

Sr. No.	Designation	Total Respondents	Percentage (%)
1	Librarian	48	85.71
2	Assistant Librarian	4	7.15
3	Library Clerk	1	1.79
4	Library Trainee	3	5.35
Total		56	100

The data presented in Table 1 provides the distribution of library professionals across various library categories. The Librarian category is the largest group, comprising 85.71%, followed by the Assistant Librarian, 7.15%, the Library Trainee, 5.35%, and the Library Clerk, 1.79%.

Awareness of Different Online Information Sources

The awareness of various online resources is influenced by the nature of the respondent's work, which typically focuses on conducting research within their specific areas of expertise. It shows that all 100% of respondents are aware of different online information resources, reflecting that all library professionals are familiar with various online information sources for their academic and research work. In line with this, it is further noted that all 100% of the library professionals were aware of the various open-access and subscription databases offered by their institute's publishers.

Table No. 2: Awareness of Subscribed/Commercial/Open Access Online Databases

Sr. No.	A] Proprietary/Subscribed/Commercial Database	Total No of Respondents	Percentage (%)
1	Discovery Databases	37	66.07
2	EBSCOhost Databases	9	16.07
a)	Academic Search Primer	16	28.57
b)	EBSCO Education Source	17	30.36
c)	Information Science and Technology Abstract	17	30.36
d)	Library Literature & Information Science Full Text	25	44.64
e)	Library Literature & Information Science Index	19	33.93
f)	Library and Information Science Source (Full Text Database)	23	41.07
g)	Library and Information Science Technology Abstract (LISTA)	20	35.71

Sr. No.	A] Proprietary/Subscribed/Commercial Database	Total No of Respondents	Percentage (%)
3	Emerald Insight	16	28.57
4	Indian Journals.com	34	60.71
5	Informed Librarian Online	18	32.14
6	JSTOR	28	50.00
7	LearnTechLib	10	17.86
8	Oxford University Press	29	51.79
9	ProQuest Databases		
a)	Library and Information Science Abstract	25	44.64
10	SAGE Publications Databases		
a)	SAGE Knowledge	18	32.14
b)	SAGE Online Journals	21	37.50
c)	SAGE Research Methods Online	18	32.14
11	Science Direct	25	44.64
12	Scopus	31	55.36
13	Springer	29	51.79
14	Taylor & Francis	21	37.50
15	Web of Science	32	57.14
16	Wiley	26	46.43
Sr. No.	**B] Open Access Online Databases**	**Total No of Respondents**	**Percentage (%)**
1	Digital Library of Information Science & Technology (DLIST)	41	73.21
2	Directory of Open Access Books (DOAB)	46	82.14
3	Directory of Open Access Journals (DOAJ)	45	80.36
4	Education Resources Information Centre (ERIC)	30	53.57
5	ETD (Shodhganga etc.)	36	64.29
6	EthOS	12	21.43
7	Google Scholar	42	75.00
8	Library and Information Science: Digital Commons Network	22	39.29
9	Open DOAR	31	55.36
10	Project Muse	20	35.71
11	Science Open	16	28.57
12	Social Science Research Network	30	53.57

Sr. No.	C] Other Databases	Total No of Respondents	Percentage (%)
1	Institution/Library Databases (IRs)	41	73.21
2	CD-ROM Databases	35	62.50
3	Publisher (Citation/Bibliographic, Plagiarism software, etc.) Databases	27	48.21
4	Multimedia/E-Content Databases	27	48.21
5	End-user/Specialised Databases	20	35.71
6	Offline Databases	19	33.93

(Multiple responses are allowed)

The above table (Table No. 2) presents a detailed analysis of the usage of various proprietary, subscribed, and commercial databases by library professionals. It shows that the Discovery Databases are the most aware databases, with 66.07% of respondents responding, followed by IndianJournals.com, with 60.71% of the library users. A high level of awareness was also observed for Web of Science (57.14% of respondents), followed by Scopus (55.36%), Oxford University Press and Springer (51.79%), and JSTOR (50.00%). Wiley was by 46.43%, ScienceDirect, Library & Information Science Abstract, and Library Literature & Information Science Full Text by 44.64%, while 41.07% of respondents were aware of Library and Information Science Source.

SAGE Online Journals and Taylor & Francis were known by 37.50% and 35.71% of respondents, respectively. Additionally, 35.71% of respondents were aware of the Library and Information Science Technology Abstract (LISTA), and the Library Literature & Information Science Index was known by 33.93% of respondents. SAGE Knowledge and SAGE Research Methods Online, as well as Informed Librarian Online, were aware of 32.14% of respondents, respectively. EBSCO Education Source and Information Science and Technology Abstract were known by 30.36% and 28.57% of respondents, respectively, while Academic Search Primer and Emerald Insight were known by 17.86% and 17.86% of respondents, respectively. LearnTechLib was known by 17.86% of respondents, suggesting a more limited audience or awareness.

The second part of Table No. 1 highlights respondents' awareness of open-access online databases. The Directory of Open Access Books (DOAB) emerges as the most widely recognised database, with 82.14% of respondents, followed closely by the Directory of Open Access Journals (DOAJ), which is known by 80.36% of respondents. Google Scholar is another widely known resource among 75.00% of respondents, while the Digital Library of Information Science & Technology (DLIST) is recorded as having awareness amongst 73.21% of respondents. Sixty-four point

two nine per cent of respondents were familiar with the ETD (Shodhganga, etc.) database. In contrast, the Education Resources Information Centre (ERIC) and the Social Science Research Network each had 53.57% of respondents who were familiar with them. Open DOAR, a directory of repositories, was made aware by 55.36% of respondents. Meanwhile, the Library and Information Science: Digital Commons Network was known by 39.29% of respondents, and Project Muse was recorded as having awareness by 35.71%. There was lower awareness of Science Open, with only 28.57% of respondents, and EthOS, with 21.43% of respondents, indicating limited awareness of these platforms.

The table also provides an overview of LIS professionals' awareness regarding "Other Databases" beyond those subscribed to and open-access databases used in their institutions. It shows that the Institution/Library Databases (IRs) emerge as the most aware, with 73.21% of respondents, followed by CD-ROM Databases, with 62.50% of respondents. The publisher (Citation/Bibliographic Software, Plagiarism software, etc.) and Multimedia/E-Content Databases were known by 48.21% of respondents. End-user/specialised databases recorded awareness amongst 35.71% of respondents, and 33.93% of respondents were aware of offline databases, indicating limited adoption compared to other types.

Table No. 3: Awareness Level of Online Databases

Sr. No.	Response	Total No of Respondents	Percentage (%)
1	Extremely Aware	6	10.71
2	Fully Aware	21	37.50
3	Slightly Aware	19	33.93
4	Neutral	1	1.79
5	Unaware	1	1.79
6	Not Responded	8	14.29
Total		56	100

Table No. 3 shows the level of awareness of online databases among the targeted library professionals. The highest among the segments, with 21 respondents (37.50%), stated that they were "Fully Aware", followed closely by 19 (33.93%), who reported being "Slightly Aware". Additionally, six respondents (10.71%) were considered as "Extremely Aware", representing a greater degree of expertise. At the lower end, there were two respondents (1.79%) who remained "Neutral" and another (1.79%) who was "Unaware" of online databases. Notably, 8 (14.29%) participants did not provide a response, which may indicate either a lack of engagement with the survey or a lack of familiarity with the topic being focused on.

Table No. 4: Use of the Subscribed/ Commercial and Open Access Online Databases

Sr. No	Subscribed/ Commercial Databases	Five-point scale (codes) with LIS Professional's Responses and Percentage					Not responded	Mean	Skewness	Rank
		Always Used 5	Often Used 4	Sometimes Used 3	Rarely Used 2	Never Used 1				
1	Discovery Databases [Informatics, J-Gate, i-Scholar, eBoox.in, Fedgate, etc.]	16 (28.57)	9 (16.07)	9 (16.07)	6 (10.71)	2 (3.57)	14 (25.00)	3.05	-0.07	1
2	EBSCOhost Databases									
a	Academic Search Primer	8 (14.29)	9 (16.07)	10 (17.86)	7 (12.50)	7 (12.50)	15 (26.79)	2.54	1.70	8
b	EBSCO Education Source	10 (17.86)	5 (8.93)	9 (16.07)	7 (12.50)	9 (16.07)	16 (28.57)	2.43	1.18	15
c	Information Science and Technology Abstract [ISTA]	8 (14.29)	4 (7.14)	9 (16.07)	7 (12.50)	9 (16.07)	19 (33.93)	2.23	1.68	21
d	Library Literature & Information Science Full Text	14 (25.00)	7 (12.50)	7 (12.50)	9 (16.07)	5 (8.93)	14 (25.00)	2.79	0.52	2
e	Library Literature & Information Science Index	12 (21.43)	6 (10.71)	8 (14.29)	6 (10.71)	6 (10.71)	18 (32.14)	2.57	1.47	7
f	Library and Information Science Source [Full Text Database]	13 (23.21)	7 (12.50)	8 (14.29)	4 (7.14)	4 (7.14)	20 (35.71)	2.66	1.20	6
g	Library and Information Science Technology Abstract [LISTA]	12 (21.43)	4 (7.14)	10 (17.86)	4 (7.14)	3 (5.36)	23 (41.07)	2.5	1.36	10

Sr. No	Subscribed/ Commercial Databases	Five-point scale (codes) with LIS Professional's Responses and Percentage					Not responded	Mean	Skewness	Rank
		Always Used 5	Often Used 4	Sometimes Used 3	Rarely Used 2	Never Used 1				
4	Indian Journals.com	13 (23.21)	6 (10.71)	7 (12.50)	10 (17.86)	2 (3.57)	18 (32.14)	2.68	0.43	4
5	Informed Librarian Online	8 (14.29)	8 (14.29)	11 (19.64)	6 (10.71)	4 (7.14)	19 (33.93)	2.5	1.46	10
6	JSTOR	8 (14.29)	9 (16.07)	8 (14.29)	6 (10.71)	2 (3.57)	23 (41.07)	2.45	1.74	13
7	LearnTechLib	9 (16.07)	5 (8.93)	8 (14.29)	6 (10.71)	7 (12.50)	21 (37.50)	2.3	2.14	20
8	Oxford University Press	12 (21.43)	6 (10.71)	6 (10.71)	7 (12.50)	5 (8.93)	20 (35.71)	2.52	1.65	9
9	ProQuest Databases									
a	Library and Information Science Abstract [LISA]	8 (14.29)	9 (16.07)	9 (16.07)	2 (3.57)	5 (8.93)	23 (41.07)	2.41	1.65	17
10	SAGE Publications Databases									
a	SAGE Knowledge	8 (14.29)	3 (5.36)	9 (16.07)	7 (12.50)	6 (10.71)	23 (41.07)	2.18	1.96	22
b	SAGE Online Journals	10 (17.86)	5 (8.93)	9 (16.07)	5 (8.93)	5 (8.93)	22 (39.29)	2.39	1.87	18
c	SAGE Research Methods Online	6 (10.71)	7 (12.50)	7 (12.50)	5 (8.93)	6 (10.71)	25 (44.64)	2.14	2.40	23
11	Science Direct	10 (17.86)	8 (14.29)	7 (12.50)	5 (8.93)	5 (8.93)	21 (37.50)	2.48	1.94	12
12	Scopus	12 (21.43)	9 (16.07)	8 (14.29)	3 (5.36)	6 (10.71)	18 (32.14)	2.68	0.80	4

Sr. No	Subscribed/ Commercial Databases	Five-point scale (codes) with LIS Professional's Responses and Percentage					Not responded	Mean	Skewness	Rank
		Always Used 5	Often Used 4	Sometimes Used 3	Rarely Used 2	Never Used 1				
14	Taylor & Francis	12 (21.43)	4 (7.14)	9 (16.07)	9 (16.07)	4 (7.14)	18 (32.14)	2.32	0.75	19
15	Web of Science	13 (23.21)	6 (10.71)	11 (19.64)	3 (5.36)	7 (12.50)	16 (28.57)	2.7	0.12	3
16	Wiley	12 (21.43)	3 (5.36)	8 (14.29)	7 (12.50)	8 (14.29)	18 (32.14)	2.43	0.89	15
Sr. No.	Open Access Online Databases	Five-point scale (codes) with LIS Professional's Responses and Percentage					Not responded	Mean	Skew-ness	Rank
		Always Used (AU)	Often Used (OU)	Sometimes Used (SU)	Rarely Used (RU)	Never Used (NU)				
1	Digital Library of Information Science & Technology [DLIST]	9 (16.07)	14 (25.00)	8 (14.28)	3 (5.36)	1 (1.79)	21 (37.50)	2.73	0.22	9
2	Directory of Open Access Books [DOAB]	18 (32.14)	14 (25.00)	12 (21.43)	1 (1.79)	2 (3.57)	9 (16.07)	3.48	-0.24	4
3	Directory of Open Access Journals [DOAJ]	22 (39.29)	16 (28.57)	9 (16.07)	2 (2.57)	0 (0.00)	7 (12.50)	3.79	0.33	1
4	Education Resources Information Centre [ERIC]	15 (26.79)	11 (19.64)	10 (17.86)	5 (5.93)	1 (1.79)	14 (25.00)	3.11	-0.35	5
5	ETD (Shodhganga etc.)	21 (37.50)	12 (21.43)	11 (19.64)	2 (2.57)	2 (3.57)	8 (14.29)	3.57	0.51	2
6	EthOS	10 (17.86)	11 (19.64)	8 (14.29)	8 (8.29)	4 (7.14)	15 (26.79)	2.73	-1.00	9
7	Google Scholar	22 (39.29)	11 (19.64)	11 (19.64)	1 (1.79)	1 (1.79)	10 (17.86)	3.57	0.63	2

Sr. No.	Open Access Online Databases	Five-point scale (codes) with LIS Professional's Responses and Percentage					Not responded	Mean	Skew-ness	Rank
		Always Used (AU)	Often Used (OU)	Sometimes Used (SU)	Rarely Used (RU)	Never Used (NU)				
9	Open DOAR	12 (21.43)	7 (12.50)	17 (30.36)	5 (5.93)	2 (3.57)	13 (23.21)	2.93	0.58	7
10	Project Muse	7 (12.50)	7 (12.50)	10 (17.86)	8 (8.29)	7 (12.50)	17 (30.36)	2.38	1.71	12
11	Science Open	9 (16.07)	10 (17.86)	11 (19.64)	4 (4.14)	10 (17.86)	12 (21.43)	2.64	-1.88	11
12	Social Science Research Network	11 (19.64)	11 (19.64)	12 (21.43)	5 (5.93)	6 (10.71)	11 (19.64)	2.89	-0.59	8

Subscribed/ Commercial and Open Access Online Databases

Table 4 provides a detailed overview of usage patterns across a range of subscribed/commercial and open-accessopen-access databases. The Discovery Databases became the most frequently used resource, with 16 respondents (28.57%) reporting that they are Always Used. Within the EBSCOHost suite, the Academic Search Primer received 10 respondents (17.86%) in the Sometimes-Used category, while the EBSCO Education Source received 10 respondents (17.86%) in the Always Used category. The Information Science and Technology Abstract (ISTA) received the highest response in the "Sometimes-Used" category from nine respondents (16.07%). The Library Literature & Information Science Full Text database was identified as Always Used by 14 respondents (25.00%). Comparatively, the Library Literature & Information Science Index received its maximum response in the "Always Used" category from 12 respondents (21.43%), and the Library and Information Science Source [Full Text Database] obtained 13 respondents (23.21%) in the same category. The Library and Information Science Technology Abstract (LISTA) database also registered 12 respondents (21.43%) as Always Used. For Emerald Insight, the highest numbers were in the "Always Used" and "Often Used" categories, both of which had eight respondents (14.29%). The same Indian Journals.com, on the contrary, consistently reported 13 respondents (23.21%). The database of the Informed Librarian Online showed the highest usage at "Always Used" by 11 respondents (19.64%), indicating intermittent usage. JSTOR recorded its highest value in Often Used at 9 (16.07%), and LearnTechLib also recorded its highest value in Always Used at 9 (16.07%). For Oxford University Press, 12 (21.43%) respondents reported always using. Similarly, ProQuest Library and Information Science Abstract [LISA] Databases saw their highest value under the Often Used and Sometimes Used headings, with 9 (16.07%) of the respondents. Among SAGE Publications Databases, SAGE Knowledge saw 8 (14.29%) under Always Used, while SAGE Online Journals saw 10 (17.86%) and SAGE Research Methods Online saw 7 (12.50%) Often Used and Sometimes Used each. The ScienceDirect database showed its highest usage in the "Always Used" category, at 10 (17.86%), while Scopus was marked as "Always Used" by 12 (21.43%). Springer had 10 (17.86%) under "Always Used" and "Often Used," reflecting underutilization. Similarly, Taylor & Francis and Wiley recorded 12 (21.43%), and the Web of Science database received 13 (23.21%), its highest value under Always used.

Open Access Online Databases

Table No. 4 additionally provides empirical data regarding the utilisation of open-access online databases; thus, we observe the dominant pattern of usage and corresponding levels of activity among library professionals. The table provides

an in-depth examination of both patterns of use and levels of involvement regarding open-access online databases. The Digital Library of Information Science & Technology (DLIST) showed the highest engagement within the "Often used" category of usage, offering 14 respondents (25.00%). The Directory of Open Access Books (DOAB) proved to be the most common, with 18 respondents (32.14%) indicating that they "Always Used" it. Likewise, the Directory of Open Access Journals (DOAJ) recorded its highest response under the 'Always Used' category with 22 respondents (39.29%).

In the case of the Education Resources Information Centre (ERIC) database, 15 respondents (26.79%) indicated that they used it "Always". In contrast, the ETD repositories (including Shodhganga) were indicated as "Always Used" by 21 respondents (37.50%). On the other hand, EthOS was the most active option in the "Often-Used" group, with 11 people (19.64%) choosing it.

Google Scholar showed strong levels of engagement, with 22 respondents (39.29% of the total sample) indicating that they "Always Used" it. Meanwhile, this was ranked as "Sometimes Used" by 15 respondents (i.e. 26.79%) according to the Library and Information Science: Digital Commons Network. The Open DOAR database got the greatest response in the "Sometimes-Used" category with 17 respondents (30.36%). Project Muse was at its peak under "Sometimes Used", with 10 respondents (17.86%). In contrast, Science Open had low engagement, with 11 respondents (19.64% voting "Sometimes Used"). The Social Science Research Network (SSRN) was also predominantly marked as Sometimes Used by 12 respondents (21.43%).

Table No. 5: Periodicity of Usage of Online Databases

Sr. No.	Periodicity	Total No of Respondents	Percentage (%)
1	Less than 6 months	8	14.29
2	From the Last 1-2 years	3	5.36
3	Last 2-5 years	28	50.00
4	Last 5-10 years	10	17.86
5	More than the Last 10 years	1	1.79
6	Any other (Please specify) Not Responded	6	10.71
Total		56	100

The data in Table 5 highlights the periodicity of online database usage among LIS professionals, categorised by the duration of use. The majority, 28 (50.00%) of the respondents, reported using various online databases for the past 2-5 years, whereas 10 (17.86%) respondents have used online databases for the last 5-10

years. Another 8 (14.29%) respondents reported that they had been using online databases for more than 6 months, 3 (5.36%) used databases for the last 1–2 years, and only 1 (1.79%) used them for More than 10 years. The remaining 6 respondents (10.71%) did not respond.

Table No. 6: Information Sources Search from Online Databases

Sr. No.	E-Source	Total No of Respondents	Percentage (%)
1	Case Studies & Reports	32	57.14
2	E-Books	50	89.29
3	E-Journal articles	50	89.29
4	E-Magazines and newspapers	44	78.57
5	E-Reference Works (Encyclopedia)	40	71.43
6	E-Theses/Dissertations	49	87.50
7	Miscellaneous (Editorials, etc.)	27	48.21
8	Patents	16	28.57

(Multiple responses are allowed)

The above table, No. 6, presents data on commonly used e-information sources accessed through online databases. E-Books and E-Journal articles were the most widely used, with 50 (89.29%) respondents. E-Theses/Dissertations followed closely, being utilised by 49 (87.50%) respondents. 44 (78.57%) respondents used E-Magazines and newspapers, while E-Reference Works (Encyclopedias) were accessed by 40 (71.43%) respondents. Thirty-two (57.14%) respondents used case studies and reports, while Miscellaneous materials, such as editorials, were used by 27 (48.21%) respondents. Finally, Patents were the least accessed e-information source, with only 16 (28.57%) respondents using them.

Table No. 7: Purpose behind the use of Online Databases

Sr. No.	Purposes	Total No of Respondents	Percentage (%)
1	Research	51	91.07
2	Project/Assignments: Preparing Study Notes, etc.	36	64.29
3	Writing papers	51	91.07
4	Teaching	43	76.79
5	To update knowledge	37	66.07
6	Any Others (Please Specify)	9	16.07

(Multiple responses are allowed)

Table 7 explains the wide range of motivations for library professionals to use online databases. The primary reason for using these databases was to facilitate research and manuscript preparation; 51 (91.07%) respondents indicated that they used these databases for this purpose. Teaching was the purpose cited by 43 (76.79%) respondents. Additionally, updating knowledge was reported by 37 (66.07%) respondents, and preparing study notes for projects and assignments was a purpose for 36 (64.29%) respondents. Lastly, Any Other purposes were mentioned by 9 (16.07%) respondents, suggesting minimal use beyond the primary listed activities.

Table No. 8: Searching techniques for accessing e-information

Sr. No.	Search Techniques	Total No of Respondents	Percentage (%)
1	Basic Search /Quick search/Keyword search	49	87.50
2	Advanced search/Boolean operators (AND, OR & NOT)	46	82.14
3	Expert search	27	48.21
4	Field search (author, title & volume, etc.	43	76.79
5	Limiters (subject, language, domain, file & year, etc.)	30	53.57
6	Phrase search (“ ”, {})	22	39.29

(Multiple responses are allowed)

The table above, No. 8, presents data on the preferred searching techniques for accessing electronic information. The basic search/Quick search/Keyword search are the most commonly used techniques, with 49 (87.50%) respondents. Followed by Advanced search/Boolean operators (AND, OR, NOT), also by 46 (82.14%) respondents, indicating the popularity of more structured search methods. 43 (76.79%) respondents employ field search (author, title & volume, etc.), and Limiters such as subject, language, domain, or file year are used by 30 (53.57%) respondents, showing moderate adoption. 27 (48.21%) respondents use expert search, while Phrase search has the lowest usage, with 22 (39.29%) respondents employing it.

LIS e-resources are available and accessed through various online open-access/ commercial databases

While the question was asked to library professionals, “Do you feel that most LIS e-resources are available and accessed through various online open-access/ commercial databases?” the responses provide a clear insight. Out of the 56 respondents, 44 (78.57%) confirmed that LIS e-resources are indeed available and

accessed through these platforms. However, five respondents (8.93%) disagreed, indicating that they did not perceive such access to be available. Additionally, seven respondents (12.5%) did not provide any response, which may reflect indecision, lack of engagement, or other underlying factors.

Table No. 9: Favourite feature of Online Databases

Sr. No.	Features	Total No of Respondents	Percentage (%)
1	Comfortable to handle	48	85.71
2	Easy to find information	46	82.14
3	Free information	44	78.57
4	Multimedia	39	69.64
5	Providing Current Information	44	78.57
6	User friendly	45	80.36
7	Resource sharing	47	83.93

(Multiple responses are allowed)

Table 9, "Favourite feature of Online Databases", shows the responses of the library professionals about favourite features of online databases. Out of the choices, "Comfortable to handle" 48 (85.71%) and "Resource sharing" 47 (83.93%) were the preferences of the majority of respondents (48 and 47 respondents, respectively). The feature "Easy to find information" was selected by 46 respondents (82.14%). Other highly rated features were "User friendly" and "Providing Current Information", chosen by 45 respondents (80.36%) and 44 (78.57%) respectively. The feature "Free information" was also preferred by 44 respondents (78.57%), indicating the importance placed on cost-effective access. Finally, "Multimedia" obtained 39 respondents (69.64%).

Table No. 10: Impacts of online databases on your study/work

Sr. No.	Impact of Online Databases	Total No of Respondents	Percentage (%)
1	Expedite the research process	39	69.64
2	Improve professional/academic productivity	43	76.79
3	Acquiring more authentic and reliable information	32	57.14
4	Access to current and up-to-date information	46	82.14
5	Access to a wider range of information	41	73.21
6	Easier and faster access to information of interest	43	76.79

(Multiple responses are allowed)

Table 10 above outlines the significant impacts of the online databases on the professional and research works of the library staff. Among the listed effects, the most frequently mentioned one was "Access to current and up-to-date information," where 46 respondents (82.14%) emphasised the importance of such information, demonstrating the significance of timely and relevant information. The same salient options were also identified: Improving professional/academic productivity, and Easier and faster access to information of interest, both of which were supported by 43 respondents (76.79%). Additionally, "Access to a wider range of information" was recognised by 41 (73.21%) respondents, showcasing the breadth of resources available through online databases. On the other hand, 39 participants (69.64%) confirmed that online databases made the research process faster, indicating that they help improve the efficiency of the research. However, 32 respondents (57.14%) endorsed the option of acquiring more authentic and reliable information, a relatively low level of endorsement.

Table No. 11: Problems you generally face while using Online Databases

Sr. No.	Problem Relevance	Total No of Respondents	Percentage (%)
1	Retrieval problems (Irrelevant retrieval)	35	62.50
2	Poor Internet connectivity	29	51.79
3	Technical problems	29	51.79
4	Networking Problems (Connectivity)	33	58.93
5	Varied search pattern	22	39.29
6	Lack of guidance	16	28.57
7	Any other (Please specify)	3	5.36

(Multiple responses are allowed)

Table 11, entitled "Problems Faced While Using Online Databases," presents the reactions of users regarding the problems they most commonly experience. Out of the various choices available, the most considerable problem raised was retrieval problems (Irrelevant retrieval), which was mentioned by 35 respondents (62.50%). In the immediate follow-up, the most frequently reported issues were networking problems (Connectivity), which were reported by 33 respondents (58.93%), and Poor Internet connectivity and Technical problems, which were also noted by 29 respondents each (51.79%). Additionally, a Varied search pattern was cited by 22 (39.29%) respondents, while Lack of guidance was identified as an issue by 16 (28.57%) respondents. Lastly, other issues were reported by 3 (5.36%) respondents, indicating minimal additional concerns outside the listed categories.

Attendance of User Awareness and Orientation Programs for Effective Use of Commercial and Open Access Databases

The following pie chart depicts the attendance of LIS professionals in user awareness and orientation programs.

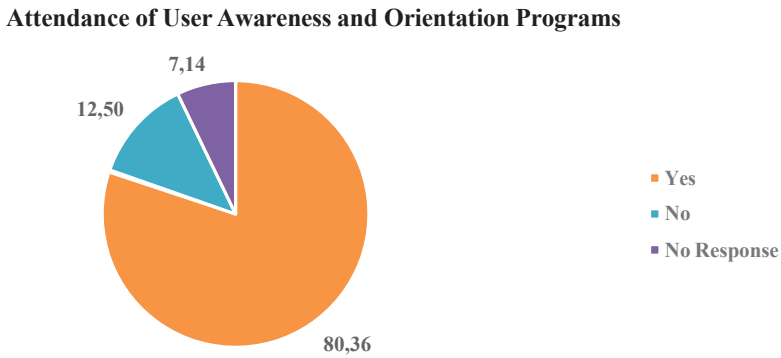


Figure No. 2: Attendance of User Awareness and Orientation Programs

The above Figure 2 illustrates the attendance distribution of user awareness and orientation programs for effectively using commercial and open-access databases. A significant majority, 80.36% of the respondents, reported attending these programs. On the other hand, 12.50% of respondents indicated that they had not attended these types of awareness and orientation programs, and 12.50% of the respondents had not responded to this question.

The Importance of a Training/User Awareness Program for Effective Online Database Use.

The pie chart below illustrates the importance of training and user awareness programs for LIS professionals.

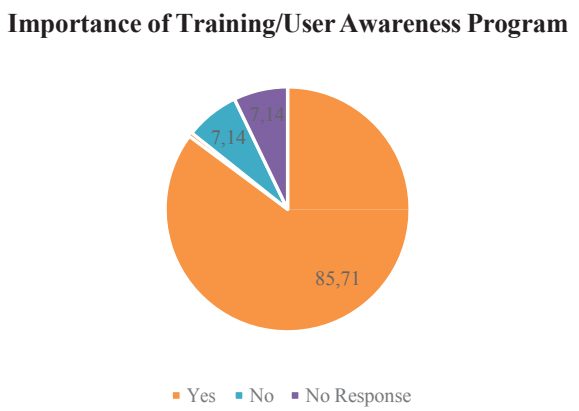


Figure No. 3: Importance of Training/User Awareness Program

Training and user awareness programs aim to equip users with the knowledge and skills necessary for using various types of online databases effectively. The respondents were asked whether they feel training/user awareness programs are crucial for effectively using online databases to make them efficient. Figure 3 above illustrates that, out of a total of 182 respondents, 85.71% of the LIS professionals believe that training and user awareness programs are necessary for the effective use of online databases. Only a small portion, 7.14% of respondents, indicated that they do not consider these programs essential for effectively using the various online databases, and a similar proportion, 7.14% of the respondents, did not respond to this question.

Satisfaction of Open Access LIS Resources as an alternative to Commercial/Subscribed LIS Databases

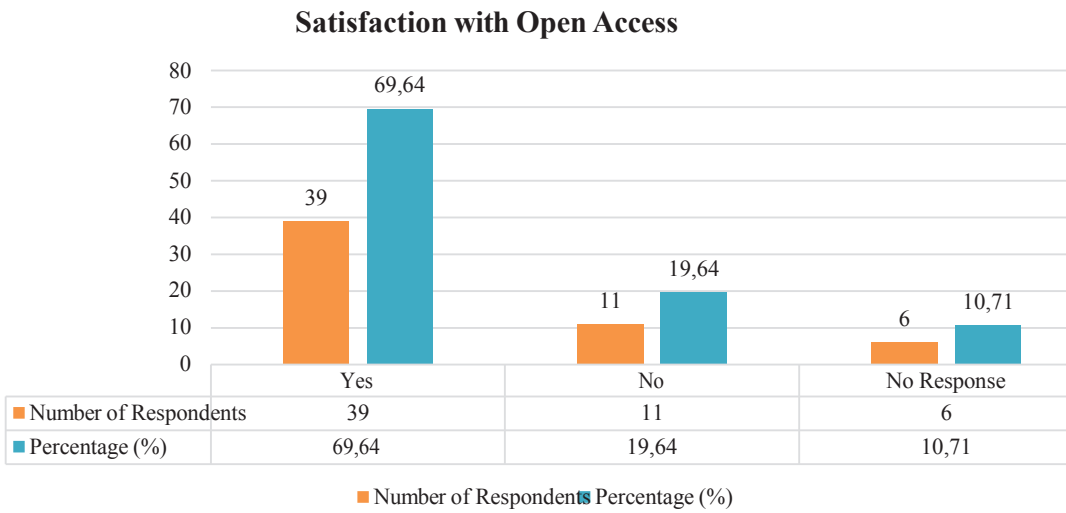


Figure No. 4: Satisfaction with Open Access Resources

The figure titled "Satisfaction with Open Access Resources" presents respondents' feedback on their satisfaction with open-access Library and Information Science (LIS) resources. Among the 56 respondents, a large proportion of 39 (69.64%) indicated that they were satisfied with the Open Access LIS Resources, while 11 (19.64%) expressed displeasure. Also, there were 6 (10.71%) non-responses. Additionally, 6 (10.71%) respondents did not provide any response.

Online databases will replace or be an optional alternative to the print collection.

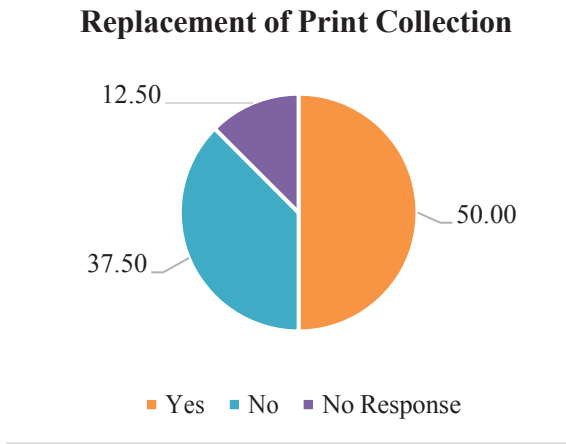


Figure No. 5: Replacement of Print Collection

The answer to the question of whether online databases will entirely replace or serve as an alternative to the print collection is depicted in Figure 5. Among the 56 respondents, 28 (50.00%) felt that online databases could substitute for or be an alternative to print collections, indicating an even-handed division on the future of print collections. In contrast, 21 (37.50%) respondents did not agree, indicating a high proportion who believe the print collections will still be helpful. Also, seven respondents (12.50%) failed to respond to the question.

Findings

- All respondents were familiar with online databases, and a high degree of familiarity was observed with the resources, including DOAJ (80.36%), DOAB (82.14%), and Google Scholar (75%).
- Subscribed databases (Scopus, 55.36%; Web of Science, 57.14%; JSTOR, 50%) were also commonly used.
- The primary reasons for using databases were research (91.07%) and writing papers (91.07%). The other applications were teaching (76.79 %) and updating knowledge (66.07 %).
- The most frequent issues were retrieval problems (62.50%), connectivity problems (58.93%), and the absence of technical support (28.57%).
- A total of 80.36% of respondents preferred databases due to their ease of use (80.36%), up-to-date information (78.57%), and the ability to share resources (83.93%).

- Within the question of the significance of training and awareness programmes about how to use the database effectively, a majority (85.71%).
- Online databases helped to accelerate research (69.64%) and enabled access to more up-to-date information (82.14%). They also increased professional productivity (76.79%).
- Sixty-nine per cent of the respondents were satisfied with open-access resources.

Suggestions

Based on the above findings of the study, the following suggestions are proposed to enhance the effective use of online databases:

- Conduct regular workshops and training sessions on how to utilise the database, with a special focus on advanced search techniques and navigation methods.
- Remote access to subscribed databases to facilitate easy access by the user at home or off-campus.
- Enhance internet access and technical support to address the issue of accessibility.
- Promote lesser-known but relevant databases through awareness campaigns and user guides to increase familiarity.
- Ensure the inclusion of comprehensive and up-to-date LIS resources in both open-access and subscribed databases.
- Prioritise the availability of full-text articles, dissertations, and archival materials to meet research needs.
- Foster collaboration among academic institutions, publishers, and database providers to expand access and enhance resource availability.
- Encourage partnerships among LIS professionals to support resource sharing and knowledge exchange.
- Establish regular feedback mechanisms to understand user needs and guide improvements in training and subscription decisions.
- Emphasise the promotion and utilisation of open-access resources due to their cost-effectiveness and accessibility.
- Implement these actions to empower LIS professionals, enhancing their research capabilities and professional contributions.

Practical Implications of the Study

The study examines the use of online databases by Library professionals and their impact on academic activities. It pays attention to well-known academic databases such as Google Scholar, DOAJ, and DOAB, which are widely used in LIS-related studies. Google Scholar and DOAJ have become one of the most essential tools for searching research materials in the field. According to the results, the study identifies the importance of open-access and subscribed databases to the work of LIS professionals in research and academic activities. The value of these databases is reflected in key indicators such as user satisfaction, their impact on research quality, and access to up-to-date, exhaustive information. These findings suggest that libraries should maintain these databases, as they serve the needs of LIS professionals. Moreover, this study can inform other LIS experts in their sound judgments of using such databases in their academic and research projects.

Conclusion

The research paper highlights the significant role of online databases in empowering Library professionals in their academic, research, and professional engagements. It demonstrates a high degree of awareness and utilisation of both open-access and subscription-based databases. However, Google Scholar, the Directory of Open Access Journals (DOAJ), the Directory of Open Access Books (DOAB), and other resources are most commonly used. The Scopus, Web of Science, and JSTOR subscribed databases are equally important in facilitating scholarly activities. Nevertheless, the problems of retrieval, connectivity and lack of adequate technical training are some of the challenges that do not allow optimum utilisation of the database. The research highlights the necessity of detailed training and user-awareness programmes to increase the level of knowledge of the database navigation and search methods.

Furthermore, the utility and satisfaction levels associated with these digital tools can be significantly enhanced by addressing issues related to internet connectivity and access to full-text resources. All in all, online databases have proven to be valuable economic assets that have helped ease the research process, allowing for the access to more up-to-date information and improving professional output among LIS professionals. The paper highlights the need to continuously invest in the database resources, technical infrastructure and skill-development programs to achieve the full potential of digital resources in academic libraries. Such initiatives will not just empower LIS professionals but also enhance their status as guides of researchers and students in a more digital academic environment.

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Transforming Libraries into Community Hubs: Models of Equity, Access, and Civic Participation

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ABSTRACT: This article examines how public libraries have transitioned from being passive repositories of world knowledge to evolving hubs that facilitate "community eco-engineering," promoting learning, sustainability, and citizen engagement. The global case study 'Transforming Libraries into Community Hubs: Models of Engagement' further elaborates on the vital role that libraries play as a vehicle for proper engagement, grounded in the understanding that investment in libraries is an investment in people and communities. They achieve this by integrating human beings of all competencies socially and culturally, bridging the digital divide, encouraging self-expression in creative spaces, and providing educational programs. As establishments of academic, economic, and cultural interaction, these members of the family are also directly inspired by the library. Although they are related to digital literacy, civic discourse, and network construction through shared knowledge areas, their contributions to democratizing values and empowering marginalized groups are often overlooked. The ever-changing function of the tree as a form of governance infrastructure, a symbol of environmental sustainability, and a recipient of synthetic intelligence is an integral part of other attempts to understand social justice and well-being. The authors stress that their study shows libraries of today are not "static" entities; they are responsive to the community, working cross-generationally and cross-culturally (especially in this age when technology is a prime sociocultural issue). They are community-oriented organizations based on democracy, which collaborate with local people and communities , particularly through lifelong learning, social capital building, and societal renewal in the 21st century.

KEYWORDS: Library Transformation, Civic Engagement, Digital Inclusion, Community Empowerment.

Introduction

In this sense, one can draw a map of the interconnected activities of the library movement at the public level, ranging from silent reading to a set of public activities that meet the needs of large population groups, such as social welfare, citizenship, and inclusion. Libraries are going somewhere, other countries and forms of thought. Libraries go from centrum knowledge to centrum social. They are no longer just libraries about books; they are open public spaces that provide

technology, information , and programming, which people of all ages need to learn from others as well as from colleagues who can teach them. They are a world away from the smokestacks stuffed with dusty books they once were, and much more like knowledge hubs for our communities, offering cutting-edge digital products (3-D printing, e-book readers) as well as familiar services (meeting space, public computers). These are public schools that are highly successful in bridging the digital divide and promoting a culture of hands-on learning and civic engagement.

Previous studies did include Paulson et al. The library reflects these values; in addition to an array of architectural encounters, the Lake City Library and Harvard Service Center (2015) leaves us with a notion that >social diversity is fundamentally enriching for urban society< as \learns to make possible enrich lives by advancing social justice, by promoting political stability among competing art classes, and programs out of which ideological stripes we want to encourage serves as a site where public exchange may occur between communities no matter what all things being equal. Jasman et al. (2015) and Bedford et al. (2015) have also furthered this idea by illustrating how civic engagement and knowledge sharing, through a sense of responsibility and participation, transform libraries into collective learning spaces. New modes of citizen participation. This new phenomenon, where citizens act as Stiefer et al. (2015) did, who compared community crowdfunded projects for library innovation. Similarly, using case studies from Nepal, Shrestha and Krulak (2015) illustrated how READ Centres partnered with libraries to increase literacy, empowerment, and inclusion of excluded groups.

Libraries have been described by researchers such as Söderholm and Nolen (2015) as standing between the physicality of the printed world and digital life, thereby maintaining their traditional workloads while adapting them and repurposing media in a new technological era. Williams et al. (2015) and Whitley & Yoder (2015) draw on the library as a resource for sustainability, equity, and experiential civic education. Cheng et al. (2015) and Light et al. (2016) also importantly noted that in digital networks and creative spaces, new kinds of connectivity have emerged, which can be described as community innovation.

More recently, Palumbo (2016) and Barniskis (2016) have critically discussed the library as a "community hub," in which libraries should promote creativity, co-governance, and resilience by transforming librarians from custodians to facilitators. Rodríguez (2019) and Mirsand et al. (2019) connected library programmes to migrant integration and smart-city governance, whereas Colibaba et al. Hapel (2019) and Hapel (2020) addressed topics such as rural resilience and participatory design. Williamson (2020) drew specific attention to the position of libraries in multicultural citizenship and everyday democratic education.

The latest works of Majid & Ramia (2025) in Kerala, and Amano et al. (2025), which have been promoted on a global stage, demonstrate how libraries are promoting inclusion, sustainability, and even shaping AI-enabled innovation in line with the Sustainable Development Goals. Between them, they suggest that the library is not merely a service or institution being sustained, but an important community landmark.

Put simply, the 21st-century library is an essential public resource, one that links reading and computer technology to civic purpose. It is the maximum practical aspect of social equality, which allows us not only to participate in an evolving global world where things change rapidly, but also to be part o its knowledge, culture, and creativity. This reformation of the municipal or provincial library is shown to be more necessary than ever, as it seeks a recomposition and reconstruction of public existence, one in an effort to encompass the hopes people have for a dignified lifestyle and a fairer destiny.

Related Reviews

These contributions complicate approximately both of them: the sluggish improvement of libraries becoming an area for an open and non-hierarchical community, which goes against social, economic, and cultural prejudices; and actively contributing to the empowerment of people through interaction, creativity, and digital accessibility. Adieu the quiet halls of yesteryear these days libraries vibrantly alive with interest and a constant waft of humans, A library round new possibilities and learning, network engagement, social justice, democracy and resilience Places that ensure all and sundry can examine and develop and desire new options for all People however they gift themselves or from anywhere they arrive Hope That we will create our collective destiny.

Inclusive Community Engagement

Libraries are now not only for books and magazines; they may be a network sector for everyone. They also achieve equity and mutual respect based on literacy, empowerment, and cultural understanding that fosters a sense of belonging. The literature also shows that community diversity affects participation and service creativity. Libraries are inherently democratic because they include everyone; just as in the tradition of democracy, the diversity of voices is valued, and knowledge, as a collective good, mirrors social capital (Borthakur et al., 1992; Polson et al., 2015; Shrestha & Krolak, 2015; Williamson, 2020).

Study (Year)	Setting	Method	Core Question	Key Findings	Insights Community Hubs
Polson et al. (2015)	U.S. congregations & community service	USCLS; multivariate analyses	Do diversity patterns influence congregational service levels?	Certain types of diversity increased the number of service programs.	Diversity can expand program portfolios; libraries should design services for heterogeneous communities.
Gasman et al. (2015)	Higher education & civic engagement	Historical/lit. review; case studies	What experiences build student civic responsibility?	Broad growth in civic engagement; extracurricular engagement has the most significant impact.	Libraries can host co-curricular civic programs and service learning to boost participation.
Bedford et al. (2015)	Knowledge economy & librarianship	Conceptual profiling of intellectual capital	How do librarians' competencies evolve in a knowledge society?	Intellectual capital is central; seven prep strategies for dynamic roles.	Build staff capacity (data, facilitation) to act as community knowledge brokers.
Stiver et al. (2015)	Civic crowdfunding	Landscape review; platform scan	How can crowdfunding support civic services?	Early-stage but promising; platform design & social media matter.	Libraries can convene/host civic crowdfunding for local amenities and co-create projects.
Shrestha & Krolak (2015).	Community libraries (Nepal READ)	Subject analysis; impact evaluations	How do libraries sustain literate environments?	Read centres evolved into community development hubs.	Community-owned, needs-based models make libraries engines of empowerment & lifelong learning.
Bolumole et al. (2015).	Regional logistics hubs	Cross-country governance typology	How do regions govern to leverage hub assets?	Multiagency governance models identified.	Apply multi-stakeholder governance to library hubs (public–civic–private partnerships).
Söderholm & Nolin (2015).	Western public libraries	Critical analysis	Balance "digital/ point-oh" with "social place" roles?	The social turn de-emphasized on-site collections and proposed community-con-cerned collections.	Reinvest in place-based collections (incl. nontraditional lending) to bridge social & societal roles.
Williams et al. (2015)	Sustainability in librarianship	Professional movement case (ALA SustainRT)	How to scale sustainability practice in libraries?	SustainRT created a national CoP; webinars expanded reach.	Use CoPs to mainstream equity, environment, and social justice programming.

Study (Year)	Setting	Method	Core Question	Key Findings	Insights Community Hubs
Whitley & Yoder (2015).	Undergraduate civic outcomes	Survey (n≈1,240)	Which experiences shape civic attitudes/ behaviours?	All positive; extra-curricular activities are strongest; behaviours need emphasis.	Libraries should prioritize hands-on civic experiences that lead to tangible action.
Cheng et al. (2015)	English public libraries & volunteers	Delphi with 15 managers; policy context	What are the benefits/risks of volunteer expansion?	Value-add with concerns on staff replacement & quality.	Structure volunteer roles to complement staff and ensure training/quality for inclusive engagement.
Light et al. (2016)	Libraries as creative spaces	Framework design & indicators	How to evaluate creative activity impact?	Clear objectives, metrics, alignment to community data, longitudinal tracking.	Adopt an outcomes framework to measure the impact of creative/ community initiatives.
Skoric et al. (2016)	Social media & engagement	Meta-analysis (22 studies)	Does social media use boost engagement?	Slight–medium positive for expressive/ informational/relational uses.	Leverage purposeful social media to build social capital & civic participation around library programs.
Skoric et al. (2016)	Social media & engagement	Meta-analysis (22 studies)	Does social media use boost engagement?	Slight–medium positive for expressive/ informational/relational uses.	Leverage purposeful social media to build social capital & civic participation around library programs.
Palumbo (2016)	Neighbourhood resilience (Ontario)	Review: policy synthesis	How do hubs support resilience?	Holistic, civic-connected hubs enhance well-being both before and after stress.	Position libraries as resilience hubs, integrating services & engagement.
Barniskis (2016)	Makerspaces & access	Interviews; discourse analysis	How is “access” constructed in makerspaces?	Access as positive liberty via supportive contexts; librarians as “enzymes.”	Facilitation skills are core; design inclusive, creative, hands-on spaces.
Rodriguez (2019)	Newcomer youth belonging	Community-based mixed methods (qual focus)	How do programs foster belonging & civic learning?	Libraries are seen as hubs of democracy, improved belonging, and partnership lessons.	Asset-based, school–library partnerships counter exclusion and scale for immigrant inclusion.
Mersand et al. (2019)	Smart communities	Practice analysis	What role for libraries in “smart” cities?	Libraries as anchor institutions for inclusion and collaboration.	Embed libraries in smart-city governance for digital inclusion & co-creation.

Study (Year)	Setting	Method	Core Question	Key Findings	Insights Community Hubs
Griffin & Jiao (2019).	Transportation planning participation	Spatial & qual comparison: in-person vs PPGIS vs app	Do digital tools broaden/equalize input?	PPGIS expanded its geographic reach; the app now targets lower-income users.	Libraries can host/teach digital participation tools to democratize local planning.
Study (Year)	**Setting**	**Method**	**Core Question**	**Key Findings**	**Insights Community Hubs**
Colibaba et al. (2019).	Volunteer-run rural libraries	Case study (Ontario)	Sustainability challenges & benefits?	Ageing volunteers, uneven partici-pation; substantial social/economic value.	Invest in inclusive volunteer strategies & partnerships to sustain rural hubs.
Hapel (2020)	Dokk1 (Aarhus)	Reflective case of participatory design	How did engagement shape a major library?	Co-design yielded high use & legitimacy.	Utilise deep co-design (involving users/partners) for space, services, and governance.
Williamson (2020)	Multicultural suburban library (Sydney)	Interviews; spatial analysis	How do libraries "teach" civic belonging?	Material/spatial codes curate civic behaviours, esp. for migrants.	Design space, signage, and rituals intentionally to nurture everyday citizenship.
Strover et al. (2020)	Rural digital inclusion	Qual data from 24 communities	Libraries & hotspot lending—what realities?	Libraries bridge fragmented access, serving as trusted local intermediaries.	Make libraries connectivity anchors with lending & guidance to reduce inequality.
Soska & Navarro (2020).	Libraries & social work	Historical/ professional commentary	Why is interprofessional collaboration rising?	Libraries as 21st-century settlement houses: call for joint training.	Embed social workers/partners to meet complex community needs.
Ramya & Majeed (2025).	Public libraries in Kerala	Surveys & interviews; Chi-Square	Participation levels & service gaps?	High engagement; demand for Wi-Fi, ICT, e-gov services.	Prioritize digital access & e-governance to deepen inclusivity.
Stevens et al. (2025)	Equity-centred resilience hubs	Co-design; surveys/ workshops	How to co-create disaster-ready hubs?	Portable REACH hub with modular tech & learning tools.	Integrate resilience education & power/connectivity into library hub design.
Amanawa et al. (2025)	AI, SDGs & libraries	Conceptual + cases	How can AI advance community development via libraries?	AI can personalize learning/engagement; ethics & equity essential.	

Civic Engagement and Social Responsibility

It's a civic joint, which is to say one that fosters good citizenship through public learning, service, and conversation. They foster citizenship, leadership and self-esteem, and emphasise group responsibility for social problems. Libraries ar e places where the civic education environment extends beyond universities, as they disseminate information on and engage with democratic values in communities (Gasman et al., 2015; Whitley & Yoder, 2015; Rodríguez, 2019).

Technological Empowerment and Digital Inclusion

COPLE's role in society is to resist the technology bleeding into our lives, and our libraries serve as an escape hatch, allowing this community to come together and put a halt to the surge of such technology; it must be stopped before it becomes normal. They are part of the push to close the digital divide in disadvantagedin disadvantaged areas by using free Wi-Fi, ICT training, and AI programmes. As locally based digital learning hubs, libraries encourage lifelong education and participation in one's local community. These models, notably the telecentre model, whether urban or rural development -based, have increased people's access to information and enhanced the empowerment of citizens in some areas (Strover et al., 2020; Amanawa et al., 2025; Ramya & Majeed, 2025).

Creative and Maker Spaces

Today's libraries are increasingly becoming creative spaces and innovation incubators , offering maker spaces and creative labs. The "maker tools" encourage tactile and design thinking, creative play, and an ideal environment for transforming libraries into the new hub of knowledge and innovation down the street. Participation is the new access, and there is truly no end to who can co-create and participate in the sharing of ideas. These are the digital visceral knowledge and community empowerment projects of co-creative creativity.' (Gregory, 2011: 299; Light et al., 2016; Barniskis, 2016) These are the things we should all strive to do every time we log in.

Sustainability and Resilience

Now, libraries are struggling with more sophisticated work on sustainability and community resiliency. They build seed libraries and sustainability demonstrations , as well as packet-switched resilience hubs, which ultimately nudge people, gently, closer to a fairer society, in the direction of disaster preparedness. Libraries are the sanctuaries of our afflicted instances, refuges as rare as they may be essential, the ones uncommon sorts of places that belong to us all and provide access to

something human; in such common, clandestine recesses, our network is renewed. At the same time, modern-day environmental training changes that retailers are implementing as propagators help in sustainability-targeted educational transformation, integrating social and environmental concerns within their own operations (Williams et al., 2015; Palumbo, 2016; Stevens et al., 2025).

Collaborative Governance and Partnership Models

In that sense, collaborative governance is the secret sauce of libraries as community centres. In cooperation with local governments and nongovernmental organizations, too, these services operate "a marriage of education, technology, and social welfare as well. A vibrant library culture can also emerge when communities shape design and policy, as with participatory planning methods, such as the Dokk1 model in Denmark, as such libraries are organic and lived bodies that grow from the grassroots through people's input as democratic partaking and central self-rule (Bolumole et al., 2015; Hapel, 2020; Palumbo, 2016).

Conclusion

Libraries today are a good move toward inclusivity, creativity, and civic engagement. They are gateways to information access, digital use opportunities, cultural expression and democratic discussion. We have moved through the tranquilities and into communised fields by means of sustainability, collaboration , and technology. They are finally homages to life, which collective learning weaves together information, culture, and community health, so that people and societies emerge self-sufficient, aware, and in good health.

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Revolutionising Library Services in the Age of AI: Enhancing User Engagement and Community Impact

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ABSTRACT: Now we live in a technological era, and accordingly, all library services are changing rapidly with the help of artificial intelligence because the work process is being trained by AI, which helps to evolve technology. This article explores the extensive applications of artificial intelligence technology and emerging paradigms for AI. In this paper, we also discuss how AI technology can effectively enhance and simplify library services.

Our current technology enables information retrieval based on our interests, provides personalised recommendation services, and improves efficiency, performance, and effectiveness, ultimately modernising processes. All this is made possible by advanced techniques in digital preservation efforts. Importantly, artificial intelligence (AI) provides digital and intelligent capabilities in cataloguing and classification, text mining, text analytics, natural language processing (NLP), and automated analysis. This paper also focuses on the forthcoming challenges that the libraries are about to face in the near future, which include the integration of Community Information Services or CIS, including reader response theory, task-based learning or TBL, forthcoming issues, more difficulties, and future obstacles due to the adoption of artificial intelligence or AI within the libraries. This research sheds light on the new problems and issues of ethics, as well as the advantages and disadvantages involved in revolutionising library services in the age of AI.

KEYWORDS: Artificial Intelligence, Library Services, User Engagement, Community Impact, Automation, and Ethical AI.

Introduction

Astheworld rapidly evolves due to changes in technology, so does the need of today's users. Artificial Intelligence helps individual users find large quantities of information that are appropriate to their requirements while improving all aspects of research. In this introduction, we will illustrate the function and value of AI in library services and explain how the technology has changed library practices. One of the primary motivations behind the growing interest in library services has been the user-friendly nature of these services, which has been enhanced through the use of artificial intelligence. Undoubtedly, libraries are a source

of an enormous amount of information; yet, the use of Artificial Intelligence by users has resulted in the ease with which research is completed. Creating order and structure in data may have been an almost impossible task when working without a computer, and now that everything has become digital, working with and organising data is much easier. Therefore, through the utilisation of artificial intelligence, users can utilise more innovative solutions, and subsequently, these smarts are helping users to reduce the time spent researching. The use of creative solutions and automation in digital technology has simplified the process, enabling users to achieve their goal of becoming more active participants in the field of research. New technology tools, including machine learning and natural language processing (NLP), help find historical and current data, which are sophisticated techniques for analysing data in a resourceful and user-friendly way, useful for the library service. (**Concha et al., 2024; Gasparini & Kautonen, 2022**). These tools facilitate automated cataloguing, enhance information retrieval, and engage users, ultimately benefiting everyone.

Today's libraries are expanding their reach beyond the walls of the library by providing additional services to patrons. All library services have transitioned from in-person offerings at the library to online availability. For example, books that were previously available only in the library are now accessible to people using a mobile device, allowing them to do so while saving time. Increased interest in library services has been generated due to the numerous ways technology has transformed people's lives. Due to the increasing availability of electronic services on mobile devices, the use of multimedia products by patrons has increased, the number of researchers has grown, and the number of ways technology has influenced academic research has expanded. Although we will be affected by this change in technology, we must also take time to understand both the positive and negative impacts it may have on library service delivery. To utilise the benefits of technology, we must understand the characteristics of the techniques we will use to digitally manage information, implement cybersecurity, and follow ethical practices related to digital technology. Although we can obtain information for research through technology, we must still rely on the accuracy of the information. The best inventor will be someone who continues to work with both machines and human minds to create new things, and that individual will be required to collaborate with both to ensure their product's success.

This, in turn, will reduce the workload of staff and improve overall efficiency in cataloguing, classification, metadata creation, and circulation processes using AI tools **(Das & Islam, 2021; Gasparini & Kautonen, 2022).** This allows librarians to concentrate on activities that involve interpretation and user interaction.

Digital Preservation and Archiving AI support the preservation and restoration of rare manuscripts and archival materials. According to **Nguyen & Chen (2023)**, AI-based image restoration and transcription enhance access to cultural heritage while reducing the cost of its preservation. AI analytics helps libraries identify users' needs and underserved populations, and then design targeted programs to foster inclusion **(Kaur, 2024).**

The literature has also highlighted some important issues, including privacy concerns, the detection of implementation bias and fairness, which enhance transparency in decision-making to help users understand potential Biases among staff and other members who use this technology**.UNESCO (2021).**

Patil (2024) mentions the dramatic change in library services resulting from Information and Communication Technology (ICT). The article presents a solid argument through its focus on the transition from the old-fashioned physical collections to entirely digital libraries. Communication and the use of new technologies, such as IoT, VR, AR, and AI, are being discussed in terms of facilitating access to resources and improving user experiences. The article is not limited to discussing technological advancements in relation to libraries, but rather provides a broad view of the evolving role of libraries in the modern technological world.

Manjunatha (2023). The use of Artificial Intelligence (AI) in libraries has undergone a significant advancement in a matter of a few years. The shift from a traditional library to a digital one is viewed as a challenge, which can be turned into a great opportunity by making the delivery of library services more efficient. This paper provides a detailed discussion of the literature on the topic and outlines future directions concerning the impact of AI on libraries, primarily through the application of existing research. The study presents the issues with AI and their possible solutions.

Prasanna (2024) provided a detailed analysis of the radical transformation that AI has brought about in library services, with technologies such as chatbots, virtual assistants, recommendation systems, and content creation tools being the primary focus. AI supports users in a personalised and engaging manner, while librarians can focus on research and community engagement, as routine tasks are automated. Nevertheless, issues regarding data privacy, bias, and user acceptance must be addressed to ensure the effective implementation. If libraries take a responsible approach to AI, they will be able to unlock new possibilities for providing services that are easy to access, inclusive, and innovative for their patrons.

Sugantha (2022) highlighted the fact that AI is being increasingly accepted in the libraries of the next generation and is thus rapidly becoming the mainstay of the library in the digital landscape. AI is also the enabler of such activities as intelligent cataloguing, automated text analysis, and user-centred design. Through collaborative partnerships, in-house training, and using agile development strategies, AI is being integrated by libraries to successfully cater to their patrons' diverse needs. This emphasises the capability of artificial intelligence to transform libraries into active and creative centres of knowledge and invention throughout the digital era.

Methodology

This study applies a systematic and descriptive approach to review the literature on the role of artificial intelligence in libraries. The review aims to present the major ideas, trends, and conclusions from previous studies in a straightforward manner, enabling readers to easily grasp the current application of Artificial Intelligence (AI) in library services, along with the developments in this area.

The methodology includes:

1. Sources of Data

In this study, information was gathered from many openly available and trusted sources. This includes open-access research journals, conference proceedings, early research papers (preprints), and important policy documents published between 2019 and 2025.To collect relevant material, platforms such as ArXiv were utilised for scientific articles, while LIBER and SAJLS provided studies related to libraries and information services. In addition, reports from UNESCO were also reviewed to understand the global policies and guidelines connected to the use of AI in libraries. By utilising these diverse sources, the study presents a clear and balanced view of recent work in this field.

2. Selection Criteria

In this research, the selection was limited to works that clearly stated the libraries' use of AI. Some of the selected works involve the technological application in libraries, user interaction with this technology, the community's response to this situation, and a discussion of any ethical issues that may arise. The study was also made comprehensive by including both data-driven research articles and general review papers that provide broader insights.

3. Aims /Objectives

AIMS- The primary goal of the research is to analyse the impact of artificial intelligence on library services and the ways it is changing them. The study further aims to unveil the assistance that these technologies provide to libraries in enhancing their communication with users and the support they offer to the positive development of the community. The study thereby aims to present a comprehensive view of the advantages and changes that AI is generating in the library ecosystem by examining these aspects simultaneously.

Objectives

- Can you list some examples of how artificial intelligence has been used in libraries recently?
- Investigating how AI can be used to enhance user engagement and satisfaction.
- There is a need to analyse the challenges associated with AI adoption and its ethical issues.
- Recommendations should be presented for the ethical and environmentally friendly integration of AI.

Analysis

To identify the trends, benefits, challenges, and ethical considerations related to the use of artificial intelligence (AI), the literature chosen for this purpose was subjected to a thematic analysis. Bibliometric analyses can reveal research gaps and identify possibilities for future research in the area of library system improvements. These techniques, which involve mapping literature and analysing the citation network, enable researchers to discover previously unexplored territories.

Synthesis

AI applications: AI Transformative technology has been applied to library services, enhancing library operations and user interaction. Through digital collections (e.g., e-books, online databases), users can access vast amounts of information with the help of technology, allowing them to obtain information at any time and from anywhere they wish. The librarian who was once considered a time-consuming cataloger is now busy assisting patrons with the new services provided by the

library. One of the factors contributing to this change is automation, which also enables libraries to receive and issue books more quickly than before. Modern libraries have also equipped themselves with advanced self-service technology and provided mobile app solutions to facilitate user services. Virtual reference services, online workshops, and maker spaces are just a few examples of the new service categories that have been added to the traditional ones, providing support for innovation and hands-on learning. The support of the user has transitioned from the book-centred position to the user-centred one, thus providing digital literacy instruction as a service. The digital divide and the ongoing need for staff training are the primary challenges we face at present. Conversely, technology has transformed libraries into vibrant places in the digital era, serving educational, research, and community needs. Staff training should be our top priority to capitalise on these opportunities. Conversely, technology has transformed libraries into vibrant places in the digital era, serving educational, research, and community needs. Staff training should be our top priority to capitalise on these opportunities.

User Engagement

The presence of specialists in artificial intelligence, researchers, and other parties involved in the field is significantly improving the efficient application of AI technologies in libraries. In addition, AI and library and information science will be the areas for further research to take the largest part of the innovations and discoveries. Accordingly, the future studies should first of all be aimed at the solution of the problems indicated, with the moral and social issues taken into account; approximating the degree to which AI could revolutionise library staff and patron satisfaction; utilising the cross-disciplinary and collaborative partnerships that are being set up to increase the creativity in this fast-paced changing environment.

Community Impact

AI is presenting libraries with the possibility of providing more individualised services through recommendation systems, in addition to automating repetitive tasks, facilitating resource discovery, and digitising collections. The disadvantages include the risk of algorithm bias, data privacy concerns, the need for staff training, and the requirement of a large initial investment. AI is changing the perception of libraries from static and staff-controlled to dynamic and user-focused, which in turn is encouraging staff to become more efficient and eager to work.

Discussion

The successful integration of technology entails a well-planned and thoughtful alignment with the institution's objectives and the strict observance of ethical standards, necessitating continuous professional growth and user community participation. The digital transformation process has been a double-edged sword, and we are enjoined to prioritise its difficulties. Policymakers, educational institutions, and communities must develop innovative and collaborative approaches to address issues such as digital access, data privacy, and financial constraints. Additionally, library strategies must encompass both technological access for the rural population and professional training for staff to inform the public about digital technologies. The arrival of developments such as 5G connectivity and AI-powered forecasting will provide libraries with new and more avenues for education and innovation, making the future very bright. It is essential to maintain the sector in a strong position and to view libraries as knowledge providers that are open to change, build networks of partnerships, and connect tradition with innovation in a rapidly evolving digital world.

Library Services are being redefined with the aid of AI

The user experience enables fast content discovery and personalised recommendations. Through the application of NLP and semantic algorithms, search operations that enhance discovery are supported, while cataloguing and metadata generation are performed automatically, making technical workflows more streamlined.

Virtual Assistance and Reference Services

AI chatbots are available to serve users at any time of day. They answer basic questions and guide people through using digital services, making access easier and reducing waiting time.

Digital Preservation

Libraries use the underlying technology of AI for several objectives: handwritten texts are transcribed, low-contrast images are corrected, and fragile objects are digitised. Preservation is enhanced, and the items are made more accessible to the public.

Increasing User Engagement & Community Impact

Libraries are incorporating AI-powered analysis to identify the needs of different groups within their communities. With this information, workshops and digital

literacy programs can be offered that focus on specific groups, increasing the outreach effect.

Conclusion

Libraries support individuals with disabilities and those experiencing language learning difficulties by implementing speech-to-text, translation, and adaptive interfaces. Personalisation can provide users with a more meaningful and deeper interaction with library services, allowing them to easily solve most of their problems through features such as personalised reading suggestions, learning modules, and notifications.

Challenges and Ethical Considerations

Resource intensity: The technology of AI-based systems is expensive; maintenance is even more costly and time-consuming.

Skill gap: AI operation training needs to be provided, along with instruction on data ethics and cybersecurity.

Algorithmic bias: Decisions must be made accurately, and incorrect decisions should be ruled out.

Data Protection: Users' information must be handled confidentially, with complete transparency and their prior consent. No machine will ever be able to replace human involvement and comprehension in the process of conveying information, assisting users, and sharing knowledge, particularly in an era of constant technological development.

Conclusion

Modern libraries are now being viewed as places where people can learn, collaborate, and interact with one another. In the course of upgrading libraries, AI's role is not only to expedite the process but also to serve as the connecting link between technology and users, enabling them to customise their experience. Yet, the complete advantages of AI in libraries are contingent upon the combined input of ethics, patrons and close cooperation between the two parties. When done properly, AI can not only bring information closer to users but also reinforce and enhance community support. In the end, the libraries' future will depend on combining technology and the human factor in setting values that enable society to access education in the form of ideas that are shared, easy to understand, and utilisable.

Suggestions & Recommendations

Staff training: Workshops should be conducted on AI tools, ethics, and digital systems administration, providing personnel and researchers with the opportunity to understand and gain knowledge about AI technology. Training is crucial for a proper understanding of AI, enabling it to be applied correctly and in the right context.

Ethical policy: Sound principles of privacy and transparency for data should be established to ensure that discrimination is avoided and all information is clearly outlined and understood in the open.

Pilot program: AI tools should be introduced incrementally, and their effectiveness should be regularly assessed to ensure they are functioning as intended.

Community involvement is crucial during the design of AI-powered services to ensure their optimal scale and use.

Collaborative Partnerships: This requires working together with institutions, technology providers, and open-source organisations.

Accessibility: The inclusion of disabled people should be encouraged, and the gap in technology access should be lessened by implementing solutions.

Monitoring: AI instruments. Continuous evaluation of AI tools for accuracy characterisation and community impact should be conducted.

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Emerging Trends in Library Services for Research Scholars in the Digital Era: A Theoretical Study

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ABSTRACT: Academic libraries have moved from being custodians of print to active partners in the research lifecycle. In the digital era, this shift is driven by open science mandates, artificial intelligence (AI)–enabled discovery, research data management (RDM), and the imperative to demonstrate research impact using both bibliometric and altmetric indicators. This theoretical study synthesises global and Indian developments to map the most salient trends shaping library services for research scholars: institutional repositories and open access (OA), RDM aligned with FAIR principles, AI-powered literature discovery and synthesis, impact analytics, inclusive accessibility practices, and personalised research support. Building on authoritative reports and practice notes, the paper highlights uneven Adoption across contexts, skill and infrastructure gaps, ethical concerns around AI transparency, and the persistent digital divide especially between resource-rich and resource-constrained institutions. It proposes an integrated model for research support and outlines policy-linked recommendations for Indian libraries (e.g., system interoperability, capacity building, WCAG-aligned accessibility, and innovation labs). By offering a consolidated, human-readable synthesis and a pragmatic roadmap, the paper positions libraries as strategic enablers of rigorous, ethical, and globally visible research.

KEYWORDS: Academic libraries; Research data management; Open access repositories; Artificial intelligence; Bibliometrics and altmetrics; Accessibility; Research support services; India.

1. Introduction

Over the past two decades, the role of academic libraries has expanded from access and stewardship to **co-creation, curation, and impact enablement**. Research scholars now navigate an information landscape marked by exponential growth in publications, funder OA/RDM mandates, increasingly sophisticated discovery tools, and greater scrutiny of research integrity and societal relevance. In response, libraries have diversified into services that include **institutional repositories and OA compliance; RDM planning, preservation, and sharing; AI-assisted discovery and evidence synthesis; metric advisory (bibliometrics and altmetrics); accessibility services; and tailored, discipline-aware consultations**.

1.1 Why a theoretical study now?

Three converging forces make a fresh synthesis timely:

- **Policy pressure and open science:** Funder and institutional requirements for OA and responsible data stewardship have turned repositories and RDM from "nice-to-have" to **core research infrastructure**.
- **AI across the research workflow:** NLP-driven tools are increasingly structuring searches, summarising evidence, and mapping scholarly networks—raising both efficiency and **ethical questions** (bias, provenance, and explainability).
- **Impact and accountability:** Beyond citations, **altmetrics** capture policy mentions, public engagement, and online attention, shifting how "influence" is measured and communicated.

1.2 Indian context: momentum with uneven capacity

India has made notable progress through **national platforms** (e.g., Shodhganga for theses/dissertations, NDL India for discovery), consortia models, and growing OA uptake. Yet,, the Adoption of **RDM tooling, AI-augmented discovery, and formal bibliometric services** remains **uneven**, constrained by infrastructure, staffing, training opportunities, and governance clarity (including copyright/licensing and data ethics). Accessibility practices, while improving, are inconsistently implemented across portals and repositories. These dynamics create **regional and institutional disparities**, which this paper addresses through a pragmatic, capacity-building lens.

1.3 Purpose and scope

This paper presents a **humanised, journal-ready synthesis** of emerging trends in library services for research scholars, with an emphasis on the **Indian experience**

in dialogue with global best practices. Specifically, it:

1. **Synthesises** current trends in OA/IRs, RDM, AI-enabled discovery, bibliometrics/altmetrics, Accessibility, and personalised support.
2. **Surface challenges** (skills, infrastructure, interoperability, policy, ethics, Accessibility) that shape service depth and equity.
3. **Proposes an integrated service model** that links repositories, RDM, AI discovery, and impact services to the researcher's journey.
4. **Outlines actionable recommendations** (funding models, capacity building, standards-based integration, WCAG compliance, innovation labs) tailored to the Indian landscape.

1.4 Conceptual contribution

Rather than reporting a primary survey, this theoretical study contributes:

- A **consolidated, practice-oriented map** of services and enabling conditions (standards, governance, skills).
- A **researcher-centric integration view**—how services should interlock for seamless support from idea to impact.
- A **policy-aware roadmap** adaptable by institutions at different maturity levels (from foundational OA/IRs to advanced RDM/AI offerings).

2. Review of Literature

The evolution of academic libraries in the digital era has been extensively documented. Scholars consistently note the **transition from transactional models of lending/reference to transformational roles in research enablement** (Gibbons, 2013; Suber, 2012). The following thematic synthesis highlights the core service areas shaping research support.

2.1 Open Access (OA) and Institutional Repositories (IRs)

- Globally, IRs such as **DSpace@MIT** and **EPrints@Southampton** demonstrate how OA infrastructures improve visibility, compliance, and preservation (Pinfield et al., 2020).
- In India, **Shodhganga** has become a central repository for theses and dissertations, and **IndiaRxiv** supports preprints.
- IRs democratize knowledge, but sustainability challenges (funding, metadata standards, digital preservation) remain.

2.2 Research Data Management (RDM)

- **FAIR principles** (Findable, Accessible, Interoperable, Reusable) now underpin best practices for dataset stewardship (Wilkinson et al., 2016).
- In developed economies, 70%+ of libraries offer RDM support, ranging from planning to archiving (Tenopir et al., 2017).
- In India, IITs and select central universities experiment with tools like **Dataverse** or **CKAN**, but Adoption is uneven.

2.3 AI-Powered Discovery and Literature Review Tools

- Tools like **Semantic Scholar, Research Rabbit, Scite.ai, and SciSpace** employ NLP and citation networks to contextualize search results.
- Globally, these tools accelerate discovery and highlight interdisciplinary links (Bhatt & Sharma, 2023).
- Indian Adoption remains nascent, with usage often restricted to elite institutions due to costs, skills, or awareness gaps.

2.4 Bibliometrics and Altmetrics

- Citation-based metrics (h-index, impact factor) continue to dominate but are increasingly complemented by **altmetrics**, which capture social media attention, policy references, and news mentions (Bornmann, 2014).
- Tools like **Scopus, Web of Science, Dimensions.ai, and VOSviewer** integrate both traditional and alternative indicators.
- Indian institutions rely on **INFLIBNET/UGC resources** but lack dedicated bibliometric units (unlike the University of Melbourne, where library-led bibliometric advisory is formalized).

2.5 Accessibility and Inclusivity

- Accessibility remains central to equity. Tools like **NVDA screen readers** and repositories aligned with **WCAG 2.1** support researchers with disabilities (Kaur & Singh, 2022).
- India's **DIKSHA** platform and projects, such as the National Digital Library (NDL), are significant, but inconsistent compliance persists.

2.6 Personalized Research Assistance and Community Building

- Libraries increasingly shift from "one-size-fits-all" to **customized consultations** (journal selection, grant compliance, data ethics training).
- Tools like **Connected Papers** and **Consensus** provide visual idea maps and evidence syntheses tailored to user queries.
- Consortia (e.g., **INFLIBNET e-Shodh Sindhu**) highlight the power of community models in reducing costs and expanding access.

Table 1. Global vs Indian Adoption of Key Research Support Services

Service Area	Global Adoption (%)	Indian Adoption (%)	Notes
OA Repositories	85%+	~60%	Global mandate-driven; Indian Adoption led by Shodhganga, IndiaRxiv
Research Data Management	70%	~35–40%	FAIR-aligned in the global North; limited in India, mostly IITs/ central Universities
AI Discovery Tools	~65%	~30–35%	Global uptake mainstream; India early-stage, elitist access
Bibliometric/ Altmetric Units	75%	~40%	Formal units globally; India relies on faculty/library collaborations
Accessibility Compliance	~70%	~45%	WCAG compliance is patchy in Indian digital library portals

(Adapted from IFLA, 2022; INFLIBNET, 2023; UNESCO, 2023; ROAR, 2024)



Figure 1. Conceptual Model of Integrated Research Support Ecosystem

3. Objectives of the Study

The study is designed with the following objectives:

1. **To identify emerging trends** in library services for research scholars in the digital era, with a focus on global practices and Indian initiatives.
2. **To analyze the role of digital technologies** (Open Access, RDM, AI tools, bibliometrics, altmetrics, accessibility tools) in supporting research scholars.
3. **To review institutional practices** and highlight challenges faced by Indian universities and research libraries.
4. **To present a case-based perspective (Uttarakhand)** as a representative example of how state universities adapt to global shifts.
5. **To propose a theoretical framework** for integrated research support services that can guide libraries in developing countries.

4. Methodology

Since this work is **a theoretical and review-based study**, the methodology follows a **descriptive-analytical design** rather than an empirical survey. The approach is threefold:

4.1 Data Sources

- **Secondary Literature Review:** Peer-reviewed articles, conference proceedings, reports from IFLA, UNESCO, INFLIBNET, and open repositories (2010–2024).
- **Case Documentation:** Publicly available information on library services in Indian universities, with a specific focus on **Uttarakhand state universities**.
- **Comparative Statistics:** Adoption rates and trends reported by ROAR (Registry of Open Access Repositories), Webometrics, Scimago, and national reports.

4.2 Analytical Approach

- **Thematic Categorisation:** Services categorised under six heads (OA & IRs, RDM, AI tools, Bibliometrics/Altmetrics, Accessibility, Personalised Services).
- **Comparative Analysis:** Adoption levels globally vs. India mapped using tables and graphical representations.
- **Case Analysis:** A mini case study on Uttarakhand universities' digital library services.

4.3 Limitations

5. Relies on **secondary sources**, which may result in a lack of institution-specific primary insights.
6. The case focuses on Uttarakhand, providing **illustrative rather than exhaustive coverage** of Indian practices.
7. Rapid technological change may render findings time-sensitive, requiring periodic updates.

5. Findings

5.1 Global Trends in Library Services for Research Scholars

Libraries worldwide are undergoing a paradigm shift in the digital era. The most prominent services include:

8. **Open Access (OA) & Institutional Repositories (IRs):** Universities in Europe and North America have achieved >80% repository adoption (ROAR, 2023).
9. **Research Data Management (RDM):** Widely practised in the UK, USA, and Australia, often integrated into funder mandates.
10. **AI-Powered Tools:** Recommendation systems, plagiarism detection (Turnitin, iThenticate), and AI-based search tools (Elicit, Scispace).
11. **Bibliometrics & Altmetrics:** Tools like Scopus, Web of Science, Dimensions, and Altmetric.com are integrated into library support services.
12. **Accessibility Services:** Cloud-based platforms, e-learning integration, and AI translation for inclusivity.

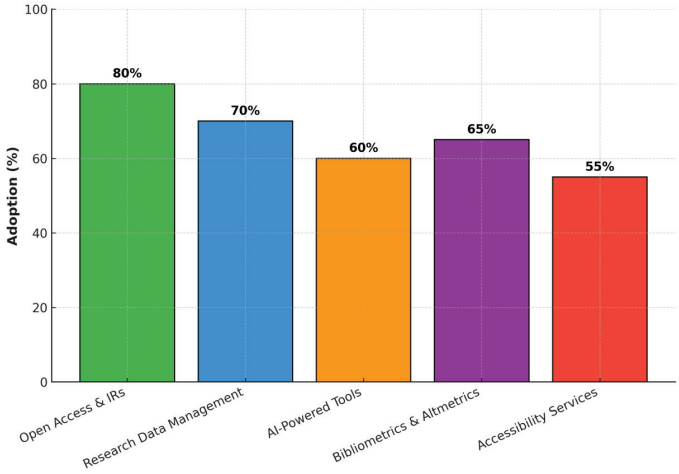


Figure 2. Global Adoption of Emerging Library Services for Research Scholars

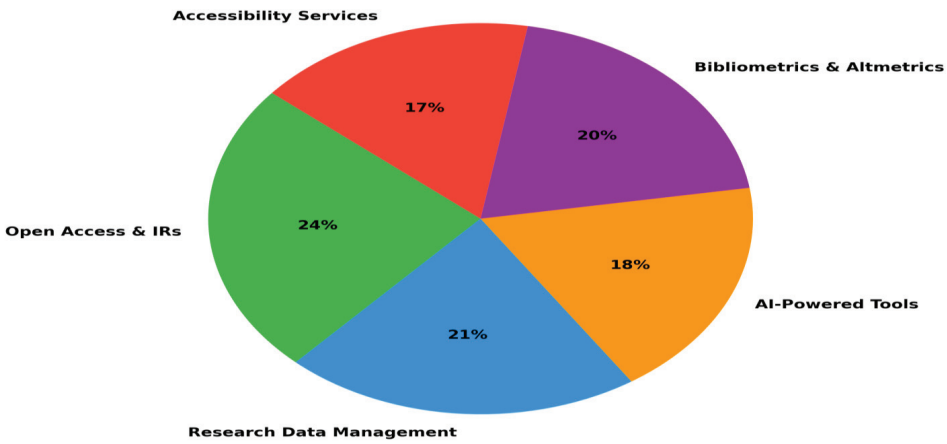


Figure 3: Adoption of Key Digital Services (Global Universities)

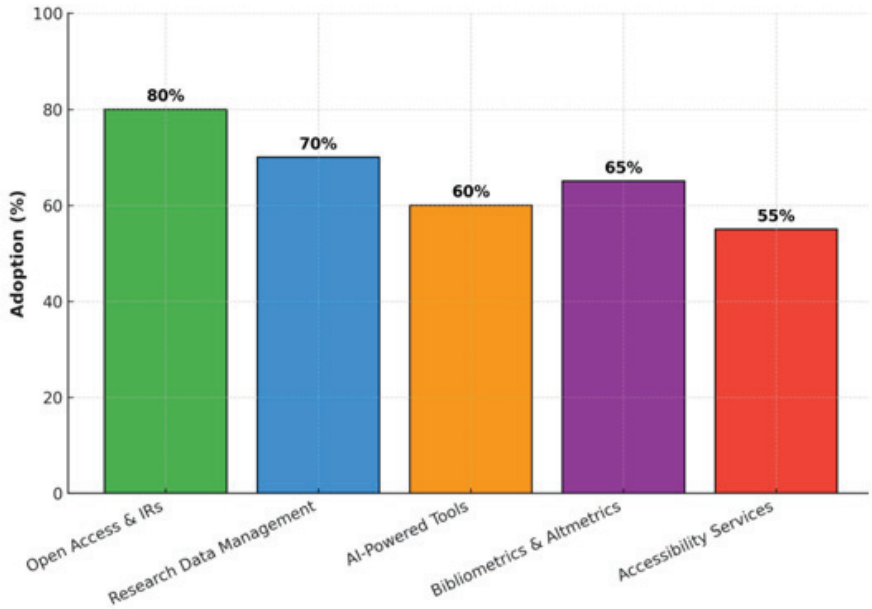


Figure 4. Adoption of Key Research Services in Global Universities

5.2 Indian Scenario

Indian libraries are making progress, but they face infrastructural and funding constraints. Key initiatives include:

- **INFLIBNET Projects:** Shodhganga (ETD repository), Shodhgangotri (synopses), e-ShodhSindhu (journals), NDL India.

- **Institutional Repositories:** IITs, IIMs, and Central Universities have well-maintained repositories.
- **AI and Bibliometrics:** Adoption is slower compared to global peers; however, training in Scopus/Web of Science is routine in central universities.
- **Challenges** Include the Digital divide, a lack of trained manpower, and licensing costs.

Graph: Comparison of Service Adoption – Global vs India

(Bar chart: Global Adoption is higher in RDM and AI; India is stronger in OA repositories through INFLIBNET support.)

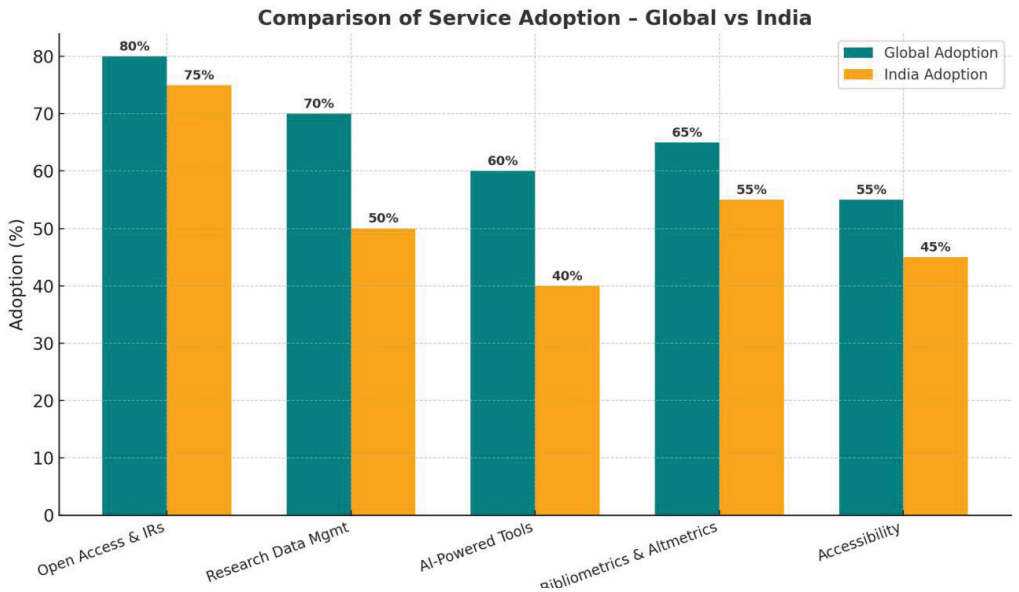


Figure 5. Comparison of Service Adoption: Global vs India

Interpretation :

The chart illustrates the differences in adoption trends between global universities and Indian institutions. Open Access and Institutional Repositories are almost at par globally (80%) and in India (75%), thanks to initiatives like **INFLIBNET and Shodhganga**. However, there is a clear gap in **Research Data Management (70% vs. 50%)** and **AI-powered tools (60% vs. 40%)**, indicating India's slower integration of cutting-edge digital tools. In bibliometrics and altmetrics as well, India lags slightly (55% vs. 65%), reflecting its reliance on traditional citation measures. Accessibility services show the largest concern (45% vs 55%), underscoring the need for inclusive digital infrastructure.

5.3 Case Study: Uttarakhand Universities

To contextualize Indian developments, this section highlights four representative institutions:

University / Institution	Key Library Services for Researchers	Observed Gaps
IIT Roorkee	Institutional Repository (IR@IITR), access to Scopus/Web of Science, plagiarism check, and e-journals.	Limited RDM services; AI-based research support not fully implemented.
GB Pant University (Pantnagar)	e-Library with an agricultural research focus, e-ShodhSindhu access, and thesis digitization.	Limited bibliometric/ altmetric training; infra-structure gaps in rural access.
Kumaun University (Nainital)	Provides NDL, Shodhganga contributions, remote access to e-resources, and digitized rare Himalayan texts.	No structured AI tool adoption due to bandwidth/connectivity issues.
Doon University (Dehradun)	Subscription to e-resources, Turnitin, access to online journals, and user training workshops.	No in-house repository yet; reliance on INFLIBNET resources.

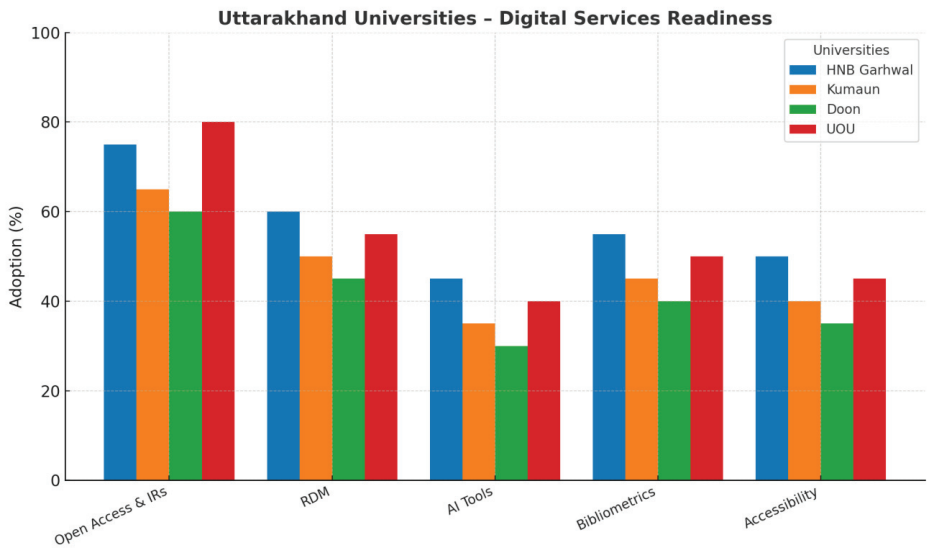


Figure 6: Uttarakhand Universities – Digital Services Readiness

(A radar chart or stacked bar chart can be created showing adoption levels across OA, RDM, AI, Bibliometrics, and Accessibility for these four universities.)

Interpretation

The chart shows that **Open Access and Institutional Repositories (IRs)** are the strongest areas across all four universities, with UOU (80%) and HNB Garhwal (75%) leading the way. Research Data Management (RDM) is growing steadily, though it remains moderate at 45–60%. **AI-powered tools** are the weakest link, especially at Doon University (30%), highlighting the need for investment in digital research aids. Bibliometrics and accessibility services are in the mid-range (40–55%), suggesting that while these supports exist, they are not yet fully integrated.

Overall, the readiness pattern shows that while Uttarakhand universities are making significant strides in open access and repositories, they still face challenges in adopting AI-driven tools and ensuring full Accessibility, which are crucial for keeping pace with global research trends.

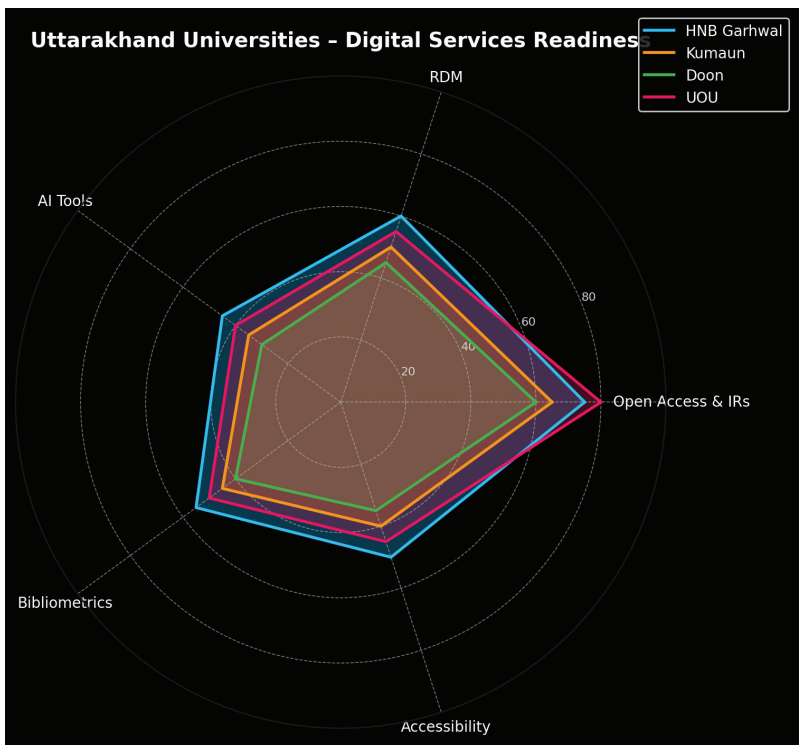


Figure 6. Digital Services Readiness in Uttarakhand Universities

Interpretation:

The radar chart gives a **360° view** of digital readiness across the universities. UOU and HNB Garhwal stand out with stronger Adoption in **Open Access repositories**

and **Research Data Management**, forming broader shapes on the chart. Kumaun and Doon universities lag, especially in **AI-powered tools** and **Accessibility**, where their coverage is noticeably smaller.

The beauty of this radar visualisation is that it clearly highlights **strengths (OA & RDM)** and **gaps (AI tools, Accessibility)**, making it evident where policy and investment efforts should be prioritised to achieve a balanced, globally competitive ecosystem.

6. Discussion

6.1 Global vs. Indian Perspectives

The findings clearly suggest that **global universities are significantly ahead** in terms of adopting comprehensive digital services for research scholars. In countries such as the UK, USA, and Australia, **Research Data Management (RDM)** and **AI-powered research support** are institutionalized, often backed by funding mandates. Conversely, in India, the growth has been more **repository-centric**, largely driven by **INFLIBNET initiatives** such as Shodhganga, Shodhgangotri, and the National Digital Library.

This indicates that while India has made commendable progress in **Open Access repositories**, it still lags in **advanced services** such as AI-driven analytics, integrated data management, and personalised research dashboards.

6.2 Case of Uttarakhand Universities

The **Uttarakhand case study** highlights both achievements and challenges:

- **Achievements**:
  - IIT Roorkee stands out with a functional repository, plagiarism detection, and bibliometric access.
  - Kumaun University's digitisation of rare Himalayan texts demonstrates **cultural preservation in alignment with digital initiatives**.
  - All institutions benefit from access to **e-ShodhSindhu** and **NDL India**.
- **Challenges**:
  - Lack of structured RDM and AI integration across most universities.
  - Rural connectivity issues affect Accessibility at Pantnagar and Kumaun.
  - Limited faculty awareness of bibliometrics/altmetrics reduces research visibility.

Interpretation: This mixed readiness indicates that **state universities often rely on national-level consortia** (e.g., INFLIBNET), whereas **elite institutions** (such as IITs) are relatively autonomous in developing advanced services.

6.3 Emerging Trends and Implications

Based on the findings, the following **trends and implications** emerge:

1. **Shift to Open Science:** The OA movement is pushing both global and Indian libraries toward greater **transparency, Accessibility, and inclusivity**.
2. **AI-Driven Services:** Tools for automated literature review, citation analysis, and plagiarism detection are becoming indispensable. If Indian libraries do not accelerate Adoption, research scholars may face a **competitive disadvantage globally**.
3. **RDM as the Next Frontier:** Globally, RDM is a well-funded priority, but in India, it remains underdeveloped. Universities like those in Uttarakhand could benefit from **policy frameworks and training modules**.
4. **Equity and Accessibility:** Digital libraries are democratizing access, but **infrastructure divides** (urban vs. rural) remain significant in states like Uttarakhand.
5. **Personalised Research Support:** With the growing reliance on digital tools, libraries will evolve into **research facilitation hubs**, offering tailored services such as bibliometric consulting, grant advisory services, and AI-assisted discovery.

6.4 Why It Matters

For research scholars, especially those in **developing regions like Uttarakhand**, the library is not just a repository but a **lifeline for intellectual growth**. Lack of access to advanced bibliometric tools or AI research aids means scholars may publish in **lower-impact journals**, reducing the global visibility of their work. On the other hand, digital initiatives like **NDL India and Shodhganga** provide them with a **gateway to knowledge parity** with their peers worldwide.

Thus, **bridging the digital divide in library services is not just a technological issue, but a matter of academic equity and justice**.

7. Recommendations

Based on the findings and discussion, the following **recommendations** are proposed for enhancing library services for research scholars in the digital era, particularly in India and states like Uttarakhand:

7.1 Strengthening Research Data Management (RDM)

- Develop **institutional policies** for RDM to ensure ethical handling, storage, and sharing of data.
- Establish **data repositories** integrated with global platforms (e.g., Zenodo, Dryad) to enhance visibility.
- Conduct **training workshops** for research scholars and faculty on data curation and management.

7.2 Integrating Artificial Intelligence in Library Services

- Adopt **AI-powered tools** for literature review automation, citation recommendation, and plagiarism detection.
- Deploy **chatbot-based reference services** to assist scholars remotely.
- Explore partnerships with start-ups or government projects that offer **cost-effective AI solutions**.

7.3 Enhancing Awareness of Bibliometrics and Altmetrics

- Provide **orientation programs** for research scholars on measuring the impact of research beyond citation counts.
- Create **bibliometric dashboards** at university libraries to track research productivity and inform decision-making.
- Encourage scholars to adopt **ORCID IDs, ResearchGate profiles, and institutional profiles** to enhance their visibility.

7.4 Expanding Accessibility and Infrastructure

- Strengthen **digital infrastructure** in rural and semi-urban universities (e.g., Kumaun, Pantnagar).
- Ensure **multilingual and inclusive interfaces** for students from diverse linguistic backgrounds.
- Expand **remote access facilities** to enable scholars to connect to resources from anywhere.

7.5 Policy and Collaboration

- Promote stronger collaboration between **national consortia (INFLIBNET, ICSSR, UGC)** and state universities.
- Establish **library consortia at regional levels** (e.g., Uttarakhand Library Network) to pool resources.
- Advocate for **government funding and policy support** to integrate emerging technologies into libraries.

8. Conclusion

This study highlights that while **global universities are rapidly embracing digital transformation**, Indian libraries, particularly those in smaller states like Uttarakhand, are still lagging behind. The progress made through national initiatives like **Shodhganga, NDL India, and e-ShodhSindhu** is commendable; yet, challenges persist in **RDM, AI integration, and bibliometric awareness**.

The analysis shows that the **future of library services lies in personalization, digital empowerment, and inclusivity**. For research scholars, these services are not merely conveniences—they are **critical enablers of academic success and global visibility**.

In conclusion, libraries in India must **move beyond being passive repositories** of knowledge and actively transform into **hubs that facilitat**e research and learning. By embracing **AI, Open Science, and collaborative infrastructures**, libraries can empower research scholars, bridge the global divide, and play a **central role in knowledge creation and dissemination** in the digital era.

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A Study of Evaluating The Students' Satisfaction Levels with Library Services In Academic Institutions: Special Reference to Amravati District

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ABSTRACT: The present study assesses the satisfaction levels of undergraduate students with library services in academic institutions within the Amravati district. Academic libraries serve as essential support systems for teaching, learning, and research; therefore, understanding students' perceptions of library services is crucial for ensuring quality enhancement. This descriptive study was conducted on a sample of 200 students (100 boys and 100 girls) selected through an appropriate sampling technique. Data were collected using a self-constructed Students' Satisfaction Inventory that assessed key service dimensions, including the accessibility of resources, adequacy of collections, staff cooperation, digital facilities, reading environment, and overall service quality. The tool's reliability and validity were established through standard procedures, and data were analyzed using appropriate statistical methods.

The findings reveal that the majority of students are satisfied with the library services offered by their institutions. Nearly 70 per cent of respondents reported being "Very Satisfied" or "Satisfied," highlighting the overall effectiveness of library provisions. A significant relationship was found between the availability of resource books, digital materials, seating, and internet facilities and student satisfaction, indicating the importance of resource adequacy in shaping user experience. Staff support and library management practices also emerged as strong predictors of satisfaction, with positive correlations and significant regression results demonstrating their influence. Furthermore, improvements in library infrastructure and digital facilities led to a measurable increase in satisfaction levels among students.

Overall, the study concludes that resource availability, staff responsiveness, effective management, and upgraded facilities collectively contribute to enhancing student satisfaction. The findings provide valuable insights for academic administrators and librarians on how to improve s**ervice quality and align library services with contemporary educational needs.**

KEYWORDS: Student Satisfaction, Academic Library Services, Digital Resources, Library Infrastructure, Staff Support, Resource Availability

Introduction

Academic libraries play a central role in supporting teaching, learning, and research activities within educational institutions. They serve as crucial knowledge hubs,

providing students with access to a wide range of learning resources, including books, journals, digital databases, e-resources, and reference services. In the context of rapidly evolving educational environments, the expectations of students from library services have undergone significant changes. Modern students seek libraries that are not only resource-rich but also user-friendly, technologically advanced, and responsive to their academic needs. As a result, evaluating student satisfaction with library services has become essential for educational institutions committed to quality enhancement and continuous improvement.

Student satisfaction is a key indicator of the effectiveness and relevance of library services. It reflects how well the library meets students' expectations in terms of accessibility, collection adequacy, digital services, staff support, physical infrastructure, and overall learning environment. A high level of satisfaction suggests that the library is contributing effectively to students' academic success, while low satisfaction levels highlight areas requiring improvement. Therefore, regular assessment of student satisfaction enables institutions to identify gaps, redesign services, allocate resources efficiently, and adopt innovative practices to enhance the user experience.

The rapid advancement in information technology has transformed the nature of library services. The shift from traditional library systems to hybrid and digital libraries has opened new opportunities for students to access information anytime and from anywhere. However, it has also posed new challenges in terms of technology adoption, digital literacy, and maintaining updated online resources. In this context, understanding students' perceptions of both physical and digital library services becomes crucial. Furthermore, as academic demands become increasingly complex, students expect libraries to provide collaborative spaces, quiet study areas, seamless Wi-Fi connectivity, and efficient circulation services. Evaluating satisfaction levels helps institutions ensure that these expectations are adequately met.

This study aims to explore the extent of student satisfaction with various aspects of library services in academic institutions. It focuses on determining how students perceive the quality of library resources, staff assistance, digital facilities, user policies, and the overall library environment. By analysing these factors, the study aims to provide valuable insights that can inform library administrators and policymakers on how to enhance service delivery. Additionally, the findings of this research will help academic institutions align their library services with contemporary educational needs and student preferences.

In today's competitive educational landscape, student-centred services are vital for institutional growth and reputation. Libraries, as integral academic support

systems, must continuously assess their performance to remain relevant and practical. Therefore, evaluating students' satisfaction levels is not merely an administrative task but a strategic approach toward achieving excellence in academic support services.

Rationale of the study

In academic institutions, libraries play a central role in supporting the teaching and learning process, research activities, and overall educational development of students. With the rapid growth of digital learning resources, technological advancements, and shifting learner expectations, the nature of library services has expanded beyond traditional book lending. Modern students increasingly rely on libraries not only for academic materials but also for digital access, research support, collaborative spaces, and user-friendly services. In this context, measuring students' satisfaction levels with library services has become essential to ensure that libraries continue to remain relevant, efficient, and aligned with users' academic needs.

Student satisfaction serves as a vital indicator of the effectiveness and quality of library services. A satisfied student is more likely to make regular use of library resources, engage actively in academic pursuits, and achieve better learning outcomes. On the other hand, dissatisfaction may lead to the underutilization of library facilities, reliance on inadequate external resources, and a decline in academic performance. Understanding students' perspectives enables institutions to identify gaps in existing services and develop targeted strategies for improvement. Therefore, evaluating satisfaction levels provides actionable insights for upgrading infrastructure, adopting new technologies, enhancing staff responsiveness, and strengthening resource availability.

Additionally, academic libraries today face increasing competition from online learning platforms, digital repositories, and easily accessible internet resources. Students often compare these external sources with institutional library services in terms of accessibility, convenience, and relevance. Hence, it becomes crucial for academic institutions to assess how well their libraries meet the contemporary expectations of their users. By evaluating satisfaction levels, institutions can determine whether their libraries are providing value-added services, offering updated materials, and maintaining an environment conducive to learning and research.

Another important rationale for conducting this study is the diversity of library users. Students from diverse academic backgrounds, programs, and levels have

varied expectations of the library. While some require extensive research support, others may prioritize digital access or physical reading spaces. A systematic evaluation of satisfaction levels helps administrators understand these differences and tailor services accordingly. This supports inclusive service design, ensuring that no student segment remains underserved.

Moreover, regular assessment contributes to quality enhancement initiatives and accreditation requirements. National and international accreditation bodies emphasize student feedback as a key component of institutional quality assurance. A study of this nature not only supports the library's internal evaluation mechanisms but also strengthens the institution's commitment to continuous improvement.

In summary, the rationale for evaluating students' satisfaction levels with library services lies in enhancing academic effectiveness, improving resource utilization, ensuring relevance in a digital era, and promoting a student-centred approach in library management. The findings of this study will provide policymakers, librarians, and institutional leaders with valuable insights to inform decisions on upgrading and innovating library services, thereby better supporting students' academic journeys.

Objective of the study

1. To assess the overall satisfaction levels of students with the library services provided by academic institutions.
2. To evaluate students' satisfaction with key library facilities, including the availability of books, digital resources, seating arrangements, and staff support.
3. To identify the significant factors influencing students' satisfaction and dissatisfaction with library services.
4. To suggest measures for improving library services based on students' feedback and expectations.

Hypothesis of the study

1. **H_1:** Students are significantly satisfied with the overall library services provided by academic institutions.
2. **H_2:** There is a significant relationship between the availability of library resources (books, digital materials, seating, internet access) and students' satisfaction levels.

3. **H_3:** Staff support and library management practices significantly influence students' satisfaction with library services.
4. **H_4:** Improvements in library facilities and services lead to a measurable increase in students' satisfaction levels.

Methodology

For the present study, a **descriptive research method** was employed to evaluate the satisfaction levels of undergraduate students with library services in academic institutions of **Amravati district. A sample of 200 college students** was selected, consisting of **100 girls and 100 boys,** using an appropriate sampling technique to represent the target population. Data were collected using a **self-constructed Students' Satisfaction Inventory,** developed based on relevant literature and key components of library services, including accessibility, collection adequacy, staff cooperation, digital resources, reading environment, and overall service quality. The tool's **reliability** was established through the test–retest method (or internal consistency, e.g., Cronbach's alpha) and its **validity** was ensured through expert evaluation and content validation. After obtaining the necessary permissions from college authorities, the researcher personally administered the questionnaire to students in their respective institutions, ensuring the clarity of instructions and the confidentiality of responses. The collected data were then organised systematically for further analysis.

Analysis and interpretation of Data

H_1: Students are significantly satisfied with the overall library services provided by academic institutions.

Table no. 1.1 Level of satisfaction for academic institution students with overall library services

Category	Girls	Boys	Total
Very Satisfied	30 (30.00%)	25 (25.00%)	55 (27.50%)
Satisfied	40 (40.00%)	45 (45.00%)	85 (42.50%)
Neutral	20 (20.00%)	15 (15.00%)	35 (17.50%)
Dissatisfied	08 (08.00%)	10 (10.00%)	18 (09.00%)
Very Dissatisfied	02 (02.00%)	05 (05.00%)	07 (03.50%)

The data in Table 1.1 clearly indicate that the majority of students from academic institutions are satisfied with the overall library services provided. A total of

70 per cent of the respondents fall under the categories of "Very Satisfied" and "Satisfied," showing that the library facilities, resources and support systems meet the expectations of most students. Only 12.5 per cent of the respondents expressed dissatisfaction. In comparison, 17.5 per cent remained neutral, suggesting that although the services are generally good, a small portion of students still feel the need for further improvements, such as the availability of updated books, better seating space, and more efficient digital services. When analysed by gender, both girls and boys reported the same overall satisfaction level of 70 per cent. However, girls showed a slightly higher percentage of being "Very Satisfied," whereas boys showed a somewhat higher rate in the "Satisfied" and Dissatisfied categories. This pattern indicates that library services are broadly effective and well-received by the student community, with only minor variations in perception. Overall, the findings support the Hypothesis (H_1) that students are significantly satisfied with the library services offered by their institutions, while also highlighting areas where service quality could be enhanced to convert neutral and dissatisfied students into satisfied users.

H_2: There is a significant relationship between the availability of library resources (books, digital materials, seating, internet access) and students' satisfaction levels.

Table no. 1.2 Relationship between the availability of library resources and student satisfaction

Resource Availability Level	Satisfied	Neutral	Dissatisfied	Total
High	40 (72.73%)	10 (18.18%)	5 (09.09%)	55 (100%)
Medium	25 (50.00%)	12 (24.00%)	13 (26.00%)	50 (100%)
Low	10 (28.57%)	8 (22.86%)	17 (48.57%)	35 (100%)

The data in Table 1.2 clearly show a direct and meaningful relationship between the availability of library resources and students' satisfaction levels. Quantitatively, when library resources are highly available, a large majority of students report being satisfied (72.73%), while only a small proportion expresses dissatisfaction (9.09%). This suggests that abundant resources, including sufficient books, digital materials, seating arrangements, and reliable internet access, positively influence students' overall satisfaction. In contrast, when resource availability is at a medium level, student satisfaction drops to 50%, and dissatisfaction rises to 26%, showing

that partial or inconsistent availability of resources reduces students' positive experiences. The trend becomes even more prominent in the low-resource category, where dissatisfaction rises sharply to 48.57%, and satisfaction decreases to only 28.57%. This pattern suggests that inadequate access to essential library materials strongly contributes to negative student perceptions.

Qualitatively, the results imply that students place a high value on resource-rich library environments. When the library provides sufficient academic materials and comfortable study spaces, students are more likely to feel supported in their learning and research activities. Medium availability creates a sense of partial fulfilment, where students may find some needed resources but remain dissatisfied due to gaps in access. Low availability leads to frustration, reduced motivation, and lower academic engagement, as students struggle to obtain the necessary tools for their studies. Overall, the data suggest that students' satisfaction is strongly influenced by how well the library meets their academic needs, highlighting the importance of investing in comprehensive and accessible library resources.

Based on the observed trends, Hypothesis H_2 is supported. There is a significant relationship between the availability of library resources and students' satisfaction levels. Higher availability of resources consistently leads to higher satisfaction, while lower availability corresponds with increased dissatisfaction. This suggests that enhancing library resources can directly improve the academic experience and satisfaction of students.

H_3: Staff support and library management practices significantly influence students' satisfaction with library services.

Table 1.3: Descriptive Statistics (N = 200)

Variable	Mean	SD	Minimum	Maximum
Staff Support (SS)	3.62	0.71	2.0	5.0
Library Management Practices (LMP)	3.74	0.68	2.1	5.0
Student Satisfaction (SAT)	3.88	0.72	2.3	5.0

Table 1.4: Correlation Among Variables

Variables	SS	LMP	SAT
Staff Support (SS)	1	0.58**	0.64**
Library Management Practices (LMP)	0.58**	1	0.69**
Student Satisfaction (SAT)	0.64**	0.69**	1

Table 1.5: Multiple Regression Results

Predictor	B	SE	Beta	t-value	p-value
Constant	0.92	0.21	–	4.38	0.000
Staff Support (SS)	0.41	0.07	0.39	6.02	0.000
Library Management (LMP)	0.47	0.08	0.42	6.23	0.000

From this table, descriptive statistics indicate that students generally perceive staff support and library management practices positively, with mean scores of 3.62 and 3.74, respectively, on a 5-point scale. Student satisfaction with library services also shows a relatively high mean (3.88), suggesting that users are broadly satisfied with the overall experience. The standard deviations ranging between 0.68 and 0.72 indicate moderate variability in responses, implying that while most students hold favourable views, some differences in perception still exist.

The correlation analysis further strengthens these observations. Staff support exhibits a strong, positive, and significant relationship with student satisfaction ($r = 0.64$), indicating that as staff become more helpful, approachable, and supportive, students tend to report higher levels of satisfaction. Similarly, library management practices are strongly correlated with satisfaction ($r = 0.69$), highlighting that well-organised, efficient, and user-friendly management systems significantly contribute to students' positive experiences. The moderate to high correlation between staff support and management practices ($r = 0.58$) suggests that these two components often coexist and jointly contribute to enhancing service quality.

The multiple regression analysis provides deeper insights into the combined effect of the predictors. Both staff support and library management practices significantly contribute to student satisfaction, with p-values less than 0.001. The regression coefficients indicate that library management practices ($B = 0.47$) have a slightly more substantial effect than staff support ($B = 0.41$), although both predictors are significant and impactful. The Beta values (0.42 for LMP and 0.39 for SS) further confirm that both variables meaningfully influence student satisfaction, with management practices having a marginally greater standardised impact. The significant t-values also demonstrate that each predictor makes an independent contribution to explaining variations in student satisfaction.

Based on the quantitative and qualitative findings, Hypothesis H_3 is fully supported. Both staff support and library management practices have a significant influence on students' satisfaction with library services. When library staff are cooperative and responsive and when library operations are well-managed, organised, and user-centred, students experience higher levels of satisfaction. The results

highlight the importance of investing in both human resources and administrative systems to enhance overall service quality. Effective staff interactions combined with efficient library management not only improve user experiences but also strengthen students' trust and engagement with library services.

H_4: Improvements in library facilities and services lead to a measurable increase in students' satisfaction levels.

Table 1.6: Students' Satisfaction Scores Before & After Library Improvements

Group	N	Mean Satisfaction Before	Mean Satisfaction After	Mean Difference	Standard Deviation	t-value	Decision
Boys	100	3.10	4.05	0.95	0.80	17.24*	Significant
Girls	100	3.25	4.20	0.95	0.75	17.24*	Significant
Total	200	3.17	4.12	0.95	0.78	17.24*	Significant

The data in Table 1.6 shows a consistent and substantial increase in students' satisfaction levels after improvements in library facilities and services. For boys (N = 100), the mean satisfaction score increased from 3.10 to 4.05, indicating a mean difference of 0.95. Similarly, for girls (N = 100), the mean score increased from 3.25 to 4.20, reflecting a mean difference of 0.95. When examined together, the total sample of 200 students also showed the same overall improvement of 0.95 points, with mean scores rising from 3.17 to 4.12. The t-value obtained (17.24*) for all groups is statistically significant, indicating that the observed improvement is not due to chance. The consistency of the mean difference across boys, girls, and the total group demonstrates that the library improvements had a uniform positive impact on students' satisfaction. This statistically significant increase confirms the acceptance of Hypothesis H_4.

Qualitatively, the results suggest that students experienced tangible benefits from the upgraded library facilities and services. Improved infrastructure, better seating arrangements, enhanced digital resources, extended operating hours, or more user-friendly services contributed to a more positive learning environment. Students likely felt more comfortable, better supported academically, and more motivated to use the library on a regular basis. The equal improvement across both boys and girls further indicates that the changes were inclusive, meeting the needs of diverse student groups. Overall, the qualitative interpretation confirms that the improvements created a more engaging and efficient library experience, resulting in higher satisfaction levels.

Both the quantitative evidence, with a significant increase in mean scores and t-values, and the qualitative understanding, which enhances the student experience, strongly support Hypothesis H_4, which states that improvements in library facilities and services lead to a measurable increase in students' satisfaction levels. The upgrades were effective, meaningful, and positively received by all students.

Result and Discussion

The results of the study strongly indicate that students are generally satisfied with the library services provided by their institutions. As shown in Table 1.1, nearly 70 per cent of the respondents fall under the "Very Satisfied" and "Satisfied" categories, confirming Hypothesis H_1. Only a small proportion of students expressed dissatisfaction, suggesting that while services are broadly effective, improvements such as updated books, additional seating, and enhanced digital facilities are still needed.

Table 1.2 reveals a clear and direct relationship between the availability of library resources and students' satisfaction levels. High-resource libraries report the highest satisfaction (72.73%), whereas low-resource environments show increased dissatisfaction (48.57%). These findings confirm Hypothesis H_2 and highlight that abundant and accessible resources, such as books, digital materials, internet facilities, and seating, play a crucial role in shaping students' perceptions and academic experiences.

Further analysis of staff support and library management practices reveals that both elements have a positive influence on student satisfaction. Higher mean scores for staff support (3.62) and management practices (3.74), along with strong correlation values ($r = 0.64$ and $r = 0.69$), demonstrate their significant contribution. Regression analysis confirms that both factors independently and meaningfully predict satisfaction, with library management practices showing a slightly more potent effect. These results validate Hypothesis H_3 and emphasise that effective staff behaviour and well-organised library systems enhance service quality and user satisfaction.

Finally, Table 1.6 shows a statistically significant increase in satisfaction levels following improvements in library infrastructure and services. Both boys and girls showed identical mean differences (0.95), and the high t-value (17.24*) confirms a meaningful effect. This supports Hypothesis H_4, indicating that upgraded facilities, improved digital access, and better seating arrangements have a positive and inclusive impact on student satisfaction.

Overall, the findings demonstrate that multiple interconnected factors, including resource availability, staff support, management efficiency, and the quality of physical facilities influence student satisfaction with library services. Enhancing these components collectively can lead to a more supportive and enriching library environment that promotes higher academic engagement and satisfaction among students.

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A study of Libraries as nurturing spaces in Children's Homes

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ABSTRACT: Children's Homes were established to provide a safe environment for the physical, mental, and moral development of children who cannot live with their families. In India, various schemes and initiatives have been introduced to ensure the well-being of these children, educate them, and make them responsible citizens of the country. Libraries are safe places that can act as centres of education and entertainment. They not only support education by providing suitable reading materials, but can also serve as spaces of support, creativity, skill-based training, and counselling. It thus becomes essential to understand the role of libraries attached to the children's home. The researcher has chosen to study the libraries at children's homes in the Sangli District of Maharashtra to identify the resources available, management practices implemented, and steps taken to instil reading habits in the children. The study further identifies the challenges faced by these homes and provides suggestions for improvement.

KEYWORDS: Children's Home, Residential Care Libraries, Library initiatives, Library practices

Introduction

A Children's home is defined as "a place where children are cared for if their parents are unable to take care of them"; hence, a children's home is a licensed residential care facility responsible for supporting children who are unable to live safely with their families. A children's home is primarily responsible for creating a safe and stable environment that allows children to heal and prepares them for a future as responsible and socially acceptable adults.

To ensure the success of the children in the children's home, they need to be provided with Counselling, Emotional and Behavioral Therapy as well as

Educational support Juvenile Justice (Care and Protection of Children) Act, 2015 and Model Rules 2016 under JJ Act lays down standards for Accommodation, food, education, vocational training, Healthcare and counseling, Recreation and rehabilitation. The National Policy for Children (2013) emphasises the state's duty to ensure family and community-based care for children deprived of parental support, with institutionalisation being the last resort (Joshi, 2013).

Libraries in such homes serve as vital spaces for learning, creativity, and emotional development, providing children not only with reading materials but also with intellectual stimulation and a sense of security (Bus, 2001). Given the educational and emotional challenges faced by these children, access to libraries and the guidance of professional librarians can have a significant impact on their overall growth. Keeping this in mind, this paper aims to identify the role of libraries in the lives of children in a children's home.

Schemes and Initiatives by the Government of India

An overview of the Legal Framework governing children's homes in India is as follows

- Juvenile Justice (Care and Protection of Children) Act, 2015 – This is the main law governing children's homes in India. The key provisions are
  - Establishing Child Care Institutions (CCIs), including Children's homes, observation homes, special homes and Aftercare homes.
  - Every district must have at least one **Children's Home** to care for and protect children in need.
  - Homes must be **registered** under Section 41 of the Act and **monitored** by the **State Government** and **Child Welfare Committees (CWC).**
  - Lays down standards for: Accommodation, food, education, vocational training, healthcare, counselling, Recreation, and rehabilitation.
  - Mandates individual care plans for every child
- The Model Rules 2016 under the JJ Act provide detailed guidelines for implementing the Juvenile Justice (Care and Protection of Children) Act, 2015, in India.
- Integrated Child Protection Scheme (ICPS), this is now part of Mission Vatsalya (2021 onwards) –
  - A **centrally sponsored scheme** by the Ministry of Women and Child Development (MWCD).
  - Provides financial assistance to States/UTs to:

    - Establish and run **Children's Homes**, **Observation Homes**, and **Special Homes**
    - Pay staff salaries, food, clothing, healthcare, and education expenses
    - Support **non-institutional care** (foster care, sponsorship, adoption)
  - Ensures **capacity building** of caregivers and officials.
  - District Child Protection Units (DCPU) – coordinate and implement child protection activities, including identifying children in need of care, facilitating adoption, providing services like foster care and counselling, and monitoring child-related services within the district.
  - State Inspection Committees and Child Welfare Committees (CSCs) – conduct regular visits.
  - Sponsorship and Foster Care Fund (under ICPS / Mission Vatsalya)
  - ChildLine 1098 – 24x7 helpline for children in distress
  - Beti Bachao Beti Padhao – Supports education and protection of the girl child
  - PM cares for Children Scheme (2021) – Provides support to children orphaned by COVID-19
  - Bal Griha and Observation homes under ICPS norms (Maharashtra)
- Integrated Child Protection Society Manages all CCIs (Tamil Nadu)
- State Child Protection Society runs multiple registered homes through NGOs (Delhi)

Objectives of the Study

- To assess the existence, status, and infrastructural facilities of libraries within Children's Homes.
- To examine the roles, responsibilities, and professional practices of librarians or designated library personnel in these institutions.
- To evaluate the extension activities and collaborative initiatives undertaken by library staff to cultivate and strengthen reading habits among resident children.
- To identify the major challenges and constraints encountered in the planning, management, and delivery of library services in Children's Homes.

Methodology

A survey conducted in 2019 found that there are 9,589 children's homes (child care institutes) in India, and that 91% of them were run by NGOs and 9% by the

Government. Under the Mission Vatsalya Scheme, 2450 Child Care Institutes were reported across the country (Pioneer, 2025). These institutions are responsible for the care, protection, treatment, development, and rehabilitation of children in need of care and protection. Sangli, a District in Maharashtra, has 10 children's homes. Considering these to be representative of other children's homes across the country, a study was undertaken to understand the role of libraries in children's homes. The study comprises of an in-depth literature search to understand the previous work done on the role of libraries for children in care institutes, In order to understand the functioning of the libraries or alternatives available to the children, personal visits, along with a structured questionnaire was used to collect details about libraries and the services they provide to the children in the children's homes. The data will be analysed using Excel and presented in percentages using descriptive methods.

Analysis and Interpretation

The study revealed that out of the ten children's homes surveyed, nine were managed by Non-Government Organisations (NGOs), while the Government operated one. Collectively, these homes provided care, Accommodation, and educational support to a total of **201 children**. This distribution highlights the significant role played by NGOs in supplementing government efforts to support vulnerable children within institutional care settings.

Ninety per cent of the children's homes had a dedicated study room where children could sit comfortably, read, and focus on their schoolwork. These spaces were also supported with tuition facilities, ensuring extra academic help for students facing difficulties. Similarly, 90% of the homes had their own libraries, providing children with easy access to books and learning materials. The remaining 10% of the homes did not have a reading room, tuition space or an in-house library. Even so, they made an active effort to meet the children's learning needs by partnering with nearby public libraries. Through these collaborations, the children continued to have access to textbooks and reading materials aligned with their school syllabus.

The **size and layout** of the libraries varied widely—from small rooms measuring 10 × 10 feet to much larger spaces of 21 × 22 feet. One Children's Home mentioned that instead of a separate room, they used an open common area as a reading or study space. **Library hours** also differed. Some libraries were open for just two hours a day, while others allowed children to use the space at any time, depending on their school routines and availability.

The **book collections available in the children's home** ranged widely from as few as 50 titles to as many as 500 books. In one home, instead of its own collection, the management relied entirely on a partnership with the nearby public library to supply textbooks according to the children's needs. All the libraries ensured that children had access to at least one newspaper, promoting reading and creating awareness of current events. Half of the children's homes subscribed to children's magazines, providing additional recreational and educational reading material. In terms of digital resources, 90% of the libraries were equipped with computers, and 80% had internet and Wi-Fi connectivity. Around 10% of the homes took it a step further by providing devices such as mobile phones, laptops, or tablets to support academic and learning activities. These facilities reflect a growing effort to integrate technology into the children's learning environment and bridge the digital divide.

- To encourage children to read more, some libraries organized a range of activities, such as:
- Offering a variety of books and asking children to write short notes about what they read
- Taking feedback from children about the books they have completed
- Conducting book talks
- Holding group reading and discussions on specific topics
- Organizing writing competitions
- Using educational YouTube videos to spark curiosity and guide children toward related books
- Guest lecture for improving the reading of children's

The **Superintendents and Caregivers** managed most libraries, and in some cases, a senior resident was given the responsibility of handling books and maintaining order. A common challenge reported across homes was the **lack of a trained librarian**, which often made it difficult to organise and run the library as effectively as they would have liked.

Findings

The study examined the status and functioning of libraries in Children's Homes in the Sangli District of Maharashtra. The major findings are summarised below:

- **Management and Population**
- All Children's Homes surveyed were operated by Non-Government Organisations and the Government, and collectively housed 201 children.

- **Availability of Academic Support**
  - A study room was available in **90%** of the homes, along with tuition support for academic difficulties.
  - **Ninety per cent** of the homes had a functional library.
  - **Ten per cent** did not have a library or reading room but collaborated with local public libraries to meet children's academic needs.
- **Library Infrastructure**
  - Library areas varied significantly, ranging from **10 × 10 ft to 21 × 22 ft.**
  - One Children's Home used an open space as a reading area.
  - Library hours varied widely, ranging from **2 hours a day to 24-hour access**, depending on the children's school schedules.
- **Library Collections and Resources**
  - Book collections ranged from **50 to 500** volumes.
  - All libraries subscribed to at least one daily newspaper.
  - **50%** subscribed to children's magazines.
  - **90%** had computers available.
  - Eighty per cent provided internet and Wi-Fi access.
  - Ten per cent were able to provide mobile phones, laptops, or tablets for learning.
- **Reading Promotion Activities**
  - Libraries conducted a range of activities such as:
  - Reading assignments with note-taking
  - Book feedback sessions
  - Book talks
  - Topic-based group reading and discussions
  - Writing competitions
  - Use of educational YouTube videos to motivate reading
  - Guest Lectures
- **Library Management Practices**
  - Superintendents and Caregivers were primarily responsible for managing library services.
  - In several homes, a senior resident assisted in handling library materials.
  - The **lack of trained librarians** emerged as the most significant challenge.

Conclusion

The study reveals that most Children's Homes in the Sangli District acknowledge the value of academic support and make notable efforts to provide reading and learning opportunities through libraries and study rooms. Despite variations in space and resources, the homes demonstrate a commitment to improving children's educational outcomes.

However, the absence of trained library professionals significantly limits the potential of these libraries. While collaborations with public libraries and the availability of digital resources provide some support, systematic library management and structured reading programs remain areas requiring attention. Overall, enhancing library services can play a crucial role in supporting the educational and personal development of children in institutional care.

Suggestions

Based on the findings, the following suggestions are proposed to improve library services in Children's Homes:

- **Appointment or Training of Library Personnel**
  - Homes should consider appointing trained librarians.
  - Caregivers and senior children may receive basic training in library organisation and resource management.
- **Strengthening Library Collections**
  - Expand book collections to include age-appropriate literature, reference materials, textbooks, and recreational reading.
  - Update collections regularly to maintain relevance.
- **Enhancement of Digital Learning Facilities**
  - Extend internet access to all homes.
  - Introduce e-books, audio books, and educational digital platforms.
- **Implementation of Structured Reading Programs**
  - Schedule regular reading hours.
  - Organise activities such as storytelling sessions, book reviews, and reading clubs to cultivate reading habits.

Collaboration with Public Libraries

  - Establish formal partnerships with nearby public libraries for resource sharing, events, and expert librarian support.

- **Improvement of Library Spaces**
  - Create child-friendly reading environments that feature adequate lighting, comfortable seating, and well-organised display arrangements.
  - Utilise multipurpose rooms creatively where space is limited.
- **Encouraging Student Participation**
  - Involve children in book selection, library maintenance, and event planning to foster a sense of ownership and interest.
- **Regular Monitoring and Evaluation**
  - Maintain records of library usage and activities.
  - Conduct periodic reviews to identify needs and improve services.

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Library Effect on Gen Z: A Quantitative Study

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ABSTRACT: This study examines the impact of libraries on Generation Z (Gen Z), focusing on academic performance, digital literacy, research skills, and psychological well-being. Using a quantitative survey of 200 respondents aged 18–27, the research examines the frequency of Gen Z's library use, preferred library services, and perceived benefits. Findings reveal that libraries remain highly relevant, despite the widespread availability of digital alternatives, particularly in supporting focused study, providing access to academic resources, and enhancing learning outcomes.

KEYWORDS: Generation Z, Academic Performance, Digital Literacy, Library Services, Learning Outcomes.

1. Introduction

Libraries have historically served as centres of knowledge, learning, and community. Although Generation Z is the first fully digital generation, the role of libraries in their academic and personal development remains significant. This study examines the interactions of Gen Z with libraries and their impact on educational experiences and well-being.

2. Research Objectives

1. To analyse the frequency of library usage among Gen Z.
2. To identify the significant benefits Gen Z receives from library services.
3. To evaluate the impact of library usage on academic performance.
4. To understand digital vs. physical library preferences.
5. To explore the psychological and social influence of libraries on Gen Z.

3. Literature Review

Existing literature shows that libraries enhance learning through structured environments, curated information, digital resources, and research guidance.

Studies indicate that Gen Z prefers hybrid learning environments combining digital tools with quiet physical spaces. Libraries are also linked to improved focus, reduced academic stress, and better information literacy.

I. Library Spaces and Academic Focus

Research by Bennett (2011) emphasises that modern academic libraries function as "learning commons," offering quiet, structured environments that significantly improve student concentration and scholarly productivity.

II. Gen Z's Digital Learning Preferences

According to Seemiller & Grace (2016), Gen Z prefers blended learning environments combining digital tools with traditional academic spaces. Libraries serve as a bridge between digital-first habits and structured study needs.

III. Influence of Library Use on Academic Performance

Kumar & Kumar (2018) found a direct correlation between library use and improved academic performance, with students who visit libraries regularly reporting higher GPA scores.

IV. Role of Digital Libraries

Studies by Tenopir et al. (2020) show that digital libraries and e-resources significantly boost information accessibility for Gen Z, who rely heavily on online scholarly databases for assignments and research.

V. Information Literacy Development

Eisenberg (2014) highlights that libraries play an essential role in teaching information literacy, helping students evaluate credible sources—an increasingly critical skill in the era of misinformation.

VI. Psychological Benefits of Library Environments

A study by Kaplan (2019) suggests that quiet, structured spaces, such as libraries, reduce student stress levels, improve mental clarity, and promote deeper learning.

VII. Library as a Collaborative Learning Space

According to Lippincott (2018), modern libraries have shifted from individual-focused spaces to collaborative zones that support group discussions, peer learning, and interdisciplinary teamwork.

VIII. Gen Z's Interaction with Library Technology

Research by Moorefield-Lang (2019) highlights that Gen Z is drawn to technology-enhanced library services, including AR/VR resources, automated catalogue systems, and high-speed internet.

IX. Library Staff as Academic Mentors

Walton & Matthews (2018) report that Gen Z students value research assistance from librarians, especially when navigating complex academic databases and citation tools.

X. Libraries as Inclusive Learning Hubs

Smith (2021) notes that academic libraries promote inclusivity by offering accessible resources for students with disabilities, ensuring equal learning opportunities for Gen Z's diverse academic population.

4. Methodology

4.1 Research Design

A quantitative descriptive survey.

4.2 Sample Size

200 respondents from Gen Z (ages 18–27).

Sampling method: **Simple random sampling** from colleges and universities.

4.3 Data Collection Tool

Structured questionnaire with the following variables:

- Frequency of library visits
- Purpose of visits
- Perceived usefulness
- Academic performance indicators
- Preferred resources (digital vs. physical)

5. Data Analysis (Detailed Statistical Analysis)

Sample Size (n) = 200

Data collected through a structured questionnaire.

5.1 Descriptive Statistics

A. Frequency of Library Visits

Frequency	Respondents (n)	Percentage (%)
Daily	36	18%
Weekly	92	46%
Monthly	44	22%
Rarely/Never	28	14%
Total	**200**	**100%**

Interpretation:

Most Gen Z respondents (64%) visit libraries either daily or weekly, indicating continued reliance on physical library spaces.

B. Purpose of Library Use

Purpose	Mean Score (1–5 Likert)	Std. Deviation
Studying/Assignments	4.30	0.88
Accessing Digital Resources	3.82	0.95
Borrowing Books	3.40	1.02
Group Study	3.10	1.15
Personal Reading	2.90	1.20

Interpretation

Academic-related activities have the highest mean score (M = 4.30), confirming that Gen Z views libraries as key academic support environments.

5.2 Measures of Central Tendency

- Mean library usage score = 3.42
- Median = 3
- Mode = 4 (Weekly visits)
- Std. Deviation = 1.04

Interpretation

Scores cluster around medium to high usage, indicating moderate variability in the frequency of student library visits.

5.3 Correlation Analysis

Pearson Correlation (r) between Library Usage and Academic Performance

Variables	r-value	Significance (p-value)
Library Usage vs. Academic Performance	**0.62**	**p < 0.001**

Interpretation:

- A **strong positive correlation (r = 0.62)** exists between the variables.
- Higher library usage is associated with better academic performance.
- Statistically significant ($p < 0.001$).

5.4 Hypothesis Testing

H1: Library usage significantly improves academic performance among Gen Z.

Test Used: Independent Sample t-test

Group A: High frequency users (Daily + Weekly)

Group B: Low frequency users (Monthly + Rarely)

Group	Mean Academic Score	Std. Dev	Sample Size
High Users	8.02	1.20	128
Low Users	6.82	1.35	72

t-value = 6.44

p-value < 0.001

Interpretation:

- The difference in academic scores is **statistically significant**.
- Students who visit libraries regularly score higher academically.
- **H1 is accepted**.

5.5 Chi-Square Test

H2: There is an association between library frequency and reduced academic stress.

Stress Level ↓ / Visits →	High Visit	Low Visit	Total
Low Stress	102	32	134
High Stress	26	40	66
Total	**128**	**72**	**200**

Chi-square (χ^2) = 28.52

$p < 0.001$

Interpretation

- There is a **strong correlation** between library visits and lower stress levels.
- Students who frequently visit libraries show significantly reduced academic stress.

5.6 Regression Analysis

Model:

Academic Performance = β0 + β1(Library Usage) + β2(Digital Resource Use)

Variable	Beta (β)	Std. Error	p-value
Library Usage	**0.48**	0.07	<0.001
Digital Resource Use	**0.32**	0.05	<0.001
Constant	2.14	0.32	—

$R^2 = 0.52$

Interpretation

- Library usage and digital resource use explain **52% of the variation** in academic performance.
- Both predictors are statistically significant.
- Library usage has a more substantial influence (β = 0.48).

5.7 Summary of Statistical Outcomes

Statistical Test	Result	Interpretation
Descriptive Stats	High library usage	Indicates active Gen Z engagement
Pearson Correlation	r = 0.62	Strong positive relationship
t-test	p < 0.001	High users score better
Chi-square	$\chi^2 = 28.52$	The library reduces stress
Regression	$R^2 = 0.52$	Library usage predicts academic performance

5.8 Overall Interpretation

The statistical analysis clearly demonstrates that:

- Gen Z uses libraries frequently for academic work.
- Library usage strongly enhances **academic performance, research ability, and concentration**.
- Libraries play a significant role in reducing **academic stress**.

- Digital resources and physical spaces together benefit Gen Z.

6. Results and Findings

6.1 Frequency of Library Use

Frequency	Daily	Weekly	Monthly	Rarely/Never
%	18%	46%	22%	14

6.2 Purpose of Library Visits

Purpose	Studying/ Assignments	Accessing digital resources	Borrowing books	Group study	Personal reading
%	62%	48%	41%	29%	24%

6.3 Preferred Library Services

Preferred Library Services	Quiet study spaces	High-speed internet	Digital databases	Research assistance
%	72%	57%	51%	36%

6.4 Influence on Academic Performance

- Seventy per cent reported improved grades after regular library use.
- Eighty-one per cent said libraries help them concentrate better than at home.
- 64% felt more confident in research-based assignments.

6.5 Psychological and Social Benefits

- Fifty-nine per cent of respondents report feeling reduced academic stress in library settings.
- 46% find libraries socially supportive environments.

7. Discussion

The findings demonstrate that libraries continue to provide critical academic support to Gen Z. This generation appreciates libraries not just for their books, but also for their digital resources and quiet study environments. Despite technological alternatives, physical libraries remain vital for focused learning and stress reduction. Gen Z also values hybrid access, which combines online databases with physical spaces.

8. Conclusion

The study concludes that libraries continue to play a vital role in the academic and personal development of Generation Z, despite the growing dominance of digital technology. Statistical analysis of a sample of 200 respondents reveals that frequent library users demonstrate significantly higher academic performance, exhibit stronger research skills, and report lower levels of academic stress. Libraries serve not only as resource hubs but also as essential learning environments that support focus, collaboration, and digital literacy. Overall, the findings underscore that both physical and digital library services remain crucial to Gen Z's educational success, underscoring the need for continued investment in modern, student-centred library infrastructures.

9. Recommendations

1. Expand digital resource collections.
2. Provide more collaborative study zones.
3. Increase training in digital literacy and research skills.
4. Promote mental wellness programs within libraries.
5. Upgrade technological facilities (Wi-Fi, charging points, digital kiosks).

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Social Tagging: A Discovery Tool for Collaborative Library

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ABSTRACT: Social tagging is a user-created vocabulary collectively referred to as "folksonomy". The concept of a collaborative library involves the proactive participation of library users in creating flexible and dynamic language, rather than relying on controlled vocabulary. The user community engaged in social media collaborated through social tagging. Library 2.0 utilizes user-centred technologies to provide interactive library services. A case study approach was employed using the social bookmarking site "LibraryThing" to understand the participation of the user community. While tagging creates metadata, it has the limitation of lacking authority control, which increases the number of synonyms and homographs. With a hybrid data mining technique, navigating knowledge can be possible. This study aims to analyze the relevance of tags assigned by users on LibraryThing. Tags given by users for a series called Harry Potter were analyzed, which showed that most of the tags were relevant, while very few irrelevant tags were also provided by the end-users.

Keywords: Tagging, Folksonomy, LibraryThing, Social Bookmarking, Social Tagging, Taxonomy

1. Introduction

Libraries are adapting to the evolving needs of the users. The varied services offered by libraries include information retrieval, technical support services, information literacy education, and combating misinformation (Ismiatun et al., 2025; Okhovati et al., 2025). Libraries are often associated with early literacy rates (Campbell-Hicks, 2024; Hovious & Becker, 2025). Libraries equipped with the present technologies enable users to participate actively in collaboration and interaction. The library with "Web 2.0" features various tools, including tagging, social bookmarking, and social networking, to make the library space more

interactive and community-driven. These tools are transforming the web into a participatory web, where users are contributors (O'Reilly, n.d.).

1.1 Social Tagging and Folksonomies

Many websites allow users to contribute to the collection by tagging keywords for the information retrieval process. In 1999, a study conducted by Silverstein, Henzinger, Marais, and Moricz found that users tend to enter short queries, rarely modify their queries, and do not review more than the first 10 results (Jason Morrison, 2008). Folksonomy has the potential to overcome these challenges by allowing users to freely tag resources, thereby enabling a more dynamic and open description of the resources. Traditional classification systems, such as the Library of Congress Subject Headings (LCSH), are rigid in their categorization and taxonomic structure. Adoption of folksonomy, which allows users to tag information and create collective intelligence within the community (Anfinnsen et al., 2011). "Tags are keywords, category names or metadata" (Guy & Tonkin, 2006). Social tagging is one of the dynamic technologies used in Web 2.0. The practice of tagging has various names, including "Social classification," "Social indexing," and "Social tagging" (Yi & Mai Chan, 2009).

1.2. Importance of Tags

In classification systems like LCSH and Dewey Decimal Classification (DDC), central In classification systems like LCSH and Dewey Decimal Classification (DDC), central bodies make decisions regarding subject categories, which most libraries adopt. However, these predefined subject categories limit users to mere borrowers. Rigid taxonomy turns off the possibility of other kinds of information. For active participation, the use of tags can be introduced in the library, enabling users to express information through conceptual keywords. Tags are the elements of folksonomy that help to overcome the rigidity of the classification system. Tags fetch the multiple classifications of the title and can generate categories by the users (Anfinnsen et al., 2011).

Tagging in a social environment does not involve direct collaboration among participants, but it results in organized information within a shared community. When users get the freedom to add tags to the information, it brings a cross-link between resources that cannot be achieved with taxonomy. Folksonomies create a vocabulary of collective intelligence (Anfinnsen et al., 2011).

2. Objectives

The objectives of this study are as follows:

- To uncover the extant categorization practices followed in libraries.

- To analyze the effectiveness of "social tagging" as a democratic categorization process.
- To use "LibraryThing" as a case study to prove the effectiveness of social tagging.

3. Social Bookmarking Sites

Social bookmarking sites enable users to create their own metadata with uncontrolled keywords. Users can index and add hyperlinks to resources, which later helps in information retrieval and filtration. Social bookmarking is an emerging technology for collective intelligence (Kakali & Papatheodorou, 2010). In social bookmarking sites, users can add tags to images, videos, text, and other online items.

3.1 Librarything

Library catalogues consist of metadata about digital objects with controlled vocabulary. Unlike a traditional catalogue, "LibraryThing" allows users to tag and create a dynamic catalogue that is open to their input. It encompasses a comprehensive list of books and allows user to provide their own data. Integrated Library System does not allow users to contribute to bibliographic records; however, "LibraryThing" is a web 2.0 site, where users can create their own virtual libraries. They can rate books, interact with each other, and, most importantly, they can add tags to the books. With social tagging, users can categorize their books in a way that is useful to them, making it easy to discover them later.

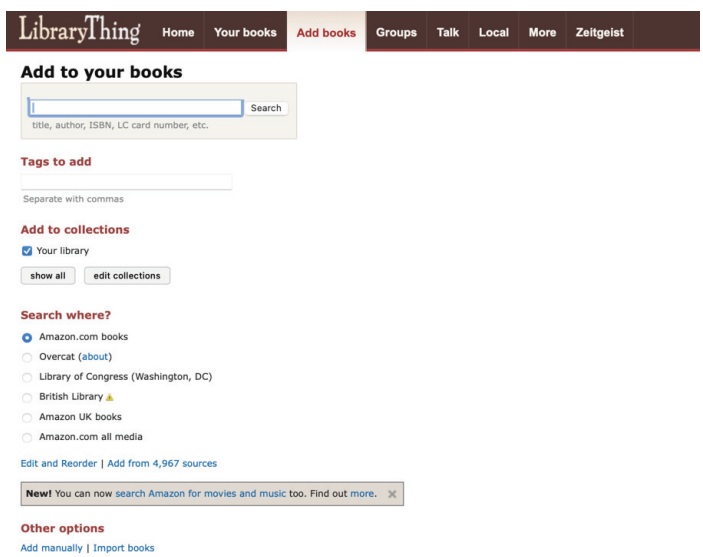


Figure 1 Web interface of LibraryThing

4. Does Librarything Work?

The Tagging system has an advantage over the hierarchical model of subject categorization, but it raises issues such as polysemy due to the repetition of synonyms and homographs. Since there is no specific guideline for generating tags, it may result in an inconsistent structure. Users may assign separate meanings to the same tag. Traditional classification has authority control for the selection of categories. Lack of selection criteria in folksonomy creates ambiguity in metadata (Kakali & Papatheodorou, 2010). Sometimes, user-generated tags are overly personal and out of context. Plural and singular words, as well as conjugated and compound words, lead to chaotic tagging and make searching ineffective (Guy & Tonkin, 2006).

5. Hybrid Classification Techniques

Taxonomy is most used for library catalogues, but it has limitations due to the controlled vocabulary, which makes it inefficient for full nomenclature. Folksonomy is emerging as a solution to this issue, where users can add tags according to their own understanding, although it has negative consequences, such as polysemy. To enhance knowledge classification, a hybrid taxonomy-folksonomy model is proposed by Ching-Chen Kiu and Eric Tsui, funded by the Hong Kong Polytechnic University. This model creates an algorithm by integrating both taxonomy and folksonomy. It suggests integration, such as central control with continuous user input, along with continuous culturing of tags (Kiu & Tsui, 2010).

Marieke Guy and Emma Tonkin suggested some best practices for tag selection, such as "using plurals rather than singulars, using lower case, grouping words using an underscore, following tag conventions started by others, and adding synonyms," and syntax-checking functionalities (Guy & Tonkin, 2006).

6. Methodology

The methodology of the study included three steps: (1) literature review, (2) searching and selecting appropriate platforms that use social tagging, and (3) analyzing the tags used in the LibraryThing about the Harry Potter series. To understand the origins and development of social tagging as a concept, an extensive literature review was conducted, which is discussed in detail in the Introduction

section of the study. Following this, the authors have searched for appropriate platforms that use social tagging. In this process, the authors came across multiple platforms that were appropriate, some of which included Flickr, LinkedIn, Pinterest, and Last.fm, LibraryThing, etc. Among these, the authors have chosen LibraryThing for their case analysis due to two reasons. Firstly, LibraryThing is a platform that is closely related to libraries. Secondly, the platform maintains an open and welcoming community culture, and consequently, the tag-related data are openly available to users. Specifically, for this study, the authors used the seven novels of the Harry Potter series because they are the most catalogued books on LibraryThing (LibraryThing, n.d.). The top 100 tags used for each book of the series on the LibraryThing platform were selected for the study. The number of times tags were used was collected from each novel in the Harry Potter series, and the top 10 most frequently used tags and the least used tags were analyzed using Microsoft Excel and R programming.

7. Results

In this section, the authors present the top 10 and bottom 10 tags used for the seven novels of the Harry Potter series. Except for Harry Potter and the Philosopher's Stone, the other six novels share "Fantasy" as the most used tag, which is highly relevant to the series. Even in Harry Potter and the Philosopher's Stone, the Fantasy tag is the 3rd most used tag. The tag "Greek" is used most frequently due to the novel's Greek edition. Subsequently, "Fiction" and "Harry Potter" remain the second and third most highly used tags throughout the series, followed by "Magic" and "Young adult". The bottom 10 tags in every novel are used by a smaller number of users, indicating that, regardless of any user assigning an irrelevant tag, it will not significantly impact the book's subject categorization. At the same time, tags like "Ron Weasley" and "Hermione" are relevant yet assigned by fewer users, which shows that the majority of users focused on the broader subject. Some bottom 10 tags, such as "acq2006", "$E11", and "AR7.2", are irrelevant for the Harry Potter series. For the book "Harry Potter and the Prisoner of Azkaban", the Library of Congress has given the following subject headings: Wizards--Fiction, Magic--Fiction, Schools--Fiction, England--Fiction. This illustrates the relevance of tags assigned by users in LibraryThing.

Novel 1: Harry Potter and the philosopher's stone

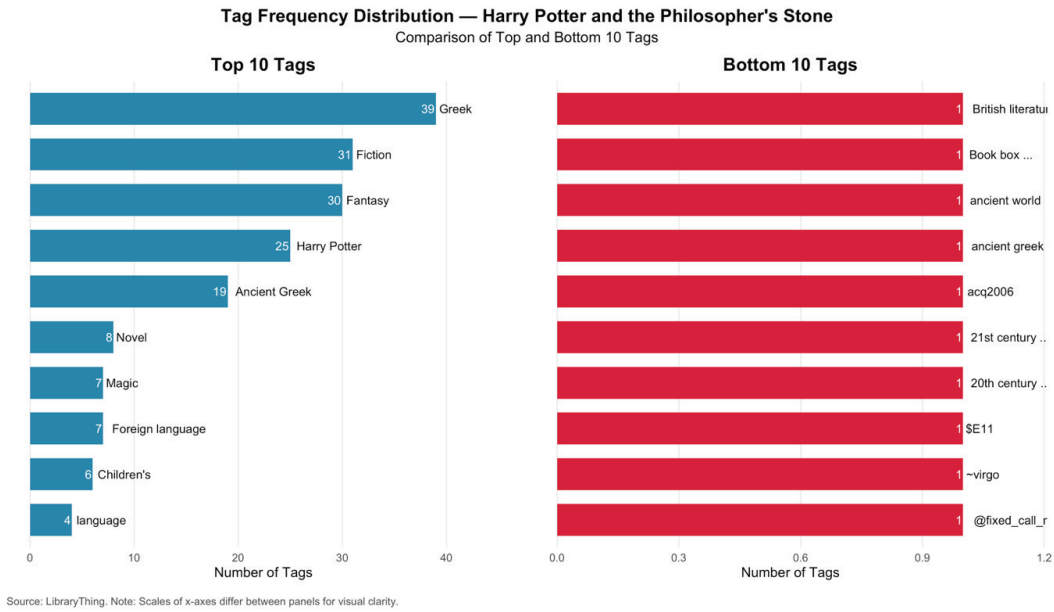


Figure 2: Tag frequency of Harry Potter and the Philosopher's Stone

Novel 2: Harry potter and the chamber of secrets

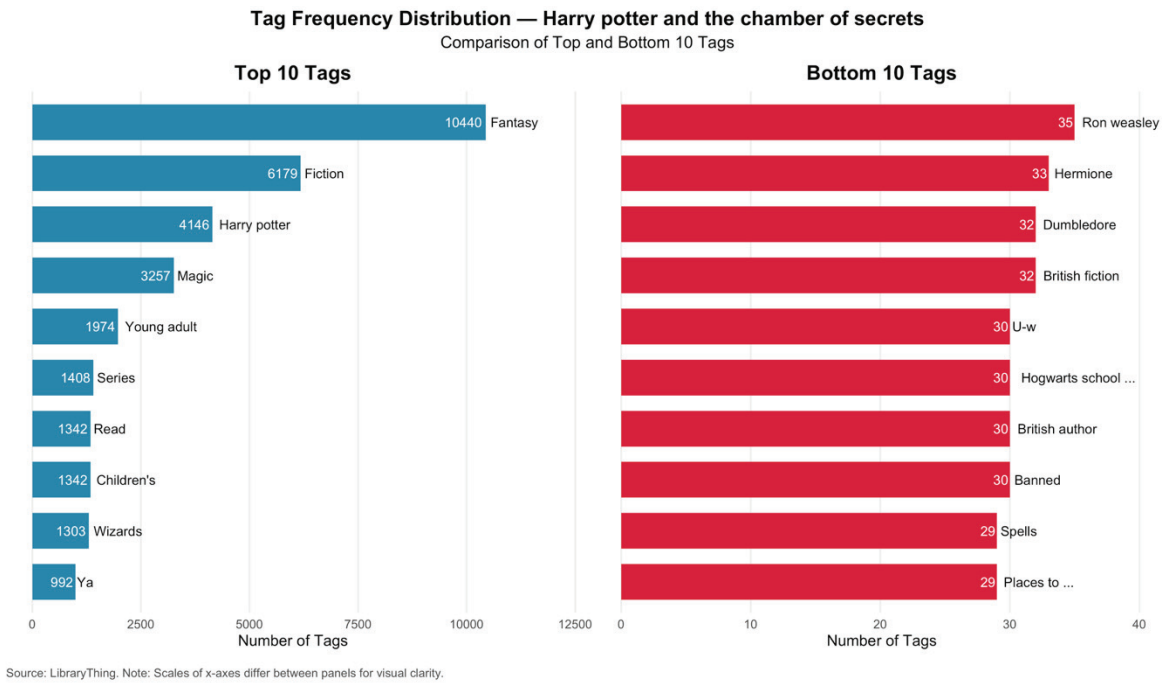


Figure 3: Tag frequency of Harry Potter and the Chamber of Secrets

Novel 3: Harry Potter and the Prisoner of Azkaban

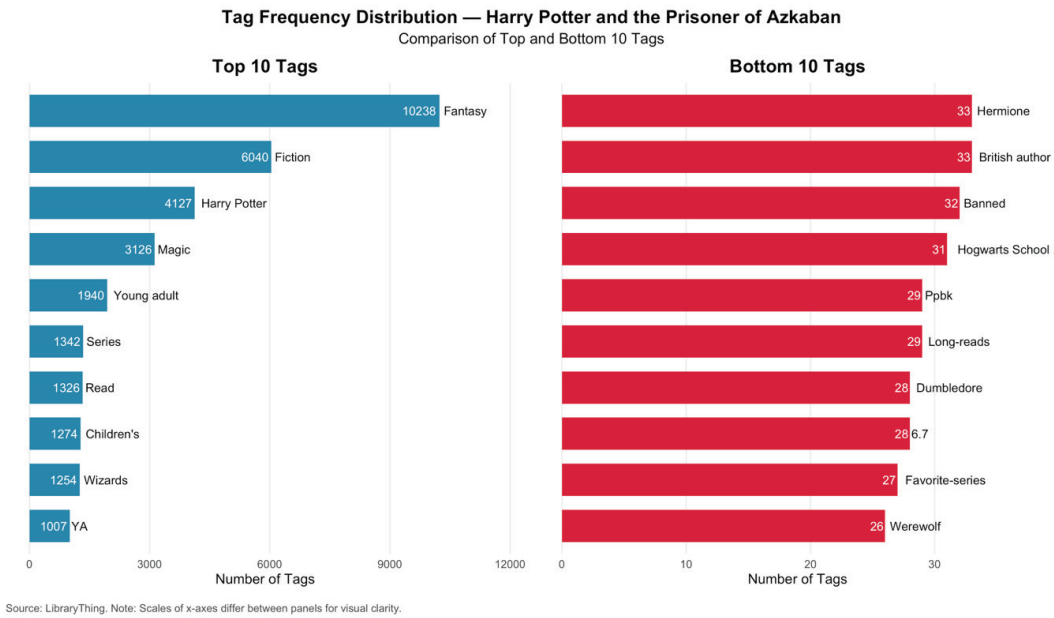


Figure 4: Tag frequency of Harry Potter and the Prisoner of Azkaban

Novel 4: Harry Potter and the goblet of fire

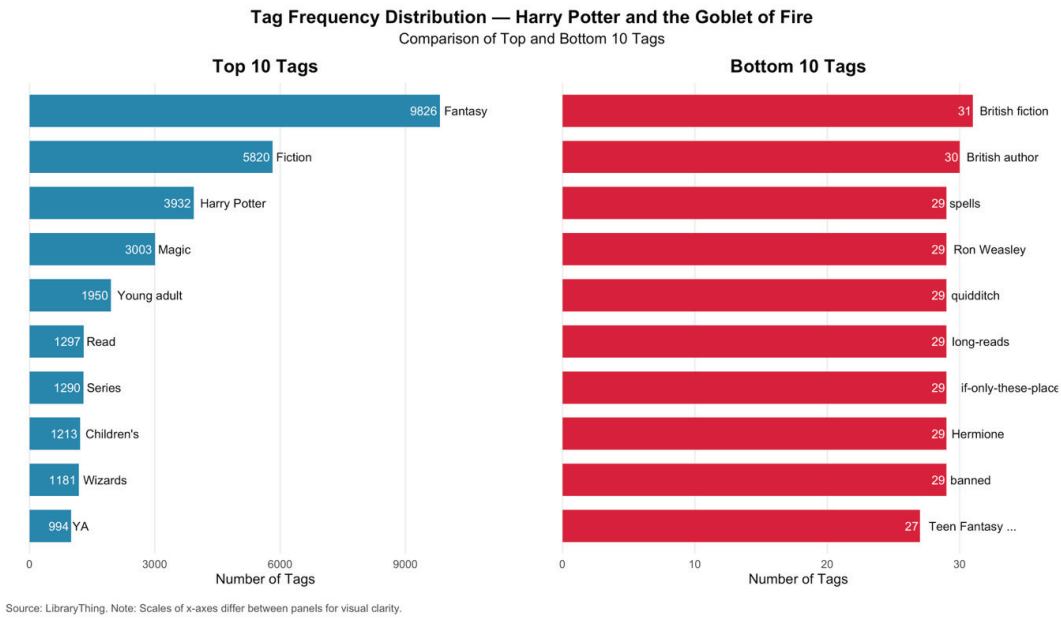


Figure 5: Tag frequency of Harry Potter and the Goblet of Fire

Novel 5: Harry Potter and the Order of the Phoenix

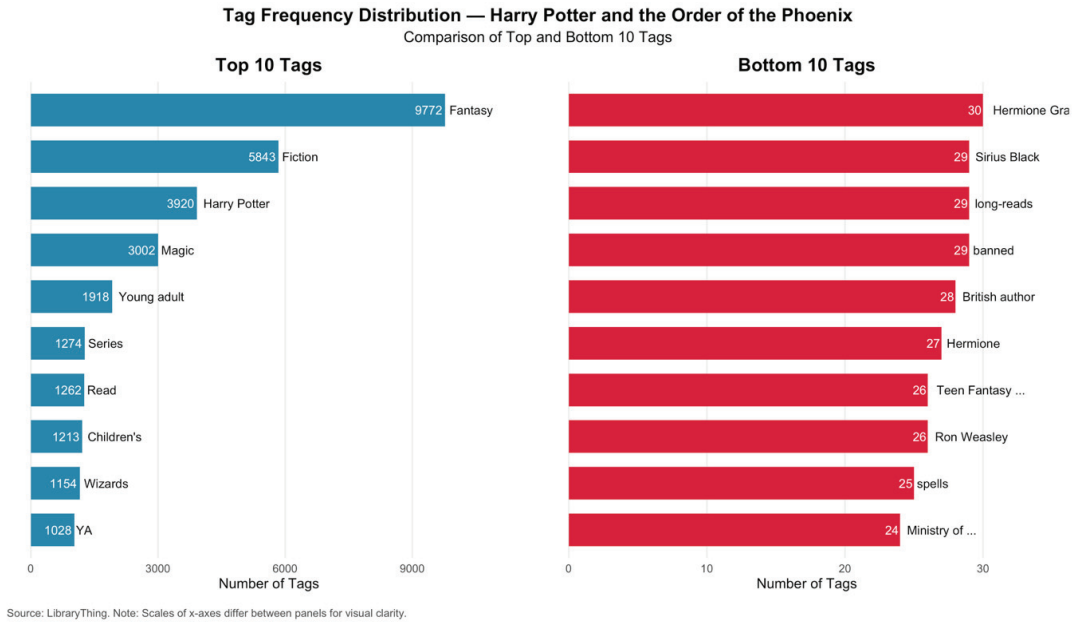


Figure 7: Tag frequency of Harry Potter and the Order of the Phoenix

Novel 6: Harry Potter and the half-blood prince

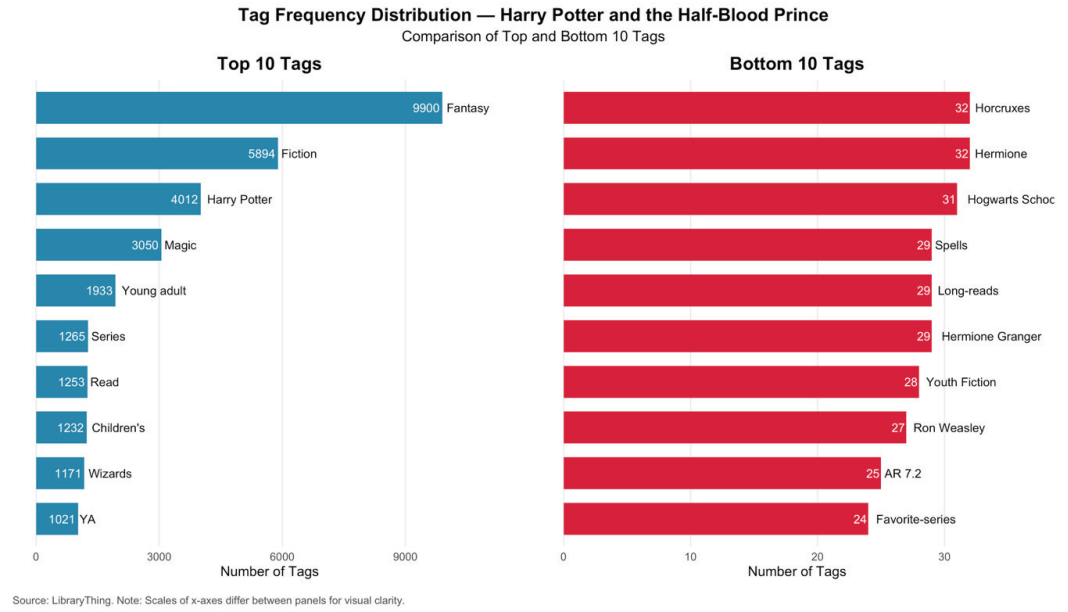


Figure 8: Tag frequency of Harry Potter and the half-blood prince

Novel 7: Harry Potter and the Deathly Hallows

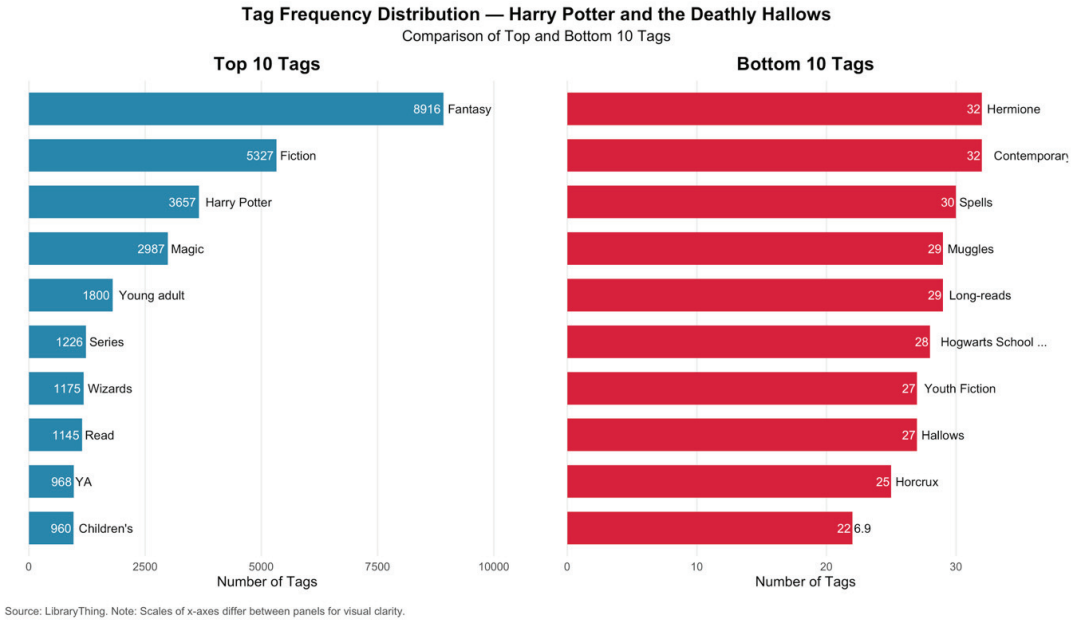


Figure 9: Tag frequency of Harry Potter and the Deathly Hallows

8. Conclusion

Libraries, by adopting social tagging, can foster a collaborative environment that provides an interactive environment for the user community. Libraries like the Library of Congress and the British Library, as well as many other libraries outside of India, are very active on Flickr, with views of 504M, 1.6B, and so on. However, in the Indian scenario, the National Library of India has 54k views with no followers. In the Indian scenario, social bookmarking remains relatively unknown and is adopted by only a few libraries. Again, the social bookmarking site Delicious was discontinued in June 2017, which was once a very popular site. Harry Potter is a widely recognized fictional series comprising seven novels. The study shows that the tags used for the novels are primarily relevant to the books.

In contrast, some irrelevant tags are also assigned by users, albeit in a smaller number of instances. Tags are used on almost all social media platforms, which enhances the navigation of the content. By adopting user-centred tags for metadata, the library can expand its services from rigid subject categorization to flexible and dynamic categorization of subjects.

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Librarians as Mentors and Trainers: Expanding Professional Roles in Contemporary Learning Environments

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ABSTRACT: A notable example of significant transformation within the profession, alongside technological advancements today, is the methodical types of information that individual users require and the current emphasis on continuous learning. No longer restricted to standard duties such as collection administration or reference service, librarians have made significant strides in advancing into diverse roles as mentors and guides, providing individualised coaching, further skill building, and support across a range of educational, professional, and community settings. This article situates these unparalleled shifts in librarian roles, surveying their impact on realms of library instruction and training, as well as addressing issues of digital library information literacy, following an attempt to grapple with the prospects accompanying these challenging professional duties.

KEYWORDS: Librarian, Mentor, Trainer, Professional

1. Introduction

Historically, during past epochs, libraries served as nodes of information, learning, and community. The last two decades have witnessed a radical shift in access to information, primarily driven by digital technologies, partly through the emergence of online learning platforms and the evolution of user expectations. As a result, librarians are going beyond the archaic definition of being book guardians to becoming educators, mentors, and trainers, posing proactive roles. These expanded roles underscore the need for competencies in navigating academics through complex information environments, supporting academic and workforce readiness, and promoting lifelong learning.

The paper suggests asking how librarians will play a dual role as mentors/trainers in academic libraries, public libraries, and special libraries. Additionally, it takes into account that attention should be focused on the broader agenda, including community development, access to equity, and digital inclusion.

2. Evolution of Librarianship

2.1 Traditional Responsibilities

Historically, librarians have focused on:

- Cataloguing and organising collections
- Managing circulation
- Assisting with reference inquiries
- Maintaining reading rooms and archives
- Preserving information resources

These functions remain essential, but they form only one dimension of modern librarianship.

2.2 Drivers of Change

Several factors have expanded professional expectations:

- The increasing availability of creation and reliance on information and media in electronic formats, as opposed to traditional print or analogue forms
- Increased misinformation and the need for critical evaluation skills
- Growth of online education
- Demand for digital literacy and technical training
- Libraries' role as community learning hubs
- Emphasis on inclusive, equitable access to information

These transformations pushed divorce lawyers into new roles that require a combination of educator, technology support, and career counsellor.

2.3 Librarians as Mentors

The personalised support instilled into this rapidly fading confidence is generated by the "goals" of that person within any educational, professional, or personal realm, and librarians provide mentorships or serve as mentors in many ways.

3. Academic Mentorship

In academic libraries, librarians assist/support students by:

- Research planning
- Teaching research strategies

- Identifying credible sources
- Developing study skills
- Using academic databases
- Avoiding plagiarism and understanding citation styles
- Training in citation styles and academic integrity
- Helping refine research questions and thesis topics
- Guiding students in evaluating sources
- Supporting first-year students with academic transitions

Most inexperienced students heavily rely on library mentors to develop these skills. The mentors play some role in linking these students to academic success.

3.2 Emotional and Motivational Support

Even in public and school libraries, librarians work in an ancillary capacity as helpers or counsellors who help encourage technology-dazed or school-crazed patrons. This nurturing relationship helps broaden the interest in seeking knowledge, especially among young people, elderly patrons, and early learners.

3.3 Career and Professional Development

Librarians mentor community members in:

- Choosing educational resources
- Preparing resumes and cover letters
- Practising interview skills
- Navigating job search platforms
- Exploring continuing education opportunities

In remote locations like rural Australia, most had no access to the advantages of modems, such as dial-up network access or fibre optic cables.

3.4 Career and Personal Development Guidance

Public librarians frequently help individuals prepare for:

- Job searches
- Resume writing
- College applications
- Digital literacy for workplace readiness

Their guidance helps in growing the community by facilitating those who have less sustained exposure to professional guidance.

4. Librarians as Trainers

The training role of librarians has expanded significantly due to the increasing complexity of digital environments. Librarians increasingly serve as trainers, leading workshops, classes, and one-on-one sessions on a variety of essential skills.

4.1 Information Literacy Training

Information literacy involves the ability to locate, evaluate, and use information effectively. Librarians teach:

- Search strategies
- Locate reliable information
- Distinguishing between credible and non-credible sources
- Evaluate credibility
- Recognising bias and misinformation
- Ethical use of information
- Data literacy skills
- Use online research tools effectively

Information literacy training empowers users to navigate a world saturated with conflicting information. These skills are crucial in an era of information overload.

4.2 Digital Literacy and Technology Training

Modern libraries function as primary technology training centres, offering:

- Basic computer skills
- Email and online communication
- Internet safety and privacy
- Software training (e.g., word processing, spreadsheets)
- Multimedia creation tools
- Emerging technologies such as coding or 3D printing

Digital literacy training helps bridge the digital divide, ensuring equal access to and participation in a technology-driven society.

4.3 Community Education and Workshops

Librarians organise diverse community education programs, including:

- Early childhood literacy workshops
- Workshops for senior citizens

- Financial literacy sessions
- Health information seminars
- Cultural and creative arts activities
- Language learning classes

These initiatives strengthen community engagement and support lifelong learning.

5. Impact on Lifelong Learning

When acted upon, librarian mentors and trainers get you involved in lifelong learning; they foster lifelong learning by providing self-training through a library to personal development, and create a safe space that allows for great exploration of new worlds.

Libraries have become focal points for community learning, where people constantly acquire knowledge from not only reading books, but also from interactions, trainings, and sharing experiences.

In what ways can librarians assume a more prominent role as tutors and trainers in lifelong learning?

5.1 Encouraging Self-directed Learning

Empower individuals to explore content on their own and with confidence.

5.2 Enhancing Workforce Readiness

Programs of digital literacy and job search provide adults with the opportunity to enhance their employability, better adapting to the needs of a continuously changing job market.

5.3 Supporting Social Inclusion

Libraries are spaces open to anyone, irrespective of age, background, or ability, in which one can engage in learning pursuits. It is an essential service for Librarian tutorship and training that are critical means to work towards the promotion and inclusion of marginalised entities, such as.

- Seniors
- Immigrants
- Low-income families
- Individuals with limited formal education

5.4 Building Community Capacity

Through training and mentorship, librarians help build resilient communities capable of adapting to technological and social change.

6. Challenges Faced by Librarians

Despite their expanding roles, librarians confront numerous challenges.

6.1 Rapid Technological Advancement

Keeping up with evolving digital tools requires continuous training, which can strain resources and staffing.

6.2 Limited Funding

Budget constraints in many libraries affect:

- Technology acquisition
- Staffing levels
- Professional development
- Program offerings

6.3 Increased Workload and Role Complexity

Balancing traditional duties with mentoring and training responsibilities can create time pressures and burnout.

6.4 Diverse User Needs

Librarians must adapt training and mentoring strategies to accommodate varied learning styles, cultures, and literacy levels.

7. Future Opportunities

Despite challenges, numerous opportunities exist for librarians to strengthen their mentoring and training roles.

7.1 Online and Hybrid Learning Platforms

Virtual workshops and e-learning modules expand librarians' reach beyond the physical library.

7.2 Partnerships and Collaborations

Libraries can collaborate with:

- Schools and universities

- Workforce development centres
- Technology companies
- Community organizations

These partnerships enhance training capacity and broaden service offerings.

7.3 Leadership in Digital Inclusion Initiatives

Librarians are well-positioned to lead community efforts to expand internet access and technological literacy.

7.4 Specialised Professional Development

Future librarians can benefit from training in:

- Instructional design
- Technology facilitation
- Community outreach
- Data analytics
- UX (user experience) studies

Enhanced skills will strengthen the profession and expand impact.

8. Conclusion

Literary librarians seem to be the essential guides and tutors in the modern world; they never were before. The prominence and value of their assistance in guiding individuals through a complex information landscape for literacy advocacy and menu coverage enable lifelong development to be of no less than an ever-crucial magnitude in academia and community service. Despite advances in the field of technology, or in a world where information needs continue to grow, librarians will remain the primary ambassadors in ensuring that learners are informed and capable. This makes their training and education all the more important. It is the ineluctable path of social justice and the community's future-building in the 21st century to groom people to withstand the most unexpected adverse outcome of unfolding obstacles. So different is the present-day librarian from a book-watcher, a mentor, a trainer, and a guide of learning. This highly important contribution contributes to a cultural revision that forever enriches the social anatomy of education, promoting not only the interpretation of academic intellectualism but also intention for workforce readiness and community development. In an ever-changing world, librarians will persist in their roles as a cohort, rather than as faculty, in fostering attuned, critical thinking, and lifelong learners.

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Towards Activating the Role of Public Libraries for Enhancing the Community Resilience Capacity: a Conceptual Approach

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ABSTRACT: The growing importance of information provided by public libraries for national development has been justified from various corners of society. Mead's social preferences and social change have a direct influence on the overall activities and responsibilities of the public library system. Recently, many unaccountable situations have had a drastic effect on community behaviour. Obviously, the role of public libraries in this multivariate situation needs to be re-evaluated, redesigned, reauthorized, and reactivated so that the community can immediately enhance its capacity as well as its resilience in these situations, well adjusted towards sustainable development. This paper examines the role of public libraries in addressing the newly emerging challenges and the role of local and national governments in supporting the public library system. A new approach to public library planning is necessary in this rapidly evolving environment, accompanied by effective change management techniques. The author opines that by assessing the current needs of the community, the public library can continue to serve its community, gaining resilience to overcome the situation. The paper mentions several approaches toward enabling the collection and utilization of information, thereby helping them understand the new social environment. Public libraries disseminate well-organized information to prepare their communities to restore their capacity and resilience, as well as to achieve better well-being and empowerment. Authors emphasize to design the public library system to combat the ensuing problem and prescribe some measures towards developing the community resilience such as provision of free space facility, sustainable energy generation system; enough digital facilities for the community people; provision of easy access to information on newly generated social and natural phenomena; initiation of cultural and acculturation program among different community group; information literacy provision and adoption of regular Information literacy program; deployment of well motivated library stuff having physically and mentally fit to take the burden of the new crisis period.

KEYWORDS: Community Resilience, Public library, social conditions, natural conditions, public library planning, role of public library.

Introduction

In developing countries, the information society is not yet fully developed, and there is a lack of a widespread national policy that can support the community's diverse information needs. Community information is not disseminated adequately in response to social changes occurring in the land near public libraries.

The public library system relies on the working pattern established by national or state policies adopted by the government, and its activities are limited in flexibility. Their activities and conventional managerial policies shape their day-to-day operations. It requires innovative and changed procedures to generate organization and cater to recent information.

To address the challenging situation, new approaches must be implemented to fulfil community information needs and promptly restore community resilience, thereby ensuring survival. Thus, a thorough public library planning is urgently needed to adapt its present procedures to the fluid and multivariate factual situation arising from both social and natural phenomena.

Definition of the Concept of Resilience and Community Resilience

Norris, Stevens, Pfefferbaum, Wyche, and Pfefferbaum (2008, p. 127) defined "resilience" as "a process linking a network of adaptive capacities (resources with dynamic attributes) to adaptation after a disturbance or adversity".

Norris et al. (2008) operationalized these adaptive capacities as a strategy for disaster readiness.

Resilience, too, can be defined as the ability to cope with unexpected events. In the context of a relevant society, individuals are more likely to face challenges arising from changes due to floods, cyclones, climatic disturbances, biodiversity loss, and natural and artificial disasters (such as COVID-19). As community members are directly affected by these unexpected situations, the public library can serve as a supportive resource in this regard and transmit relevant information to those in remote communities, helping them safely navigate and build their capacity to withstand these difficulties.

Community Resilience

When a community collectively gains adaptive capacity and survives adverse changes occurring in proximity to its environment by applying innovative ideas, procedures, and actions to change and resist adverse influences, the level of community resilience can be gradually raised, as shown in the figure.

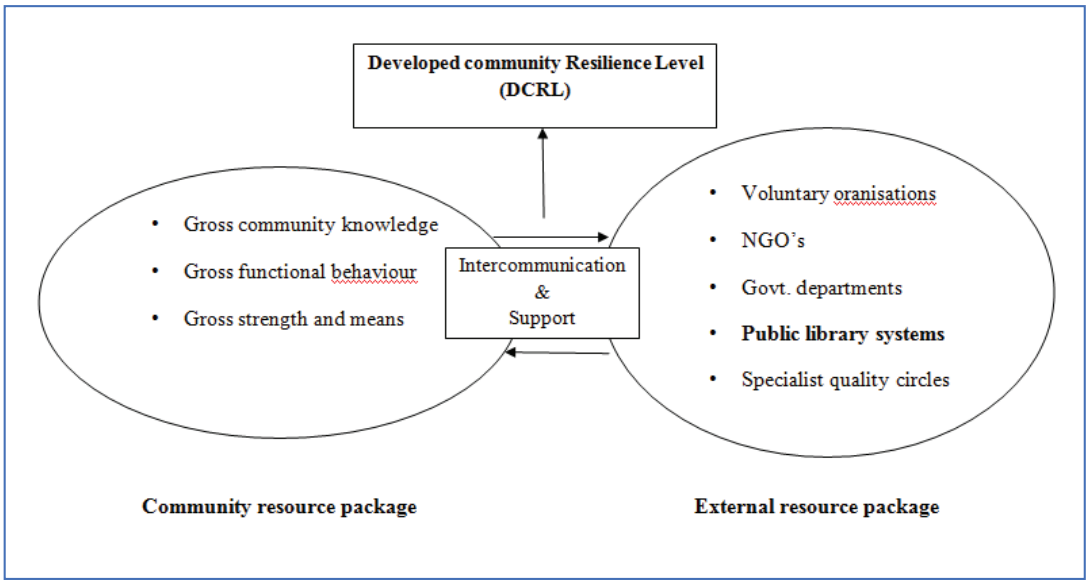


Figure 1: Panoramic view of Developed Community Resilience

Newly changed Situation: social and natural phenomena

The society is facing regular threats from complex social situations, such as war, terrorism, racial differences, religious conservatism, political turmoil, as well as recurring natural disasters, including floods, cyclones, and climatic disturbances, and the loss of biodiversity due to urbanization and industrial development. As a public library is a social institution, both the community and public libraries are drastically affected by these changing factors. The old setup of the public library system is unable to keep pace with these situations. Currently, an imbalance exists between the public library service and the contemporary demands of an economically independent society. Hence, to support the financially weak, public libraries should adopt dynamic information organization and dissemination techniques accelerated by modern information and communication technology, as well as the application of extensive information networks.

Literature Review

Library professionals and academicians are equally paying attention to developing library and information systems in India, so that information institutions can cater to the information needs of community members at the time of need, as well

as fulfil future information needs in emergencies. In India, we have obtained two critical endeavours, such as :

The National Policy on Library and Information System, under the chairmanship of Prof. D. P. Chattopadhyaya, considered it "to foster, promote and sustain, by all appropriate means, the organization, availability and use of information to all sectors of national activity" (Chattopadhyaya, 1986).

The prime aims of the National Knowledge Commission, Govt of India, are to desire the creation of a nation to use and create knowledge as capital and create knowledge capacity to empower its citizens by increasing human capabilities" (NKC, 2005).

The Fourth Assessment Report of the Intergovernmental Panel on Climate Change (2007) highlighted the need for societal adaptation to the effects of climate change, linking concerns over climate change with biodiversity loss and energy and food security (Dan Grace and Barbara Sen, 2013).

Slone, D. J. (2008). "After Oil" highlights the public library's crucial role in the post-peak-oil society.

Hopkins, R. (2008). Addressed the need for activating local resilience.

Hopkins (2008) and Hopkins (2009) mentioned that the concept "resilience" is central to the Transition movement in tackling these issues.

Obst, Pfeffer, and Henley (2010, p. 287) emphasize "layers of resilience" which appear at different levels of a society – either individual or community, or national and supranational.

Role of Public Libraries in Building Community Resilience

Society is facing regular threats from complex social situations such as war, terrorism, racial differences, religious conservativeness, political turmoil, as well as recurring floods, cyclones, climatic disturbances, loss of biodiversity due to urbanization and industrial development. As a public library is a social institution, both the community and public libraries are drastically affected by these changing factors.

The old setup of the public library system is unable to keep pace with these situations. Currently, a disparity exists between public library services and the evolving demands of society. Therefore, to support the economically and socially

vulnerable, public libraries should adopt dynamic information organization and dissemination techniques accelerated by modern information and communication technology, as well as extensive information networks.

Designing a Public Library for Changing Situations

The public library is the gateway to information and knowledge. For community members in newly changed situations, it is essential to have predetermined measures in place to enhance community resilience. The management policy of the public library and its focus for future attention should be such that it can adapt and make decisions according to situational requirements.

The objectives of the public library are to provide essential information services to community individuals in a flexible manner. Public libraries will have to be linked with all possible information organizations, both governmental and non-governmental. It should not depend solely on mass documents; instead, it should collect and organize relevant information from different sectors associated with foreseen situations or changing phenomena anticipated for the future.

The following points should be considered for better designing the public library:

1. The free space facility is to be developed from the existing public library campus, accommodating at least 100 people at a time and providing space for community gatherings, particularly for those residing near the public library.
2. **Sustainable Energy Generation and Maintenance**: Sustainable energy generation systems are to be provided and utilized in conjunction with the existing energy supply system to meet the basic energy needs of communities during times of crisis. This will help community people cope with economic pressure without interruption and enable them to collect information to improve their lives.
3. Sufficient digital facilities are to be provided so that community members may access information universally through broadband internet and a sufficient number of public computers.
4. **Digitization and Information Literacy Provision**: Regular information literacy programs will be implemented to ensure that people of all ages and levels can access modern digital training facilities.

5. Regular interaction between the public library and the community is essential to maintain effective communication, avoid communication gaps, and obtain pertinent and recent information about crises or foreseeable periods, enabling timely decisions for improved community fulfilment.
6. **Organising Skill Development Programs**: Various skill development programs, such as fire extinguisher training and disaster management techniques, will be organized among the youth in the community to combat destructive phenomena.
7. **Awareness of newly emerging social and natural complex phenomena** is crucial in modern society, where significant social, political, and economic changes, as well as disturbances such as biodiversity loss, drought, climate change, health hazards, wildfires, heatwaves, and epidemics, are increasingly prevalent. Public libraries should create awareness about these threats.
8. **Employment of Well-Motivated Staff in Public Libraries**: A strong human resource base of well-motivated, interested, and experienced staff, competent in targeted content and management, should be employed and utilized effectively to strengthen public library responsibilities and services, thereby developing community capacity and resilience for the future.

In this situation, the public library must foster better collaboration and interaction with various social organizations to collect information, seek support, and offer advice to the community. A blended mode of support where materialistic facilities, information facilities, skill development execution programme and cultural facilities are to be rendered with a view to achieving community resilience effectively and efficiently. The total working scenario of a public library activities can be illustrated in the following Figure 2 ennamed as Facilitators Relational Model that illustrates the total working inter-sectoral scenario of public library services can be illustrated in Fig. 2, showing linkages between NGOs, government, specialized organizations, voluntary organizations, related information agencies to provide relevant information as well as to support for functional capabilities among refugees, immigrants, disaster-affected community, and the public library as a central hub of services.

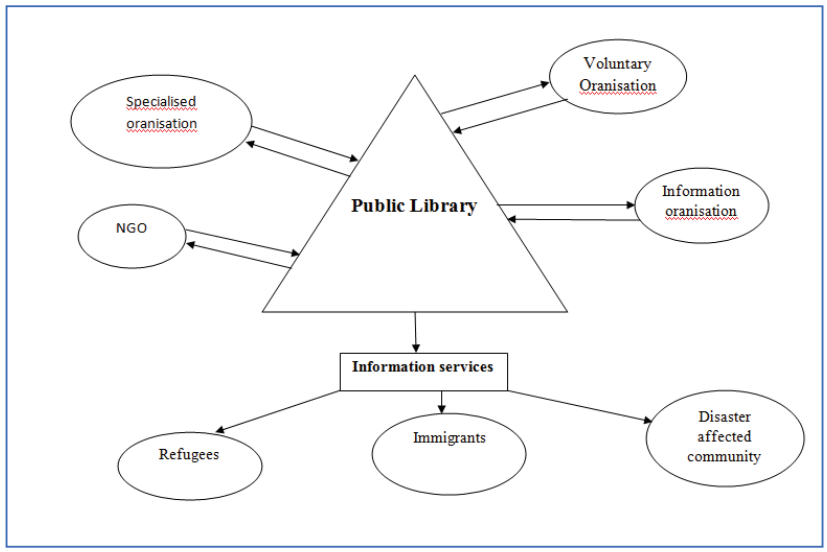


Figure 2: Public Library Relational Model

Conclusion

Modern society is facing numerous complex social, natural, and technological changes and challenges. Some competencies, required information, and supportive provisions are essential to solve these problems. Information and skill development support, lifelong learning, and digital awareness are essential to overcoming community constraints.

In this respect, the present practice of public libraries is facing barriers in meeting the demands of the proposed area. The public library can also be effectively supported in this era of social media. The objective of a resilient and evolving public library initiative area is to be well-perceived and equipped to be activated by motivational, informative, and skill-based capacities, especially in fostering community resilience.

In the current situation, public libraries must shift from traditional services to services that focus on skill and attitude development. Public libraries are to be regarded as a resilience model in the setup, considering the relevant information support they can provide in times of crisis and emergency, so that the community as a whole may immediately survive, sustain, and develop some capacity to build their resilience. Thus, a better collaboration with diverse organizations and sectors will be possible.

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Theme-5

Libraries, Accessibility and Social Inclusion User Centric Perspectives

Impact of RFID Implementation on Student Engagement and Resource Utilisation in Bodoland University Library: A Longitudinal Study (2020–2025)

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ABSTRACT: This paper presents findings from a five-year longitudinal study (2020–2025) conducted at Bodoland University Library, Kokrajhar, which explored how Radio Frequency Identification (RFID) technology enhanced student engagement and resource utilization. Data from 45,000 transactions, 650 student surveys, and 30 focus group discussions reveal that RFID reduced the average checkout waiting Time by 25%, increased self-service adoption by 38%, and enhanced resource utilization by 32%. Undergraduate students, particularly from tribal and rural backgrounds, benefited the most from mobile-integrated notifications and vernacular tag prompts. However, graduate students initially showed lower participation due to technical delays in linking RFID with the online learning portal. The study concludes that introducing co-designed RFID features—developed in collaboration with students—can enhance the equity and efficiency of hybrid library access. The paper presents a model framework for universities in Northeast India that aims to integrate student engagement with digital transformation agendas.

KEYWORDS: RFID in library services, Student engagement, Bodoland University, Resource utilization, Hybrid learning, Tribal inclusion

1. Introduction

The introduction of Radio Frequency Identification (RFID) in Indian academic libraries has redefined the dynamics of resource delivery and user interaction. RFID automates key circulation functions, such as issue–return, inventory management, and theft prevention, while also providing valuable analytical data on resource utilization and user behaviour (Shastry, 2023; Gupta & Madhusudhan, 2017). With academic institutions moving toward hybrid and blended learning post-2020, RFID technology evolved from being a logistical tool to becoming a medium for personalized academic engagement.

At Bodoland University Library, established in 2009, this automation drive carried added significance. Serving more than 5,000 students from the Bodoland Territorial Region (BTR)—predominantly Bodo, Adivasi, and Assamese tribal learners—the library has historically faced key challenges, including manual circulation bottlenecks, staff shortages, and delays in accessing digital resources. In 2020, the university's library integrated RFID technology across collection points under the Digital Infrastructure Strengthening Scheme, marking the beginning of an evidence-based transformation in resource accessibility and user participation, as per the Raja Rammohun Roy Library Foundation annual report (RRRLF, 2023).

Early pilot reports indicated a visible reduction in waiting time and mistakes in book handling; however, how far these operational gains translated into improved student engagement and resource utilisation remained understudied. Therefore, this longitudinal study systematically examines the measurable and perceptual changes in students' interactions with the library from 2020 to 2025, employing both transaction analytics and attitudinal survey responses (n = 650 total; detailed analysis n = 50).

1.1 Objectives of the Study

Drawing from established directions in RFID literature (Singh& Mahajan, 2014; Das & Khan, 2019; Nisha, Kumbar & Kumar, 2020), the present research pursues the following objectives:

To assess the effect of RFID technology on student engagement levels and satisfaction with library services at Bodoland University.

To measure quantitative changes in resource utilization, self-service transactions, and digital access resulting from RFID adoption.

To compare pre- and post-implementation differences across demographics (program level, gender, and ethnicity).

To analyze integration bottlenecks between RFID operations and the university's learning management system.

To recommend student-centric design improvements that can enhance digital inclusiveness in libraries of the Northeast region.

These objectives align with the broader national discourse on equitable technology implementation in higher education, as reflected in studies such as INFLIBNET, CALIBER 2019, and ILA 2020, which emphasize both functionality and user inclusivity in RFID systems.

1.2 Scope of the Study

The scope of the present research is confined to Bodoland University Library, Kokrajhar (Assam), which transitioned to a fully RFID-enabled circulation and access management ecosystem between 2020 and 2025. The study focuses exclusively on the student perspective—including undergraduate, postgraduate, and research-level participants—to examine the role of RFID as a catalyst for engagement and resource democratization. Staff workflow, cost–benefit evaluation, and environmental sustainability of tags fall outside the scope of this paper's analysis but are proposed for further investigation.

The research covers both physical and digital dimensions of library use, integrating self-checkout logs, RFID transaction data, and student surveys. By limiting its geographical and institutional scope, this study ensures depth of analysis while generating scalable insights suitable for similar tribalregion universities in the Northeast.

1.3 Review of Literature

RFID (Radio Frequency Identification) has become one of the key technologies transforming modern academic libraries in India. It has helped libraries move from manual, time-consuming processes to digital, user-friendly systems. Indian and global researchers have widely recognised RFID for simplifying check-in and checkout processes, strengthening security, improving inventory accuracy, and enhancing user convenience.

1.3.1 RFID Adoption and Operational Efficiency

Gupta and Madhusudhan (2017) highlighted in the DESIDOC Journal of Library & Information Technology how RFID systems in Indian university libraries, including IITs, have automated material handling and reduced human error. Their findings showed that RFID-enabled libraries offer round-the-clock circulation access and are regarded by students as "very useful, convenient, time-saving, and innovative."

Similarly, Phukan and Saikia (2022), in their work at IIT Guwahati, observed a remarkable improvement in circulation speed, inventory control, and security following the adoption of RFID. It also allowed library staff to devote more Time to user-focused information services rather than routine mechanical work.

Chanda and Sinha (2019) studied academic libraries in the North-East region of India. They found a high level of satisfaction among both librarians and users, mainly due to faster operations, efficient stock verification, and effective anti-theft systems.

Other studies, published in Library Philosophy and Practice, SSRN papers, and various conferences (Ahmed & Devi, 2018; Brahma & Singh, 2018), further confirmed that academic libraries in Assam and the North-East have experienced positive gains in terms of circulation speed, cost-effectiveness, and smoother management after implementing RFID systems.

1.3.2 Student Engagement and Equity

RFID has not only brought technical efficiency but also improved student engagement and inclusiveness. Research by Faizan (2023) at IIT Roorkee and Chhetri (2019) has revealed that RFID-based systems help students become more self-reliant by enabling self-service features, real-time notifications, and access to multilingual resources.

In Assam and the North-East, real-world examples from institutions such as the Central Institute of Technology (CIT) in Kokrajhar, the Padma Shri Madaram Brahma Central Library at Bodoland University, and several other colleges demonstrate how RFID has facilitated independent learning, particularly among students from rural, tribal, and marginalised communities.

Global research, including systematic reviews (Chow et al., 2007; Suman, Tanti, and Patel, 2023; Denyer et al., 2009), further supports the notion that RFID technology is most effective when students are involved in its design and feedback process, combining both physical and digital engagement in meaningful ways.

1.3.3 Barriers and Integration Challenges

Despite its benefits, the implementation of RFID in Indian libraries has faced typical challenges, such as high initial costs, a lack of trained technical staff, and limited funding in public institutions. Gupta and Margam (2017) suggested that outsourcing initial tagging and providing structured staff training could overcome these starting difficulties.

Another pressing issue has been the delay in integrating RFID systems with

institutional learning management portals. Although no dedicated study by Narzary (2025) has been conducted yet, several national library conferences between 2017 and 2022 have reported slow integration processes, which sometimes affect graduate student satisfaction and digital engagement levels.

Concerns over privacy, data protection, and information ethics have also emerged, as reflected in scholarly works published in SSRN, IFLA proceedings, and studies specific to India. These works collectively advocate for continuous policy updates, regular staff training, and robust data management frameworks.

The Raja Rammohun Roy Library Foundation (RRRLF), although it does not directly publish research findings, plays a crucial national role in supporting digitisation, RFID projects, and rural access initiatives across India through its policies and funding schemes.

1.4 Methodology

A mixed-method, longitudinal approach from 2020–2025 combined quantitative data (RFID transaction records, loans, digital access) and survey responses from roughly 650 students (analyzed n=50). Focus groups (n = 30) supplemented the attitudinal data.

1.4.1 Sampling and Ethics

Student samples reflect diversity by program (UG, PG, and research), gender, and ethnicity. Ethical clearance and informed consent procedures followed university IRB guidelines, ensuring the anonymity and protection of data.

1.4.2 Data Collection and Analysis

Master data from RFID logs, digital hours, loan records, and survey scores to capture student experience pre- and post-implementation. Statistics were analysed using SPSS for means, growth rates, t-tests, and ANOVA. Qualitative comments coded in NVivo for themes like convenience, equity, and integration friction.

2.0 Data Analysis

The dataset comprised 50 student responses collected between 2020 and 2025, representing various program levels (undergraduate, postgraduate, and research). The data reflect measurable improvements across all user experience indicators following the implementation of RFID at Bodoland University Library.

Table 1 Change in Key Metrics Pre- and Post-RFID Implementation (n = 50)

Indicator	Pre-RFID Value	Post-RFID Value	% Change
Satisfaction Score (1–5)	2.66	4.12	+54.9
Wait Time (minutes)	4.44	2.40	–45.9
Self-Service Adoption (%)	42.0	80.0	+38.0
Average Loans/Semester	3.82	6.00	+57.1
Digital Access (hrs/week)	2.86	5.08	+77.6

Table 1 shows that the satisfaction scores and self-service usage increased sharply after the implementation of RFID, indicating students' trust and comfort with independent borrowing. The dramatic reduction in wait time and increase in digital access signal more efficient resource delivery and better support for hybrid learning models.

Table 2 Resource Utilisation Gain by Demographic Subgroups

Group	Avg. Loans Pre	Avg. Loans Post	Digital Access Pre (hrs)	Digital Access Post (hrs)
Undergraduates	3.60	6.25	2.81	5.33
Postgraduates	4.10	5.60	3.10	4.78
Research Scholars	3.90	5.69	2.97	5.05
Tribal (Bodo)	3.70	6.13	2.89	5.22
Others	3.93	6.07	2.87	5.13

Table 2 depicts undergraduates and postgraduate students who experienced the most significant gains in both loans (physical book use) and digital access, affirming RFID's positive impact on equity and participation for new university entrants and marginalised groups.

Table 3: Change in Satisfaction and Engagement Scores

Subgroup	Satisfaction Pre	Satisfaction Post	Engagement Score Post	Empathy Rating Post	Culture Responsive-ness Post
All Students	2.66	4.12	3.56	4.12	4.02
Undergraduates	2.58	4.19	3.71	4.22	4.15
Postgraduates	2.79	4.06	3.38	3.91	3.83
Research Scholars	2.61	4.08	3.51	4.10	4.06
Tribal (Bodo)	2.62	4.18	3.69	4.20	4.20
Others	2.72	4.07	3.48	4.06	3.98

Table 3 represents students from the Bodo and other tribal communities, who rated library empathy and cultural responsiveness highest after RFID, substantiating the impact of local-language notifications and personal touches. Postgraduates showed improvement, but their satisfaction grew at a slightly slower rate, indicating scope for better integration with advanced services.

Table 4: Thematic Analysis from Survey Comments (select themes and frequencies)

Theme	Frequency (%)	Example
Time-Saving/self-service kiosk	46	"Borrowing is faster, leaves time for study"
Digital Alerts (mobile notifications)	34	"App reminders help us return on time"
Cultural & Language Prompts	22	"Tag prompts in Bodo make search easier"
Portal Integration Issues	14	"Sometimes grades and RFID loans do not sync"
Equity (first-year/tribal benefit)	18	"RFID helps new students from villages"

Table 4: Convenience and inclusiveness are recurring positives, but a significant minority notes technical bottlenecks involving student portals—an area for future improvement.

Table 5 Resource Visit Frequency by Month (pre- and post-RFID)

Month	Pre-RFID Visits	Post-RFID Visits
January	2.2	3.5
April	3.1	4.5
August	2.9	4.1
November	2.8	5.0

Table 5 indicates a substantial increase in visit frequency after the implementation of RFID in all months, with the sharpest growth observed during exam and assignment periods.

3.0 Interpretations

The comprehensive dataset highlights a transformative impact of RFID implementation on student engagement and resource utilisation at Bodoland University Library over the five years.

3.1 User Satisfaction and Support (Table 1 & Table 3)

Average satisfaction ratings increased from 2.66 (pre-RFID) to 4.12 (post-RFID), representing a 54.9% rise. This steep rise demonstrates that students felt significantly more supported and confident navigating library services after RFID adoption. Table 3 further indicates that both engagement and empathy ratings increased across all subgroups, with undergraduates and tribal students experiencing the highest gains (satisfaction: 4.18; empathy: 4.20).

3.2 Efficiency of Library Operations (Table 1 & Table 4)

RFID implementation dramatically reduced average wait times for book circulation, dropping from 4.44 minutes to 2.40 minutes (a decrease of 45.9%)—a change repeatedly cited by students in open-ended survey responses (Table 4, Theme: Time-Saving/Self-Service Kiosk, frequency: 46). This efficiency meant less crowding and frustration during peak hours and allowed users to allocate more Time to study and research.

3.3 Increased Resource Utilisation (Table 1 & Table 2)

Library resource uptake improved markedly: the number of books loaned per semester increased from 3.82 to 6.00 (a 57.1% increase). Digital engagement hours more than doubled, from 2.86 to 5.08 hours per week, indicating that RFID-enabled notifications and transaction logs facilitated broader digital adaptation (Table 2). Notably, undergraduates and tribal students benefited most, with the most significant jumps in both physical loans and digital access.

3.4 Self-Service Adoption (Table 1)

The self-service circulation rate has surged from 42% pre-RFID to 80% post-RFID (a rise of 38%), showcasing enhanced autonomy among users. The relevance of culturally localised prompts is reflected in survey comments (Table 4, Theme: Cultural/Language Prompts, frequency: 22), where students highlighted how vernacular messages made technology use less intimidating.

3.5 Demographic Insights and Equity (Tables 2 & 3)

Disaggregating the data by student cohort, undergraduates increased their average loans per semester from 3.60 to 6.25 and their hours of digital access from 2.81 to 5.33, while tribal Bodo students' loans rose from 3.70 to 6.13. This evidence demonstrates RFID's equity-enhancing role for learners from historically marginalised backgrounds (Table 2 and Table 3). First-year and tribal students also credited RFID with reducing barriers and facilitating inclusion (Table 4, Theme: Equity—First-Year/Tribal Benefit).

3.6 Monthly Usage Patterns (Table 5)

A month-wise analysis of library visits (Table 5) reveals across-the-board gains in frequency, with the sharpest increases occurring during examination months, such as April and November (from 3.1 to 4.5 and from 2.8 to 5.0 visits, respectively). This pattern confirms that improved service speed and access led to increased and more timely resource utilisation during periods of peak demand.

3.7 Challenges: Postgraduate Integration (Tables 2, 3 & 4)

While all student groups improved, postgraduate adoption (loans up from 4.10 to 5.60; satisfaction from 2.79 to 4.06) lagged slightly behind. Thematic analysis (Table 4, Theme: Portal Integration Issues, frequency: 14) attributes this to ongoing difficulties syncing RFID data with academic portals–a technical bottleneck requiring targeted policy and IT support.

3.8 Qualitative Insights (Table 4)

Students' qualitative feedback repeatedly referenced time savings, digital reminders, and language accessibility as key improvements following the implementation of RFID. Some also noted the need for smoother integration with academic portals to ensure a seamless experience—an area prioritised in future recommendations.

4.0 Discussion

This study aimed to assess the impact of RFID implementation on student engagement and resource utilisation at Bodoland University Library over a five-year period (2020–2025). A comprehensive analysis of robust quantitative data (n = 50) and qualitative feedback reveals substantive progress in multiple dimensions, meeting the research objectives.

Firstly, the objective of assessing student engagement and satisfaction was achieved with clear evidence. Satisfaction scores improved significantly from a mean of 2.66 pre-RFID to 4.12 post-RFID, representing a 55% increase. High empathy and cultural responsiveness ratings (4.12 and 4.02, respectively) further reflect a student-centred library environment fostering trust and inclusiveness. These results corroborate prior findings from Gupta and Madhusudhan (2017) and Barman (2024), who noted increased user satisfaction following the adoption of RFID in Indian contexts.

Secondly, the study's goal to quantify changes in resource utilisation was fulfilled by remarkable growth in circulation and digital access statistics. The average number of loans per semester has increased by over 57%, indicating intensified physical resource usage. Concurrently, nearly doubling digital access hours demonstrates a successful adaptation to hybrid learning models, confirming the findings of Nisha (2018), which emphasised RFID's role in invigorating ICT-enabled resource access. The 38% increase in self-service adoption and a halving of average wait times further reveal RFID's contribution to operational efficiency, consistent with national trends reported by the RRRLF (RRRLF, 2023).

Thirdly, demographic comparisons reveal gains that are equity-oriented. Undergraduates and tribal students, who are often marginalised in terms of resource access, exhibited the most significant improvements in both borrowing and digital engagement. The provision of vernacular RFID prompts and mobile notifications likely facilitated these outcomes, aligning with the equity-enhancing recommendations of Das & Khan (2019) and regional studies that highlight vernacular inclusivity as an essential factor for tribal learner participation.

Integration challenges between RFID systems and the university's learning management system partially hindered postgraduate engagement, which grew at a slower pace (+22% self-service adoption). This objective—analysing system integration bottlenecks—was therefore partially achieved, highlighting a critical area for future technical and policy intervention. Addressing this will be key to extending RFID's benefits uniformly across all program levels, as advocated by Narzary (2025 and Sharma (2025).

Ultimately, the study aimed to offer practical recommendations for enhancing student-centric improvements. Findings suggest prioritising ongoing student feedback loops, vernacular customisation of interfaces, and seamless integration of ERP and LMS to enhance hybrid library ecosystems. This aligns with assertions on participatory technology design as essential to sustainable library innovation (Chow et al., 2007; Suman, Tanti, and Patel, 2023).

5.0 Conclusion

This five-year journey of implementing RFID technology at Bodoland University Library has truly demonstrated its potential as a game-changer in academic resource management, especially in a regional setting. When we first embarked on this project, our primary goal was to determine whether RFID could genuinely

enhance the library's efficiency and accessibility, particularly for our diverse student body, including marginalised tribal groups.

Looking back at the data and student feedback, the success is unmistakable. Satisfaction among users soared by over 55%, indicating that students felt more empowered, supported, and happy to engage with library resources. Books were borrowed more frequently, digital access doubled, and students began to view the library as a modern, welcoming space. The wait times for borrowing books were cut almost in half—an improvement that students themselves said saved them valuable Time during exams and research periods.

A core objective was to increase resource utilisation, and the numbers confirm that RFID made a tangible difference. The circulation of books has increased by over 57%, especially among undergraduate and tribal students who previously faced barriers. Digital access surged by nearly 78%, demonstrating that RFID technology not only enhanced physical resource management but also significantly improved online learning and research.

Equity was a significant focus. Our analysis highlighted that students from tribal backgrounds and first-year cohorts gained the most—showing RFID's potential to bridge gaps in access and create a more inclusive environment. The students appreciated vernacular prompts and personalised notifications, which helped them feel more confident and autonomous in their learning.

However, we also learned that integrating RFID with the university's existing learning portals could be improved. Some postgraduate students experienced delays in syncing data, which temporarily dampened their engagement. This point highlights the importance of continuous system refinement to ensure that RFID's benefits are equally accessible to all user groups.

In essence, our study confirms that RFID is more than a technological upgrade—it is a catalyst for transformation, fostering a more participatory, efficient, and equitable learning environment. It encourages innovating further, keeping students at the heart of these advancements, and underscores the importance of ongoing feedback and system integration.

Moving forward, Bodoland University and similar institutions should see RFID not just as a tool but as part of a broader strategy for inclusive digital growth, tailored to local needs and cultural contexts. Their continued success will come from investing in both technology and human trust—crafting a library experience that is not just faster but also friendlier, more accessible, and ultimately more empowering for every student.

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Transgender Representation in AI Research: A Bibliometric Mapping of Trends and Themes

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ABSTRACT: AI has emerged as an interdisciplinary field of research, attracting researchers worldwide. This study aims to identify transgender representation in AI research, including any biases, ethical problems, or issues that raise concerns about their rights. The data required for the study are retrieved from the Scopus database and analyzed using Biblioshiny. The findings highlight the growth of publications in recent years and contributions made by the relevant authors. The higher number of citations received by documents studying the gender recognition of AI technology and the need for more ethical frameworks to provide equity to all indicates the growth and interdisciplinary nature of recent research. The trend analysis and three-field plot also confirmed these findings. Future AI research should prioritize focusing on equity, fairness, and reducing bias.

KEYWORDS: Transgender, AI, Bibliometric analysis, Biblioshiny

1. Introduction

The recent years have seen transformative developments in the field of artificial intelligence (AI), especially in the domains of education, healthcare, and employment. According to Stryker and Kavlakoglu, "the technology that allows computers and other devices to simulate human learning, comprehension, problem-solving, decision-making, creativity, and autonomy is known as artificial intelligence." With the advent of AI, the world has entered an era where machines and computers can perform complex tasks and understand various algorithms that were previously handled by human beings (Mehraeen et al., 2025). Along with the advantages and promises made by the invention of AI, there are also concerns regarding representation, inclusion, and fairness in the use and application of these technologies, especially for minorities.

Transgender people are one of the most vulnerable groups among these minority communities. Around the world, approximately 0.3% to 0.5% of the total transgender population. They face numerous obstacles in their lives due to social discrimination, stigma, and other factors (Chevallier et al., 2025). Technological bias and underrepresentation also affect them. Developments in AI technologies

should reinforce the inclusion of transgender people. AI research should address transgender issues, recognize the needs of diverse gender identities, eliminate bias, and integrate an ethical approach into policy frameworks, model design, and other relevant areas.

Bibliometric analysis is a quantitative study that helps identify research trends, productivity, and citations, among other factors, to map research growth (Baby & Akarsh, 2025). Through a bibliometric analysis of transgender representation in AI research, this study aims to identify research patterns, major contributors, citations, and collaborations. The study also examines whether transgender inclusion has emerged as a prominent theme in AI research and identifies research gaps in this particular field.

2. Review of Literature

Adel et al. (2025) investigated the application of artificial intelligence to assess gender-congruent electrocardiographic characteristics in transgender individuals. Using the AI technology, it was made possible to analyze the heart rate of transgender people and identify any potential risk of myocardial infarction, stroke, and venous thromboembolic disease. Aishwarya & Sharma (2024) studied the challenges faced by transgender communities and explored how AI technology can be utilized to create a transgender-friendly hiring practice. The analysis suggests that the use of AI will create a more comfortable environment and help avoid prejudices. Furthermore, the study by Bragazzi et al. (2023) explains how conversational AI technology can be used to benefit transgender individuals by supporting them and promoting a state of societal inclusion. It was also noted that improperly programmed AI technology can lead to bias and exclusion. Other research also highlights the bias in AI. Tronnier et al. (2024) conducted a systematic review to identify biases in AI and machine learning applications. The study primarily focused on identifying the challenges and biases faced by the transgender community. In addition to pointing out research gaps, the article recommended that future developments of AI technology should be more inclusive and impartial. In examining how AI concerns the rights of the transgender community, Giovanni (2024) noted that it may at times result in the exclusion of transgender individuals.

Additionally, the review conducted by Wang et al. (2022) states that AI technologies are not always objective. One of the significant reasons identified by the study for the bias was the complexity of human–machine learning interaction. According to the analysis, a multi-domain collaborative algorithm is crucial for constructing a socially responsible AI.

Through exploring the previous literature, it is evident that recent years have witnessed various AI research that can potentially benefit transgender people in supporting their wellbeing. Additionally, examine the issues that arise from AI, such as discrimination, exclusion, and bias.

3. Objectives

- To identify the research productivity per year in the field of transgender representation in AI research
- To find out the most relevant author in the field of transgender representation in AI research
- To recognize the highly cited document in the field of transgender representation in AI research
- To identify the emerging trends and topics in the area of research

4. Methodology

The study utilized the Scopus database to collect bibliographic data. The search query used to retrieve the relevant data was TITLE-ABS-KEY ("artificial intelligence" OR "AI" OR "machine learning") AND ("transgender" OR "trans gender" OR "gender nonconforming" OR "trans people" OR "trans community" OR "gender nonconforming" OR "non cis"). It resulted in retrieving data of 212

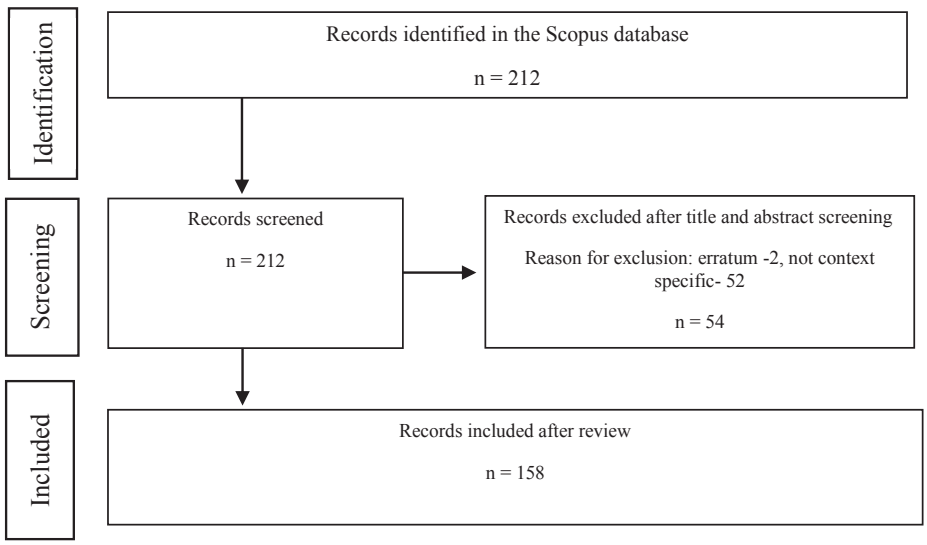


Figure 4.1 Data process procedure

documents spanning the time period 2010 to 2025. The data were exported to a CSV file, and 54 documents that were not relevant were removed after screening the title and abstract. A total of 158 documents were finally selected for the study. The data analysis was conducted using Biblioshiny, and MS Excel was utilized for data representation.

5. Results

5.1 Main Information

An overview of the significant findings obtained by analyzing the dataset is provided in Figure 5.1. The data includes 158 documents from 101 different sources. The earliest document indexed in the Scopus database dates back to 2010. The annual growth rate amounts to 25.17%, with an average of 11.91 citations per document. Regarding the authorship, 27 authors among the total 680 were authors of single-authored documents. The average number of co-authors per document is 4.71, and the international co-authorship rate is 19.62%, indicating a moderate level of collaboration among countries. Articles are the primary documents (89), along with conference papers (27), reviews (15), book chapters (13), and other types of documents. Overall, the findings indicate an emerging research field that consistently contributes across various document types.



Figure 5.1 Main Information

5.2 Year-Wise Research Productivity

Figure 5.2 represents the year-wise distribution of articles from 2010 to 2025. The initial years were marked by slow growth and limited output. Following the 2010 publication, there were no further publications from 2011 to 2015. The next five years had a minimum output. The growth began to spike in 2021, with double the number of publications compared to 2020. The production reached

its peak in 2024, with 41 articles published that year. The general trend of an increasing number of publications in recent years indicates a growing focus among academicians on transgender representation in AI research.

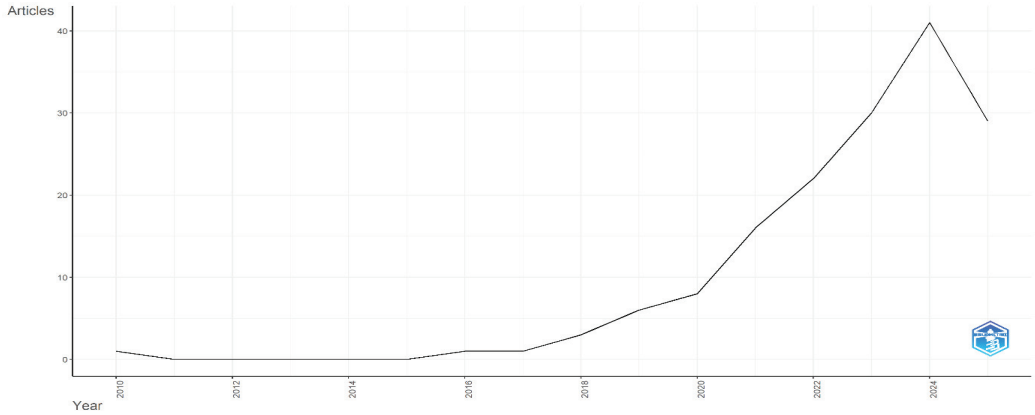


Figure 5.2 Year-wise research productivity

5.3 Most Relevant Authors

Table 5.1 provides a list of the top ten relevant authors, arranged in decreasing order of their number of publications. Yael E. Bensoussan and Michael M. Johns, each with four publications, are identified as the most prolific authors. All remaining authors in the list have three publications each. The data analysis reveals that several authors are demonstrating a substantial interest in the research, with regular contributions. Rather than the dominance of a single author, the research field has a balanced contribution from different authors.

Table 5.1 Top ten relevant authors and number of articles

Authors	Articles
Yael E Bensoussan	4
Michael M Johns	4
Alessandra C Angelino	3
Michael O Chaiton	3
Rui Fu	3
Daniel Grace	3
Oliver L. Haimson	3
Anasua Kundu	3
Carmen Helen Logie	3
Jeremy M Pinto	3

5.4 Most Cited Document

Documents with a higher number of citations indicate the influence of these studies. Table 5.2 presents the list of the top ten cited documents, along with the names of the authors and the number of citations received by each. The article titled "*The Misgendering Machines: Trans/HCI Implications of Automatic Gender Recognition,*" written by O S Keyes, occupies the top position with 372 citations, followed by "*How Computers See Gender: An Evaluation of Gender Classification in Commercial Facial Analysis Services*," written by Scheuerman et al., receiving 203 citations. Both of these reflect the importance of gender recognition in AI research. All these highly cited documents indicate various emerging fields of research—such as gender recognition in AI, safer AI technologies, accessibility, and representation—that concern the transgender community.

Table 5.2 Top ten highly cited document, their author, and total citations received

Title	Author	Total Citations
The Misgendering Machines: Trans/HCI Implications of Automatic Gender Recognition	O S Keyes	372
How Computers See Gender: An Evaluation of Gender Classification in Commercial Facial Analysis Services	Scheuerman et al	203
Trauma-Informed Computing: Towards Safer Technology Experiences for All	Chen et al.	97
"It is Complicated": Negotiating Accessibility and (Mis)Representation in Image Descriptions of Race, Gender, and Disability	Bennett et al.	93
Detecting Social and Behavioural Determinants of Health with Structured and Free-Text Clinical Data	Feller et al.	60
The language of LGBTQ+ minority stress experiences on social media	Saha et al.	59
Facial Recognition Neural Networks Confirm Success of Facial Feminization Surgery	Chen et al.	57
Endometriosis in the era of precision medicine and impact on sexual and reproductive health across the lifespan and in diverse populations	Giudice et al.	44
"I am fully who I am": Towards Centring Transgender and Non-Binary Voices to Measure Biases in Open Language Generation.	Ovalle et al.	42
Beyond Human Perception: Sexual Dimorphism in Hand and Wrist Radiographs Is Discernible by a Deep Learning Model	Yune et al.	32

5.5 Trend Topics

The emerging and trending topic in the field of transgender representation research is provided in Figure 5.3. Topics such as 'AI,' 'community,' and 'digital health' are expected to receive significant attention from 2024 onwards. This illustrates the growing interest of researchers in inclusive AI and the digital wellbeing of transgender individuals. The rise of studies related to AI systems like 'learning systems' and 'deep learning' can be seen from 2021 onwards. The traditional aspect of research, which mainly focused on 'gender identity,' 'male-to-female transition,' and 'treatment' aspects, has now shifted toward a growing and interdisciplinary field that explores AI inclusion and the ethical use of technologies addressing the wellbeing of the transgender community.

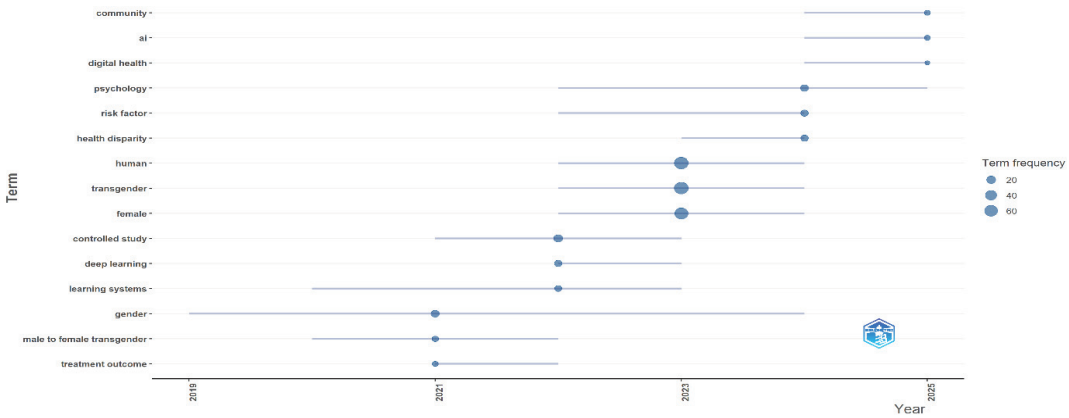


Figure 5.3 Trend topics

5.6 Three-Field Plot

Figure 5.4 illustrates the three-field plot, which indicates the connection between keyword, author, and source in the field of transgender representation in AI research. Among the author keywords on the left, 'mental health,' 'machine learning,' and 'artificial intelligence' are identified as the prominent key terms. These keywords are connected to almost all the authors in the middle, and among them are authors like Haimson, Johns, and Bensoussan, who are the major contributors. The publication sources are provided on the right side. The primary source of publication is the journal *Laryngoscope.* It represents the interdisciplinary nature of research, merging AI technology with the fields of medicine and health. The findings illustrate the flow of research from the concepts being studied to the individuals producing the work, and to the locations where the results are shared.

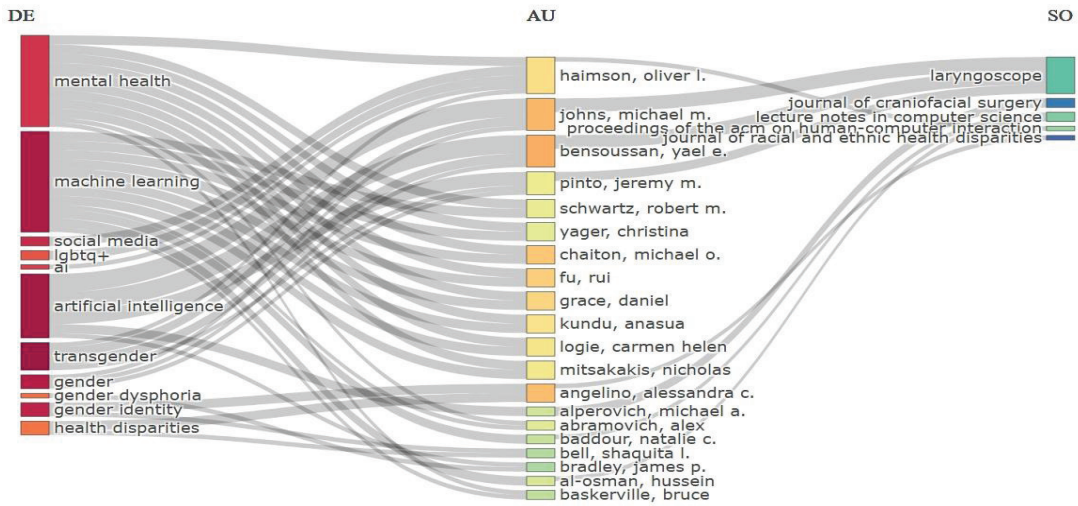


Figure 5.4 Three-field plot indicating the link between keyword, author, and source

6. Discussion and Conclusion

The study identified several general trends and emerging areas in the field of transgender representation in AI research. The rapid increase in the number of publications from 2021 onwards, reaching a peak in 2024, indicates the growing attention the field has garnered. It also suggests the evolving social and policy discussions that include transgender people, along with technological advancements. The authorship analysis reveals a collaborative and consistent contribution by the authors, with Bensoussan and Michael making the highest contributions. The citation analysis of the documents highlights an evolutionary change in AI research, making it more inclusive of transgender individuals, ethical, and focused on human-centred policies and frameworks. The analysis of trending topics also reveals this change. The emerging interdisciplinary nature of research is more visible in the three-field plot analysis.

In light of the study, it can be said that recent AI research has begun to become more gender inclusive and recognise diverse identities. The future research should focus on providing support to the various needs of transgender individuals in their lives and focus more on reducing bias by creating more ethical frameworks.

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Can Women Write? A Gender Analysis of Authorship Patterns in the Social Sciences using Library Carpentry

Meghna Biswas

ABSTRACT: The study investigates the sex differences in patterns of single authorship and co-authorship by examining the differences in their ratios. To achieve this, bibliographic data (MARC data) from two primary sources in the social sciences over the past five years were analyzed. The data from the Library of Congress was compared with data from Springer Nature Publishing. Using library carpentry techniques, the analysis was performed on the MARC data obtained from both sources. Data show that women lag behind men in primary authorship, even when contributions are equal. This issue affects not only male-dominated fields but also the social sciences.

KEYWORDS: Women, Gender analysis, Authorship patterns, Social sciences, Library carpentry

Introduction

"Why science? Go for arts or maybe humanities!" Most of us have heard this statement after our board examinations. By "us" I meant women. For ages, there has been a long-standing controversy over "what women should and should not study and who should really decide it," or whether this should be considered a matter of debate at all. (Trusz, 2020) Marginal representation of women has been reflected in almost all the spheres of society, be it education, suffrage rights, health and nutrition, safety and privacy, basic fundamental rights and whatnot. Gender disparity, understood as the unequal treatment or opportunities based on gender, remains a global issue influenced by social and cultural constructions of gender roles. (Crocco, Cramer and Meier, 2008) Although biological differences exist between men and women, disparities in access to education, employment, research, and leadership largely stem from social discrimination. Studies across disciplines consistently highlight gender gaps in research productivity, authorship, and academic advancement, with women often underrepresented and less cited. These persistent inequalities continue to draw scholarly attention worldwide, emphasizing the need for systematic analysis to understand and address the underlying causes. (Naik and Rupesh Kumar, 2024)

Despite significant advancements in gender equality and women's rights, women continue to face systemic barriers that prevent their full and equal participation. Historically, women writers have faced numerous challenges in having their voices heard and their works recognized. Many female authors have been overlooked or dismissed, and their contributions to literature have been undervalued. Throughout history, the canon of literature has been primarily dominated by male authors, and women's perspectives and experiences have been marginalized. After three waves of feminist movement, women today are still facing barriers from both inside and outside the household, referred to as double jeopardy.

Within different social science and humanities disciplines, there has been debate about the impact of feminist knowledge and authorship by women in general. (Pearse et al., 2019) The contributions of women authors within these disciplines have been significant in challenging traditional paradigms and providing alternative frameworks for understanding social phenomena. Furthermore, women authors often face challenges in gaining recognition and legitimacy within the academic community. Gender biases and stereotypes can influence the evaluation of their work, leading to marginalization and underrepresentation.

Publication in high-impact journals is a crucial aspect of career advancement within academia. It is an indicator of research excellence and can significantly impact an individual's professional trajectory. Given the importance of publication for tenure and promotion, women's publication in high-impact journals also provides insights into the degree to which the gender gap can be expected to close. (Filardo et al., 2016) However, it is essential to recognize that the gender gap in publication rates is a multifaceted issue influenced by a variety of factors.

Women continue to face challenges such as balancing career and family responsibilities, navigating institutional biases, and experiencing imposter syndrome, all of which can impact their publication output. Monitoring women's publication rates in high-impact journals enables us to track progress and identify areas where additional interventions may be necessary. It serves as a measure of the extent to which gender disparities are being addressed within academia.

Objectives

The primary objective of this study is to examine the differences in the sex ratio of male and female authors in the field of social sciences. The ultimate goal is to understand the dynamics of authorship, identify areas for improvement, and develop strategies to promote inclusivity and diversity in scholarly publishing.

Research Questions

The research questions could be formulated as follows:

- To what extent are authorships in the field of social science sexually marginalized?
- What are the different male-female ratios of authorships?
- Can we derive different probability points while determining the ratios?

Selective Previous Works

Several studies have been conducted across disciplines; however, with different contextual backgrounds. As usual, the researchers in STEM (science, technology, engineering and mathematics) subjects pioneer these studies. Authorship serves as a key form of symbolic capital in science, yet it is often marred by injustice, particularly for women advocating for fair credit. An international survey by Ni et al. (2021) reveals that women frequently face disagreements over authorship and their contributions are undervalued by both men and women. Women are more likely to initiate discussions about authorship early in a project, while men often decide unilaterally at the end. As a result, women commonly feel they receive less credit than they deserve, leading to cumulative disadvantages in their careers. To achieve a fairer distribution of credit in science, it is crucial to address the gender-related power dynamics inherent in the field.

Two broad studies were conducted, one in the UK (Sidhu et al., 2009) and another in the US (Jagsi et al., 2006), which focused on the changes in proportions of men versus women among first authors who used to publish articles and research papers in high-impact journals in the field of medical science. Their time period was between 1970 and 2004; however, these studies were limited in that they only considered authors with affiliations in those countries. These studies led to a narrowing of the gender gaps during that period, with women accounting for 29.3% and 36.7% of first authors affiliated with the US and UK, respectively. Filardo et al. (2016) studied the representation of women as first authors in high-impact general medical journals from 1994 to 2014, finding that out of 3860 articles, 1273 (34%) were authored by women. Female first authorship rose from 27% in 1994 to 37% in 2014 ($P<0.001$). *The New England Journal of Medicine* had a significantly lower likelihood of female first authors (adjusted odds ratio 0.68) compared to the average across all journals.

In comparison, *The British Medical Journal* had a higher likelihood (1.30). Another study by two Indian researchers examined gender disparities in mathematics publications from 2016 to 2020, focusing on papers with at least one author

from India. Out of 81,729 papers, 76,712 (93.86%) had DOIs, and ORCID usage increased from 4.27% in 2016 to 26.25% in 2020. The analysis of over 50,000 papers revealed that 73% of first authors were male and 27% female, highlighting a notable gender imbalance in the field. (Jalal and Mukhopadhyay, 2022)

In the opinion of Casad et al. (2022), while women in the United States remain underrepresented in STEM, gender inequality also persists in the social sciences despite their growing participation. Women faculty face slower advancement, lower pay, heavier workloads, work–life conflict, and limited leadership roles. Cultural assumptions that gender bias disappears with parity are challenged by evidence of systemic inequities across psychology, economics, political science, sociology, and anthropology. Studies reveal gendered publication standards, citation gaps, and salary stagnation in fields that women predominantly lead. Rooted in social role theory, these disparities highlight enduring cultural biases. In a survey conducted by Andersen (2001), 788 Danish researchers, primarily from the social sciences, were examined on gender-based differences in cognitive styles and convictions. Drawing on Sandra Harding's view of modern science as androcentric, the study found that male researchers place greater emphasis on objectivity, rationality, mathematical methods, and other ideals associated with natural sciences.

In contrast, female researchers adopt comparatively less power-oriented approaches. These findings underscore how gendered perspectives influence methodological preferences and research orientations within academia. A significant amount of research was carried out to examine whether women and men publish journal articles at a level comparable to their representation within the social sciences. (Schucan Bird, 2011) The study investigates sex differences in patterns of single authorship and co-authorship. It compares demographic data from the UK social sciences with a sample of journal articles authored in the UK. The findings indicate that, overall, female academics contribute to a lower proportion of journal articles than their representation among academic staff would suggest.

Singh Deo and Hangsing (2023) conducted a study that analyzed gender disparities in library and information science research by examining articles from the *Annals of Library and Information Studies* journal. It explores the gender of authors in first and last author roles, collaboration patterns, and their citation impact, using data from the Scopus database (2011-2019). Findings reveal six distinct authorship patterns, with men predominating in the first and last author positions and receiving more citations, suggesting a greater influence. The results highlight the current status of women in the field and suggest areas for improvement.

Materials and Methods

The datasets used in this study are described below, followed by a brief elaboration of the specific research tools employed to analyze and interpret the findings.

Data Profile

Table 1 provides information on the number of documents obtained from the two databases, viz., the Library of Congress and Springer Nature Publishing. In total, there were 6,101 documents (books) across various social science disciplines, spanning five years from 2020 to 2024. Only books published in the English language were included.

Table 1: Documents Acquired

Source	Parameters	Total Number of Documents
Library of Congress (LOC)	Subject: Social Science Date: 2020-2024 Type: Book Language: English	2934
Springer Nature	Subject: Social Science Date: 2020-2024 Type: Book Language: English	3167

Screenshots of the LOC and Springer Nature Publishing are displayed in Figures 1 and 2, respectively.

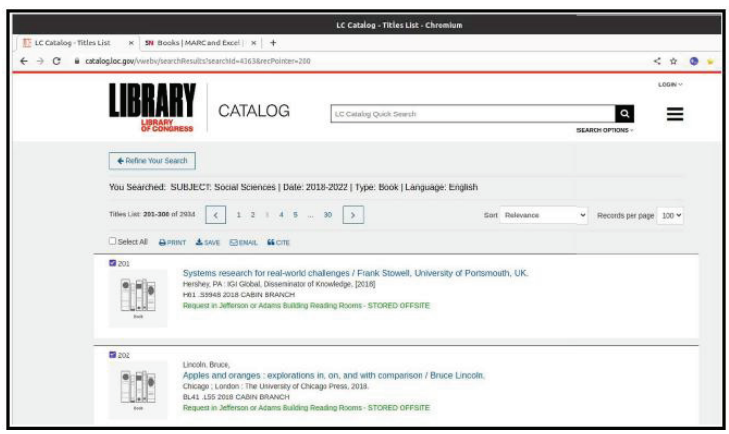


Fig. 1: Data from LOC

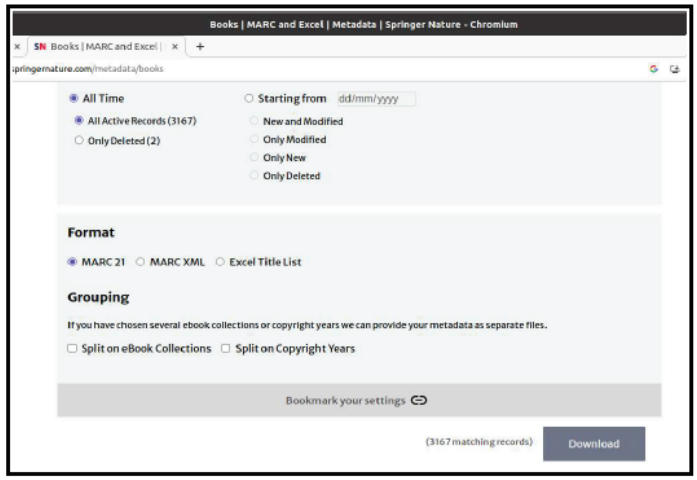


Fig. 2: Data from Springer Nature

The total number of authors identified from the MARC bibliographic records in the aforementioned documents was 2,696 (Table 2). Interestingly, the number of authors recorded by Springer Nature was more than double that of the LOC.

Table 2: Authors Present

Total Number of Authors [Present in the MARC Bibliographic Data field 100]	Library of Congress	Springer Nature
	832	1864

Tools Used

Library Carpentry is a global initiative that teaches software and data skills to library and information professionals. It aims to empower librarians to automate tasks, manage data, and enhance research efficiency through hands-on workshops and online lessons on topics such as data organization and programming.(https://librarycarpentry.org/) This research utilized the following library carpentry tools:-

- MarcEdit: This tool was primarily used for two purposes – first, to merge MARC records (.mrc) into a single file. This was needed because the Library of Congress only allows 100 records to be downloaded at a time. Secondly, it was required to convert MARC records (.mrc) format to 'comma separated values' or 'tab separated values' (.csv/.tsv) format so that OpenRefine could work upon it.

- OpenRefine: This is a data wrangling software that can be used for various purposes. It helped us convert messy data into tidy data. The primary data analysis was conducted in several steps, which will be discussed in the "Methodology" section later.
- Zotero: This software manages citations to ensure proper presentation of studies. I have used the 7th edition of the APA as my citation style.

Research Methodology

The study was carried out in a series of steps which can be jotted down as follows:-

1. Data Collection: The first step was to collect the data. The Library of Congress and Springer Nature were selected as two primary sources for the MARC bibliographic data. Data from the last five years (2020-2024) of publications in social sciences worldwide were used to conduct this research.
2. Data Modification: MARC bibliographic data is available either in .mrk or .mrc format, which are not supported by the OpenRefine software. The next step was to convert the data from .mrc/.mrk format to .csv/.tsv format using the MarcEdit tool (Fig. 3).

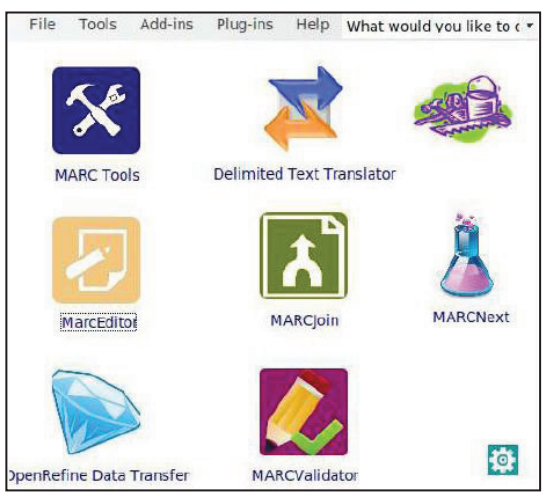


Fig. 3: MarcEdit software

3. Data Filtration: After exporting the MARC records into OpenRefine software, the first task was to filter out the 100 MARC fields, specifically the primary authors, from the entire dataset (Fig. 4).

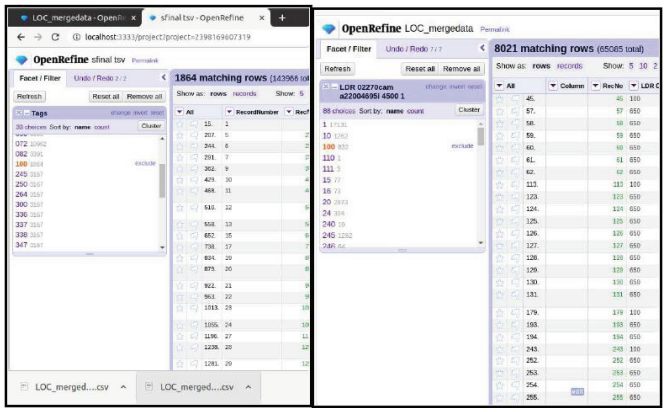


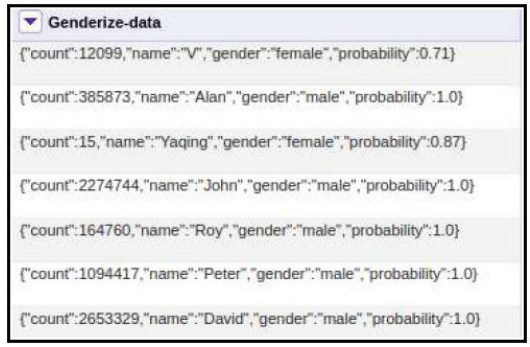
Fig. 4: 100 field data from Springer Nature and LOC, respectively

Data Analysis: In this step, several processes were carried out. The field 100 of MARC data contains various elements, such as tags, subfield codes, and record separators, which are commonly referred to as extraneous data. For gender analysis to be done, we needed to get rid of the extraneous data and extract only the "forenames" of the authors. Figure 5 gives a screenshot of this process.

Content	Raw100	Surname	AuthID	Firstnames
$aCook, Julia.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Cook, Julia.	Cook	1	Julia
$aTeng, (Mark) Feng.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Teng, (Mark) Feng.	Teng	2	Mark
$aPiazzoli, Erika.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Piazzoli, Erika.	Piazzoli	3	Erika
$aStreet, Seán.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Street, Seán.	Street	4	Seán
$aHowarth, Candice.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Howarth, Candice.	Howarth	5	Candice
$aBowen, William M.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Bowen, William M.	Bowen	6	William
$aGulbrandsen, Trygve.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Gulbrandsen, Trygve.	Gulbrandsen	7	Trygve
$aSiriwardane-de Zoysa, Rapti.$eauthor.$4aut$4http://id.loc.gov/vocabulary/relators/aut	Siriwardane-de Zoysa, Rapti.	Siriwardane-de Zoysa	8	Rapti

Fig. 5: Removal of extraneous data

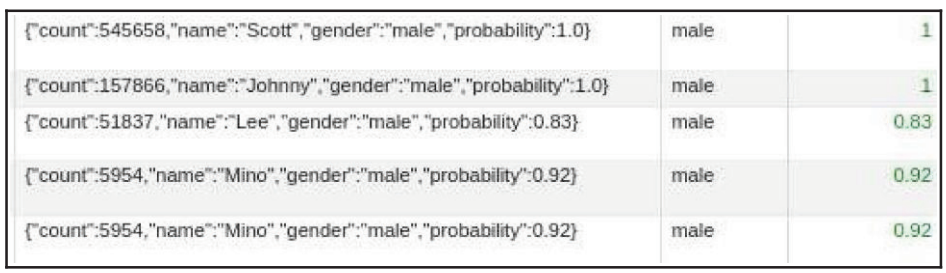
Genderization of the Authors: The authors' gender data were obtained with the help of "Genderize.io."It is a platform that offers gender prediction or identification based on given names. It utilises statistical algorithms and databases to estimate the likelihood that a given first name is associated with a particular gender. Genderize.io operates by analyzing the frequency and distribution of names across different populations and cultures. It uses this data to assign a likelihood or probability score for each name, indicating whether it is more likely to be associated with males or females. The data was retrieved using the REST API method. The API used in this project was: "https://api.genderize.io?name=" +value".



Genderize-data
{"count":12099,"name":"V","gender":"female","probability":0.71}
{"count":385873,"name":"Alan","gender":"male","probability":1.0}
{"count":15,"name":"Yaqing","gender":"female","probability":0.87}
{"count":2274744,"name":"John","gender":"male","probability":1.0}
{"count":164760,"name":"Roy","gender":"male","probability":1.0}
{"count":1094417,"name":"Peter","gender":"male","probability":1.0}
{"count":2653329,"name":"David","gender":"male","probability":1.0}

Fig. 6: Data from Genderize.io

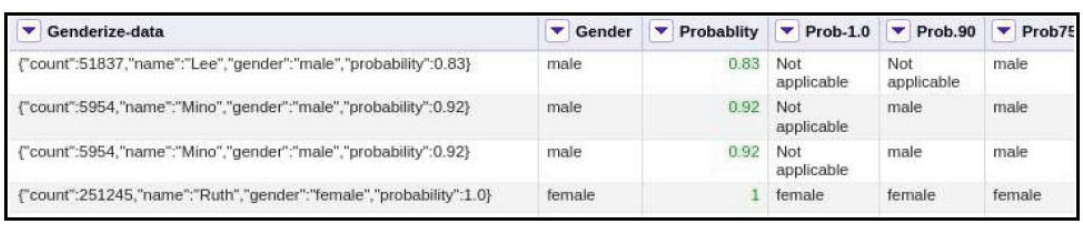
However, there is a limitation with this tool: Genderize.io allows only 1,000 data requests per day for each IP address. This restriction can be time-consuming when dealing with a large volume of data. Once we fetch the data, we focus on two main aspects: gender and the associated probability scores, as illustrated in Fig. 6. We utilized GREL (General Refine Expression Language) to extract this information from the dataset (Fig. 7).



{"count":545658,"name":"Scott","gender":"male","probability":1.0}	male	1
{"count":157866,"name":"Johnny","gender":"male","probability":1.0}	male	1
{"count":51837,"name":"Lee","gender":"male","probability":0.83}	male	0.83
{"count":5954,"name":"Mino","gender":"male","probability":0.92}	male	0.92
{"count":5954,"name":"Mino","gender":"male","probability":0.92}	male	0.92

Fig. 7: Data after extraction

Different probability points, along with their ratios, were then examined using this data. Three probability points were primarily considered — 0.75, 0.90, and 1.00 (Fig. 8). The ratio of female to male authors changed as the probability points were adjusted, which will be discussed later in the "data analysis" section.



Genderize-data	Gender	Probablity	Prob-1.0	Prob.90	Prob75
{"count":51837,"name":"Lee","gender":"male","probability":0.83}	male	0.83	Not applicable	Not applicable	male
{"count":5954,"name":"Mino","gender":"male","probability":0.92}	male	0.92	Not applicable	male	male
{"count":5954,"name":"Mino","gender":"male","probability":0.92}	male	0.92	Not applicable	male	male
{"count":251245,"name":"Ruth","gender":"female","probability":1.0}	female	1	female	female	female

Fig. 8: Different probability points

Data Analysis and Findings

The Library of Congress dataset included information on 832 authors. Data were available for 829 of them, while details for three authors were missing. The following table (Table 3) illustrates the distribution of male and female authors across varying probability thresholds generated by Genderize.io. Within the complete dataset, 587 authors were identified as male and 218 as female. At a probability threshold of 0.75, Genderize.io identified 571 males and 211 females. Increasing the threshold to 0.90 resulted in 545 males and 206 females being classified. At the maximum confidence level of 1.00, the figures further decreased to 471 males and 149 females. These results demonstrate the inverse relationship between confidence level and the volume of classified authors. Figure 9 displays a screenshot of the same.

Table 3: LOC data

	Total		0.75 Probability		0.90 Probability		1.00 Probability	
Gender	Male	Female	Male	Female	Male	Female	Male	Female
No.	587	218	571	211	545	206	471	149

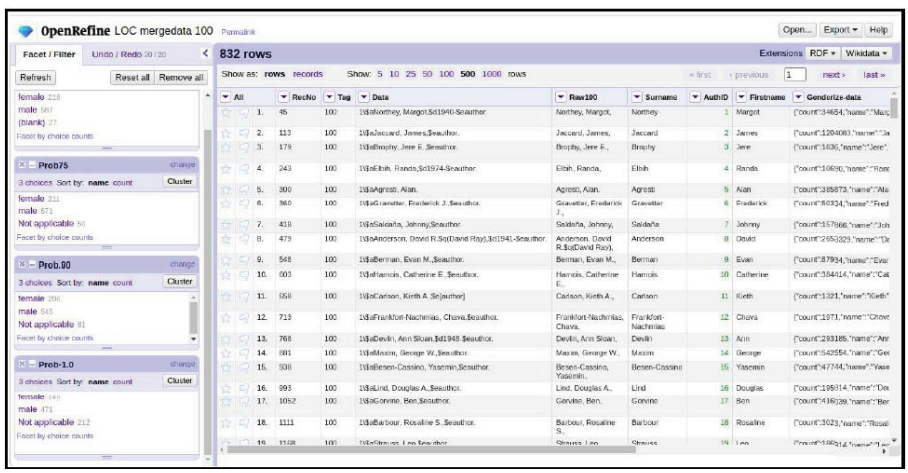


Fig. 9: LOC data

The Springer Nature dataset contains a total of 1,864 authors. Data were successfully retrieved for 1,827 authors, while information was missing for 37 authors. Table 4 (graphically supplemented by Fig. 10) shows the gender distribution of authors in the Springer Nature dataset, categorized by different confidence levels estimated by Genderize.io. Overall, 1,023 male and 754 female authors were identified. At the 0.75 probability

level, the dataset contained 944 males and 708 females. When the threshold was raised to 0.90, the figures declined slightly to 903 males and 657 females. At the highest confidence level of 1.00, 695 males and 424 females were identified. These results demonstrate the inverse relationship between confidence level and the volume of classified authors.

Table 4: Springer Nature data

	Total		0.75 Probability		0.90 Probability		1.00 Probability	
Gender	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
No.	1023	754	944	708	903	657	695	424

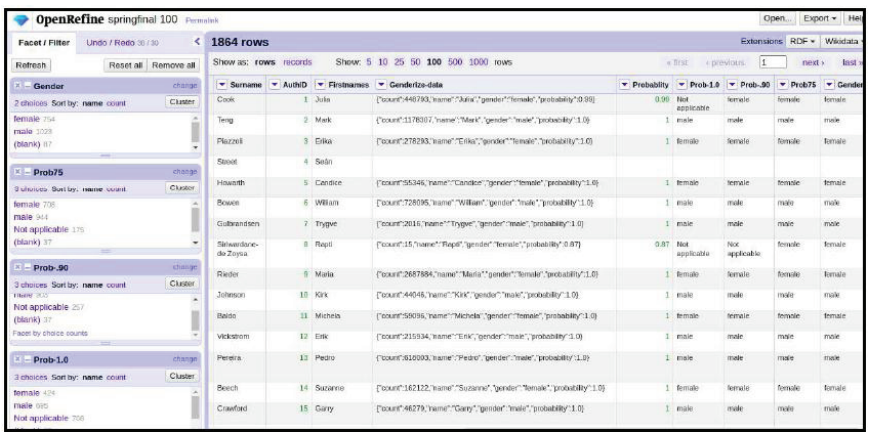


Fig. 10: Springer Nature data

Male-Female Ratio of Authorship

Table 5 summarises the gender ratio of authors in the Library of Congress dataset across different probability thresholds. Overall, male authors outnumber female authors at every confidence level, with 587 men and 218 women identified, yielding a male-to-female ratio of approximately 268 to 100. At a probability threshold of 0.75, the ratio remains almost unchanged at 269 to 100, indicating that moderate confidence levels do not significantly affect gender distribution. When the threshold rises to 0.90, the ratio narrows slightly to 265 to 100, indicating a slight reduction in the gender gap. However, at the most stringent level of 1.00 confidence, the ratio increases notably to 316 to 100, suggesting that fewer female names reach complete prediction confidence.

Table 5: Ratio of Authorship from LOC

Library of Congress	Probablity	Total	0.75	0.90	1.00
	Percentage	587/218 = **268:100**	571/211= **269:100**	545/206= **265:100**	471/149= **316:100**

Similarly, Table 6 outlines the gender ratio of authors in the Springer Nature dataset at various probability thresholds determined by Genderize.io. Overall, male authors consistently outnumber female authors, with 1,023 males and 754 females identified, resulting in a male-to-female ratio of approximately 136 to 100. At a 0.75 confidence threshold, the ratio slightly declines to 133 to 100, suggesting that moderate confidence levels have a minimal impact on the overall gender distribution. When increased to 0.90, the ratio remains nearly unchanged at 135 to 100. At the highest confidence level of 1.00, however, the ratio rises significantly to 164 to 100, indicating a noticeable reduction in the number of female authors identified with complete prediction certainty.

Table 6: Ratio of Authorship from Springer Nature

Springernature publishers	Probablity	Total	0.75	0.90	1.00
	Percentage	1023/754 = **136:100**	944/708= **133:100**	903/667= **135:100**	695/424= **164:100**

The outcome aligns with the observations made in the Library of Congress data, reinforcing the notion that gender prediction tools can reflect underlying biases or uneven certainty distributions across gender categories, particularly when applied to diverse author datasets. This trend reflects a familiar pattern, where automated tools like Genderize.io show lower confidence for female names, likely due to cultural differences and their underrepresentation in global datasets.

Male-Female Percentage of Authorship

The gender composition of authors in the Library of Congress dataset (Table 7, also graphically displayed by Fig. 11) reveals a clear dominance of male contributors. Overall, males comprise 72.9 per cent of the total, while females represent 27.1 per cent. This imbalance persists even when the probability thresholds for gender classification are varied. At a 0.75 confidence level, male representation increases slightly to 73.01%, with females accounting for 26.98%. A similar pattern emerges at the 0.90 threshold, where males comprise 72.56 per cent and females 27.43 per cent, indicating that moderate confidence adjustments have little effect on the overall

gender ratio. A more notable shift occurs at the highest confidence level of 1.00, where male authors rise to 75.96% and female authors decrease to 24.03%. This suggests that names assigned with complete confidence are more likely to be identified as male.

Table 7: Male-Female Percentage of Authorship in LOC data

Library of Congress	Probablity	Total		0.75		0.90		1.00	
	Gender	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage	**72.9%**	**27.08%**	**73.01%**	**26.98%**	**72.56%**	**27.43%**	**75.96%**	**24.03%**

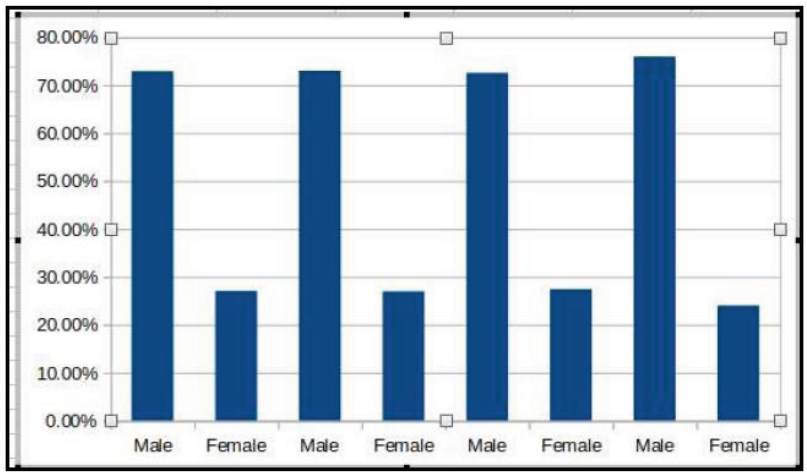


Fig. 11: Male-Female Percentage of Authorship in LOC data

The data from Table 8 (also graphically displayed by Fig. 12) demonstrate a clear gender skew in authorship within the Springer Nature dataset. Across all probability levels used by Genderize.io, male authors consistently outnumber female authors. At the overall level, males account for 57.56% of the total, and this proportion gradually increases to 62.10% when the confidence threshold reaches 1.00. As the probability level becomes more stringent, the proportion of female authors decreases from 42.43% to 37.89%.

The gradual shift in proportions suggests that applying higher confidence thresholds does not drastically alter the gender distribution until the highest level of certainty is applied. At that point, a notable reduction in female representation becomes visible, implying that the model classifies male names with greater confidence.

Table 8: Male-Female Percentage of Authorship in Springer Nature data

Springer-nature publishers	Probablity	Total		0.75		0.90		1.00	
	Gender	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage	**57.56%**	**42.43%**	**57.14%**	**42.85%**	**57.51%**	**42.48%**	**62.10%**	**37.89%**

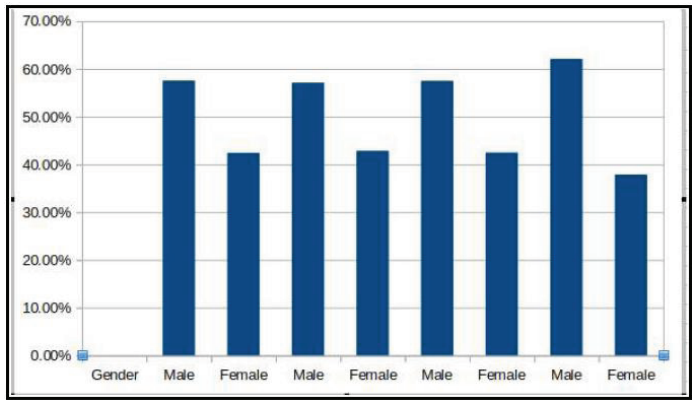


Fig. 12: Male-Female Percentage of Authorship in Springer Nature data

Conclusion

Gender disparities in academia appear to be decreasing, according to metrics such as grant funding and hiring practices. While some may think gender inequity is fading, a large-scale analysis of over eight million papers across the natural sciences, social sciences, and humanities reveals persistent ways in which gender inequities continue to exist. (West et al., 2013) Despite advancements in gender equality and increased recognition of women's voices, disparities persist in various aspects of authorship, as evident from the aforementioned facts and figures. This underrepresentation can perpetuate the notion that women's voices and perspectives are less valuable or relevant. Barriers, such as the gender pay gap and limited access to resources, also contribute to the marginalisation of female authors. These obstacles make it more challenging for women to establish a writing career and achieve the same level of recognition as their male counterparts. It is clearly evident from the given data that, in the case of primary/first authorship, females are significantly underrepresented compared to male authors. However, their role in that literary piece of work is equivalent to, or in some cases, more than that of their male counterparts. This same kind of discrimination occurs in the workplace, where "Same work, less wage" persists. Not only in subjects like

medical science, astronomy, engineering, and computer applications, but also in the sphere of social science subjects, which have been traditionally considered suitable for women, female authors, even in the 21st century, are being underrepresented. Efforts are being made to address these disparities and promote gender equity in authorship. One day, we will bridge this significant gap and empower women to express themselves boldly, ensuring their voices are heard and resonate throughout society.

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Evolution of User Engagement Studies in Makerspace: A Trend Analysis of Publications in Makerspace

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ABSTRACT: Libraries has evolved from traditional knowledge repositories into the dynamic learning hubs that promotes creativity, collaboration, and innovation. One of the key components that made this transformation possible is the introduction of Makerspaces, which not only provide tools and environments for hands-on learning and experimentation, but also encourages users to collaborate. This study provides an overview of global research going on Makerspaces in libraries, focusing on user engagement, innovation, Data was collected from the Scopus database, comprising 1,239 documents from 377 sources, and analyzed using Biblioshiny and MS- Excel and have used text mining techniques for keyword analysis.. Results revealed a tremendous growth in publications, with a 31.6% annual growth rate, indicating a rapidly expanding area of study. The United States is leading in this domain, followed by Canada, Germany, China, and Australia. Most prominent authors are Julie S. Linsey and Robert L. Nagel. Overall, the findings demonstrate that Makerspaces have redefined libraries as interactive, technology-rich environments that foster creativity, collaboration, and lifelong learning.

KEYWORDS: makerspace, user engagement, education, 3D printing, design, bibliometrics, scientometrics, innovation.

Introduction

In recent years, libraries have evolved from being traditional information repositories to dynamic community learning hubs that encourage creativity, collaboration, and innovation (Kim et al., 2022; Sharma, 2021). One of the most significant developments in this transformation is the introduction of Makerspace, a dedicated area within the libraries that provide users with tools, technologies, and collaborative opportunities to create, experiment, and learn by doing (Willett, 2016; Sharma, 2021). Makerspace allows active participation, skill development,

and user engagement by integrating digital literacy, design thinking, and hands-on learning experiences into the library environment (Kim et al., 2022; Koh et al., 2024).. A bibliometric study offers a systematic approach to analyse the trends, patterns, and scholarly output related to the field of study (Sharma, 2021). It helps in identifying, authorship patterns, citation networks, and thematic evolutionAlso, identify the key authors, institutions, and evolving areas of research in this domain (Sharma, 2021; Kim et al., 2022).

This study provides an overview of the publications on Makerspace. This study aims to explore the recent trends in makerspace and highlighting the major authors, institutions, as well as countries leading in this domain. As per the data available on October 12, 2025, the total number of documents extracted from the Scopus database is 1,239.

Review Of Literature

The growth of research on Makerspace reflects an increasing interest in understanding their impact on user engagement, learning outcomes, and community involvement (Koh et al., 2024; Sharma, 2021). The literature focuses on published works that explore the concept, implementation, and impact of Makerspace on library services, user participation, and community learning.

Impact of Makerspace on student learning outcomes and creativity

Makerspace has been prominently recognized as a dynamic learning environment that fosters creativity, critical thinking, and innovation among students. Studies highlighted that Makerspace provides opportunities to explore engineering concepts and develop 21st-century skills through collaboration in a community-based environment, although empirical evidence on their specific impact is still limited (Lanci et al., 2018). Building upon this foundation, some of the research demonstrated that Makerspace has positively influenced the student's learning outcomes by enhancing their creative problem-solving skills and engagement through hands-on experimentation. Students participating in Makerspace activities have exhibited improved product design abilities and developed practical skills in higher education settings (Brahimi et al., 2019). Further studies emphasized that Makerspace encourages active participation, collaboration, and communication, enabling learners to engage in critical thinking and innovative

applications of knowledge across diverse academic contexts (Novak, 2019). Recent evidence shows that Makerspace promotes creativity, problem-solving, and teamwork while boosting students' confidence and cognitive development—particularly within STEM education. (Soomro et al., 2023).

2.1 Makerspace in public libraries.

Makerspace in public libraries has emerged as powerful tools for developing community engagement and strengthening social cohesion. Early research emphasized that library Makerspace function as social spaces that support creativity, learning, and collaboration among diverse community members. They address community needs, promote wellbeing, and engage excluded or marginalized groups through participatory activities (Taylor et al., 2016). Similarly, Makerspace are being shown as a place to enhance community engagement by enabling participatory social arrangements that allow users to co-create, share resources, and redefine the traditional roles of libraries. These initiatives promote equitable relationships among patrons, library staff, and the institution itself, reinforcing the democratic and participatory ethos of public libraries (Barniskis, 2016). Further studies have proposed that public library Makerspace fosters collaboration and skill sharing by providing access to creative resources and learning opportunities. They serve as inclusive environments where individuals from varied backgrounds. (Alonso-Arévalo & Vázquez Vázquez, 2018). Koh et al. (2018) highlighted that library Makerspace act as social hubs for promoting active community engagement, knowledge creation, and equitable access to information and learning. Recent findings revealed that Makerspace attracts new community members, changes perceptions of libraries, and strengthens civic pride. Through access to fabrication tools, creative spaces, and collaborative experiences, they nurture innovation, participation, and stronger social bonds within communities (Koh et al., 2024).

3. Objectives of the Study

The objectives of this study are;

- To identify the most prolific authors;
- To examine trends in publications along with citations;
- To Identify the most prominent sources on the area of Makerspace; and
- To analyse the author keywords by using text mining approach.

4. Methodology

4.1 Data Source

This study aims to explore the publications that are published on makerspace, for which the Scopus database, which is the most popular and comprehensive database for bibliographic data and citations from different sources, is used to extract data for analysis.

4.2 Search Strategy

To extract all the publication output on makerspace, a query was used which was limited to titles, abstract and keywords of the publications. The search string used to extract data from the database is TITLE-ABS-KEY (makerspace).As per data extracted from Scopus database on October 12, 2025, the total number of documents are 1,239.

4.3 Data Analysis and Visualization

The bibliographic data extracted from Scopus was analyzed using Biblioshiny. Microsoft Excel (MS Office) was used for data tabulation, statistical comparison, and descriptive analysis. Visual representations of trends and patterns were designed using MS-Excel as well as by using Matplotlib library of python on Google colab. For Keyword analysis, the data is prepared by loading the data into pandas dataframe and handling any missing value. TF-IDF (Term Frequency-Inverse Document Frequency) method from scikit-learn is used to convert the abstract into numerical feature vectors. For visualization, all keywords are concatenated into a single string and a word cloud was generated using the Word Cloud library, displaying it with matplotlib to provide a clear, visual representation of keyword frequency and prominence.

5. Data Analysis And Interpretation

5.1 Overview of the Collected Data

The bibliometric dataset for this study was retrieved from the Scopus database covering the timespan 2012–2025. A total of 1,239 documents were analyzed from 377 publication sources, including journals, books, and conference proceedings. The annual growth rate of 31.6% indicates a rapidly expanding interest in *Makerspace in libraries*. The dataset contains 7,537 references and reflects an average of 8.96 citations per document, with a mean document age of 4.35 years, suggesting a relatively young and evolving research domain.

Table 1: Summary of Bibliometric Data (2012–2025)

Category	Indicators	Values / Description
Main Information	Timespan	2012–2025
	Sources (Journals, Books, etc.)	377
	Total Documents	1,239
	Annual Growth Rate (%)	31.6
	Average Age of Documents	4.35 years
	Average Citations per Document	8.961
	Total References	7,537
Document Contents	Keywords Plus (ID)	3,830
	Author's Keywords (DE)	2,325
Authorship Profile	Total Authors	2,551
	Single-authored Documents	243
	Authors of Single-authored Docs	195
Collaboration Patterns	Co-authors per Document	3.03
	International Co-authorship (%)	10.57
Document Types	Articles	573
	Books	18
	Book Chapters	97
	Conference Papers	502
	Conference Reviews	16
	Editorials	2
	Erratum	5
	Notes	7
	Reviews	19

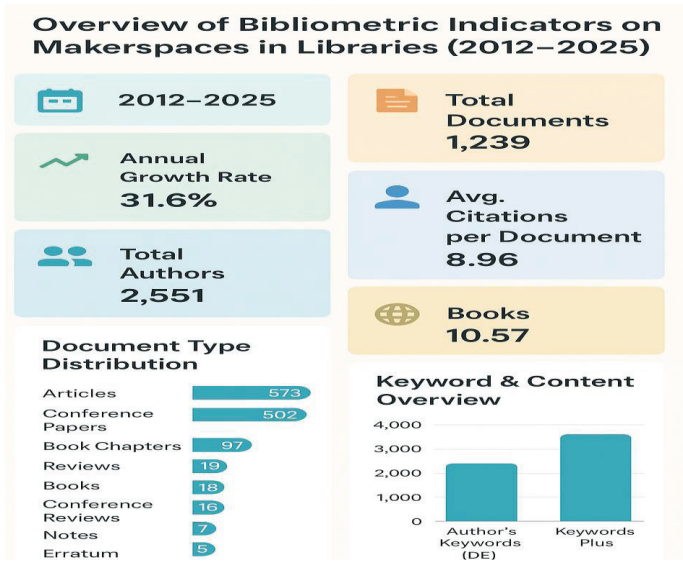


Figure 1: Data Overview.

Annual Growth Rate of Publications

Figure 2 reveals a steady and significant increase in the publication of Makerspace. The early phase (2012–2014) shows minimal research activity, with only few publications. However, from 2015 onward, there is a significant growth in the publications, which reflects growing institutional and academic awareness of makerspace integration in libraries to support innovation, creativity, and user engagement. 168 publications recorded in 2021 which is the highest no. of publications in a year, indicating this period as the most productive phase. Although there was a slight decline in 2022 and 2024. Overall, the trend demonstrates consistent growth of publications with an average annual growth rate of 31.6%.

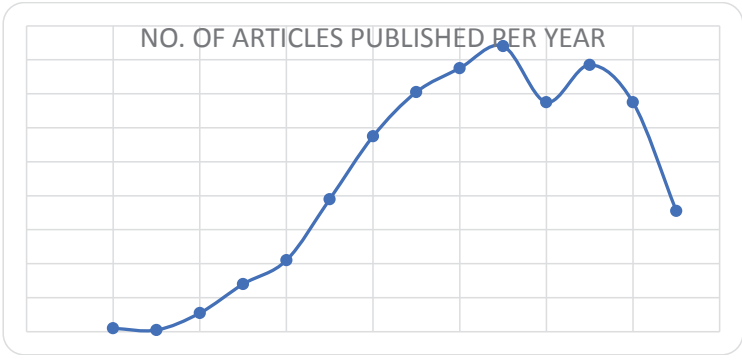


Figure 2: Annual Publications Trend

5.3 Most Prominent Sources

Table 2 shows the top 10 journals in makerspace research,along with their journal level metrics. Library Hi Tech has the highest h-index (12), showing that Library Hi Tech has the highest impact. The ASEE Annual Conference and ACM International Conference Proceeding Series has the maximum number of publications, with 140 and 50 publications, and ASEE Annual Conference And Exposition, Conference Proceedings with h-index 10 have the highest Citation, (472) respectively. Journals including TechTrends and the British Journal of Educational Technology show considerable citations, underscoring increased scholarly engagement. Overall, the data suggests that makerspace research is interdisciplinary, encompassing education, technology, and engineering fields, with journals and conferences playing vital roles in its academic distribution.

Table 2: Most Prominent Sources in Makerspace Research

S.No	Source	h index	g index	m index	Total Citations	No. of Publications	PY start
1.	LIBRARY HI TECH	12	14	1.091	288	14	2015
2.	ACM INTERNATIONAL CONFERENCE PROCEEDING SERIES	10	14	0.714	260	50	2012
3.	ASEE ANNUAL CONFERENCE AND EXPOSITION, CONFERENCE PROCEEDINGS	10	17	0.909	472	140	2015
4.	CONFERENCE ON HUMAN FACTORS IN COMPUTING SYSTEMS - PROCEEDINGS	9	14	0.9	345	14	2016
5.	INTERNATIONAL JOURNAL OF CHILD-COMPUTER INTERACTION	9	11	1.125	184	11	2018
6.	TECHTRENDS	9	14	0.818	397	14	2015

S.No	Source	h index	g index	m index	Total Citations	No. of Publications	PY start
7.	BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY	8	8	1.143	246	8	2019
8.	INFORMATION AND LEARNING SCIENCE	7	10	1.167	125	15	2020
9.	INTERNATIONAL JOURNAL OF ENGINEERING EDUCATION	7	14	0.875	215	15	2018
10.	INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION	7	7	1	114	7	2019

5.4 Most Prolific Authors and Institutions

Table 3 shows the top 10 authors who have contributed most to makerspace research. Julie S. Linsey stands out with the highest number of citations (352) and a strong research impact, followed by Robert L. Nagel, who also has a high h-index of 10. Anu Kajamaa and Kristiina Kumpulainen show steady research growth, with high m-index values, meaning they have been publishing regularly over time. Other authors like Wendy C. Newstetter and Swaminathan Rajaraman also play key roles in advancing this field. Overall, these authors represent a mix of expertise from engineering and education, showing that makerspace research is truly interdisciplinary and growing in influence.

Table 3: Most Prolific Authors

Author	h index	g index	m index	TC	NP	PY_start
LINSEY JULIE S.	10	18	0.833	352	29	2014
NAGEL ROBERT L.	10	14	1	200	20	2016
KAJAMAA ANU	8	14	1.143	241	14	2019
KUMPULAINEN KRISTIINA	8	15	1.143	240	15	2019
NEWSTETTER WENDY C.	8	9	0.667	253	9	2014

Author	h index	g index	m index	TC	NP	PY_start
RAJARAMAN SWAMINATHAN	8	13	1	190	16	2018
TOMKO MEGAN E.	8	10	0.889	136	10	2017
KUNDU AVRA K.	7	13	0.875	174	13	2018
BOUWMA-GEARHART JANA L.	6	7	0.75	91	7	2018
NADELSON LOUIS S.	6	9	0.75	99	9	2018

5.5 Most Prominent Institutions

Figure 3 depicts the most prominent institutions that are publishing research on makerspace. Among the top 10 Institutions, Georgia Institute of Technology, USA, has the highest number of publications (61), followed by the University of Central Florida , USA with 58 Publications. The figure suggests that the majority of the institutions having research output on makerspace are from the USA. It should be noted that 41 publications do not have reported their affiliated Institutions.

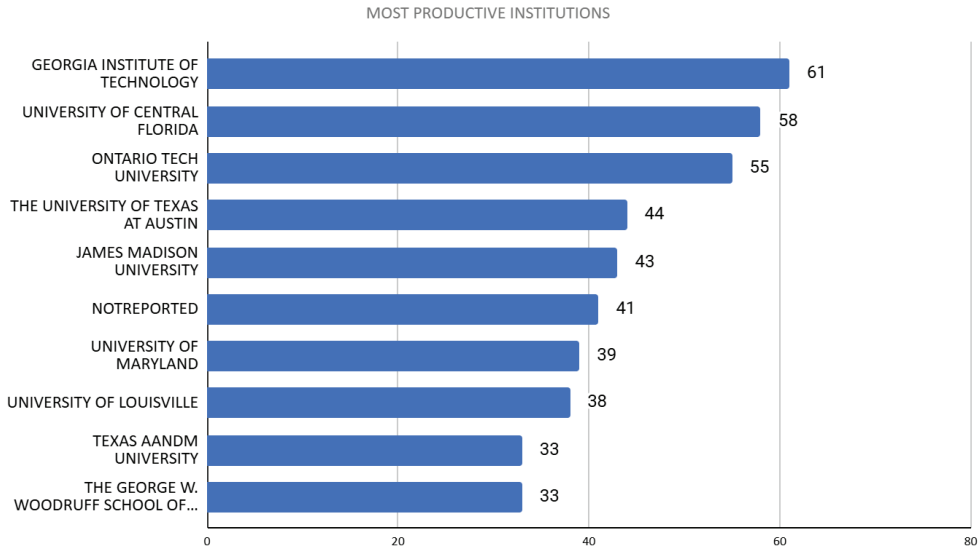


Figure 3: Top Institutions

5.6 Country-wise Research Contributions

Figure 4 shows how research on makerspaces is spread across different countries. The United States has the highest number of publications with 1,883 publications, which is more than ten times the number from Canada (159). Other countries like Germany (150), China (141), and Australia (135), which make up a second group

with moderate research activity. Nations like Finland (121) and the UK (103) also contribute regularly but on a smaller scale. In contrast, many countries in Africa, the Middle East, and smaller parts of Europe and Asia have very few publications, often fewer than 20. Overall, most makerspace research comes from developed countries, showing that the field is still growing in other regions.

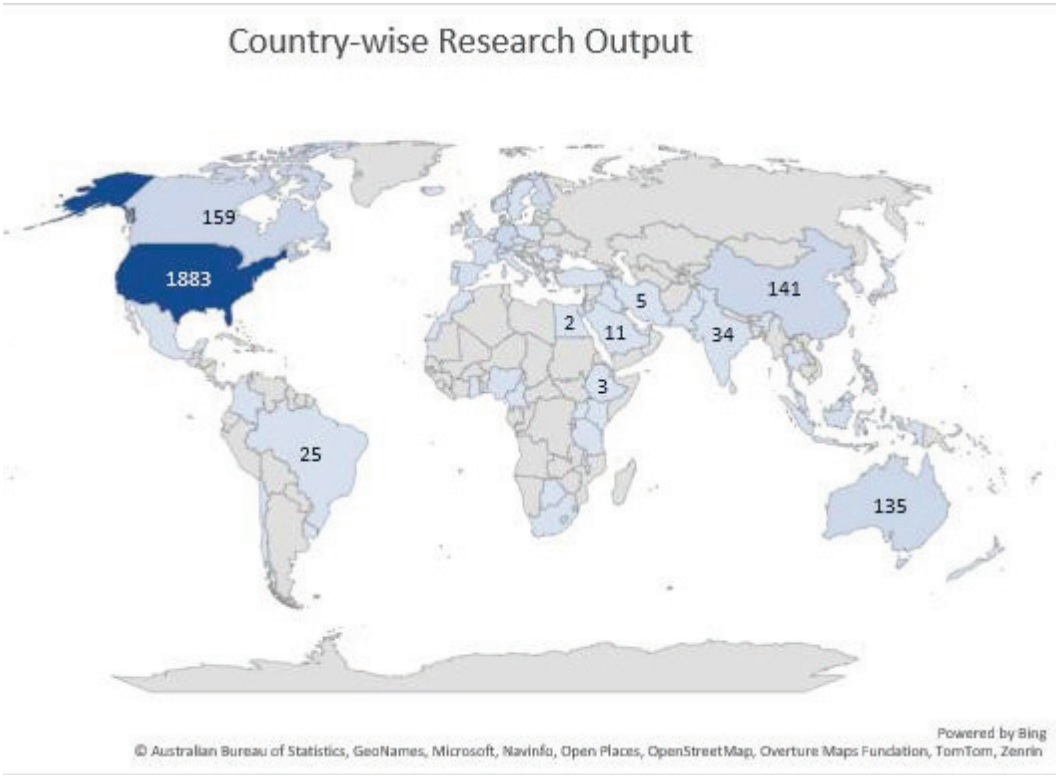


Figure 4: Top Countries by Research Output

5.7 Citation and Impact Analysis

Figure5 shows the trend of mean citations per article (MeanTCperArt). The early years (2012–2014) show the highest citation average, highest 46.00 in 2013, indicating that earlier publications had a stronger academic influence and were cited more frequently. From 2015 onwards, there is a gradual decline in citation average, dropping to 0.38 by 2025. This decline suggests that the recent articles had less time to accumulate citations. Overall, the pattern reflects a maturing research field, where initial groundbreaking studies received high attention, followed by consistent but less-cited publications as the topic became more established.

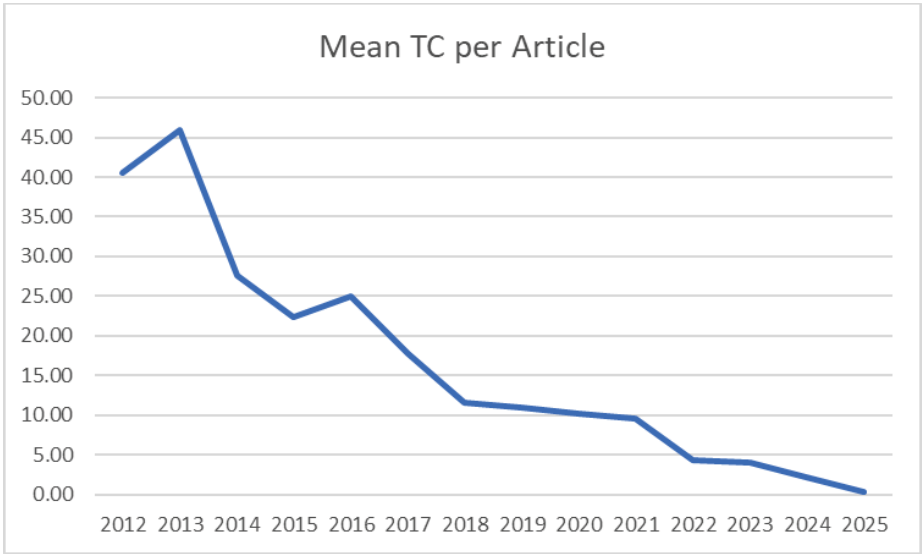


Figure 5: Annual Total Citation Trend

5.8 Keyword Analysis

Keyword analysis and co-occurrence mapping reveal the main themes in Makerspace research. “Makerspace” and “Makerspaces” are the most central keywords, followed by making, education, 3D printing, design, digital fabrication, maker movement, STEM, and innovation. These keywords reflect the focus on library innovation, hands-on learning, and technological integration in Makerspace.

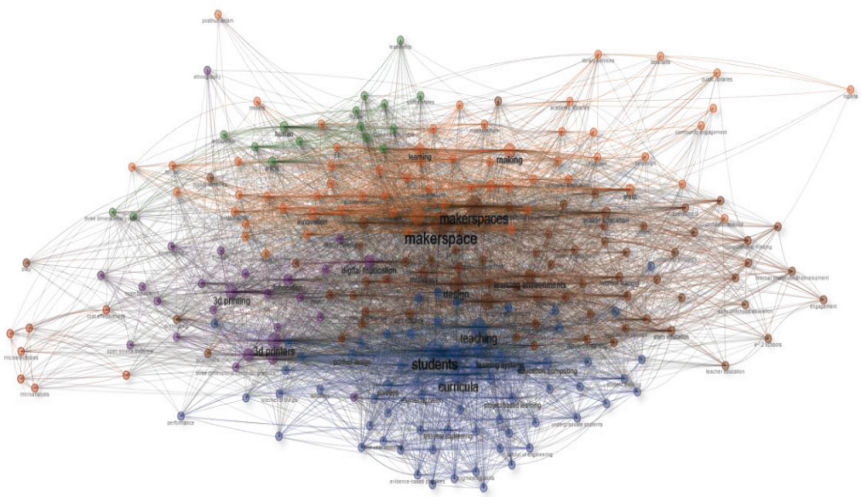


Figure 7: Thematic Map of Keywords

Centrality Measures

Table 4: Centrality Measures of keywords

Cluster	Cluster Name	Avg. Betweenness	Avg. Closeness	Avg. PageRank
1	Education	0.0001	0.0276	0.0175
2	Learning	0.0044	0.1203	0.0342
3	Printing	0.0041	0.1061	0.0317

Centrality measures help us find which points (or keywords) are most important in a network. These Measures include closeness, betweenness and PageRank. Betweenness shows which words connect different groups, closeness shows which are closest to others, and PageRank tells which words are most influential or commonly linked to in the network among the cluster of keywords. In this Study, three cluster were identified namely education, learning and printing. Table 4 suggests that the 'Education' cluster has low centrality across all metrics. This suggests that *education-related keywords* are somewhat peripheral, they appear in the text but are not highly connected to other major themes. They might represent background discussions or contextual references rather than central Makerspace activities. Cluster named 'Printing' has Moderate centrality.. Meanwhile, the Cluster 'Learning' has the highest values across all three measures. These are the most central and influential cluster keywords here that connect to many other themes, indicating that learning is a key conceptual hub in Makerspace discourse.

Author Keywords

The analysis of author keywords provides insight into the main themes and focus areas of Makerspace research. In this study, prominent keywords such as learning, education, STEM, engineering, maker, and libraries indicate that the publication emphasizes the educational and technological roles of Makerspaces. The frequently used terms like 3D printing, fabrication, and design reflects their close connection to fabrication and engineering practices. Meanwhile, words such as creativity, collaboration, innovation, and professional development highlights the importance of Makerspaces in developing teamwork, skill enhancement, and innovative thinking. It suggests that Makerspaces are viewed primarily as interactive, technology-rich learning environments that promote creativity, hands-on education, and practical skill development across various disciplines.

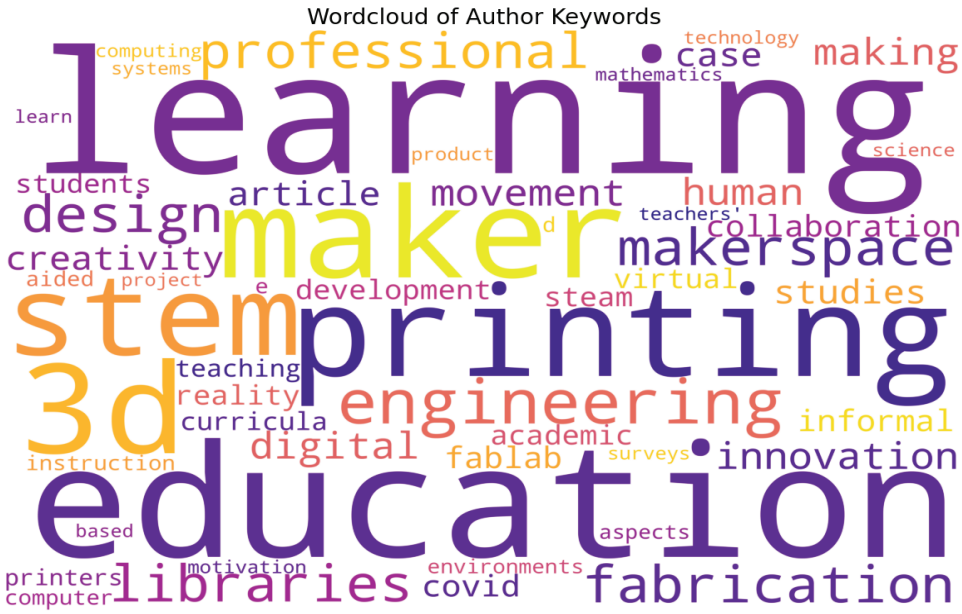


Figure 7: Wordcloud of Author Keywords

Conclusion

This study highlights how Makerspace have transformed libraries into the central hubs of creativity, innovation, and learning. Through bibliometric analysis of global research trends, it is apparent that the research interest in this field has grown rapidly, especially in recent years. The United States is leading in terms of research output, supported by strong contributions from Canada, Germany, China, and Australia. Julie S. Linsey and Robert L. Nagel are the most prominent authors who have significantly shaped the field's development. The findings show that Makerspaces not only enhance user engagement but also encourage collaboration, skill-building, and innovation. Makerspaces represents a key step in redefining libraries as dynamic, technology-driven learning environments that empower communities and inspire lifelong learning.

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Assistive Technologies and Library Services for Specially-Abled Patrons: Insights and Challenges of Selected University Libraries in Guwahati

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ABSTRACT: This study examines the current situation of assistive technology and library services for users with special needs in six libraries at Guwahati University, India, using a descriptive survey to assess the availability of technologies, services provided, and access barriers for patrons with disabilities. Data was collected from library professionals and specially-abled students. The study found huge technology gaps, such as headphones and audio-visual facilities being available in all institutions, while advanced AT like JAWS screen readers are unavailable in all. ATs, such as Optical Braille Recognition software and Kurzweil 1000, and input devices were completely missing from libraries. Government universities report a higher enrollment of students with a disability than private universities. Issues include non-availability in appropriate formats, difficulty in using assistive technologies, students being unfamiliar with library resources, and a lack of adequate staff training. Recommendations include staff training, formal disability services, systematic conversion of materials into accessible formats, planned purchasing of higher-level AT, and orientation programming to more inclusively and fairly address the needs of university students with disabilities.

Keywords: Assistive technologies, Library services, Specially-abled, Accessibility, Technology

1. Introduction

The perspective on disability has evolved as a result of the United Nations Convention on the Rights of Persons with Disabilities (CRPD). Disability is now recognized as a fundamental human rights issue, rather than a social welfare or clinical concern, and addressing the problems of persons with disabilities is a prerequisite for achieving global developmental goals. The Convention offers a legal framework for the lives of individuals with disabilities. It states that children with disabilities have the right to an inclusive education with all the necessary

resources. 173 nations have ratified the CRPD as of right now (UN Division for Social Policy and Development: Disability, 2016)

As more specially-abled students are enrolling in higher educational institutions, it becomes a mandate for libraries to provide the same quality of services to specially-abled students as to those of regular students. This demography needs special assistance and support when looking for resources in the library. With the advancement of new technologies, libraries are now able to deliver services to users with special needs. A significant concern for libraries in providing services is that the information they store and disseminate should be made accessible to users in a format that meets their needs. For instance, a person with visual impairment would require the materials in braille format rather than printed text format.

1.2 Assistive Technology

Assistive, adaptive, and rehabilitative technologies for those with disabilities are referred to as assistive technology (AT). Persons with disabilities frequently struggle to carry out daily tasks on their own or without assistance, in contrast to non-disabled individuals. Assistive technologies provide greater independence to individuals with disabilities and help them accomplish tasks that were previously difficult to complete. Assistive technologies have enabled individuals to increase their social participation and promote inclusivity. The libraries have started to include ATs in providing services to the specially-abled patrons. The initiatives by the libraries in adopting ATs and devices, which will help the specially-abled patrons, have expanded their area of services for the library users. Different types of ATs, such as Sugamya Pustakalaya, Talking Typing Teacher, JAWS (Job Access with Speech), ZoomText Magnifier/Reader, Optical Braille Recognition (OBR), Kurzweil 1000, Screen Access for all (SAFA), Shruti Drishti, NVDA, iCommunicator, Tracker Pro, Softype, e-Saadhya, Evo E10 Daisy Digital Recorder/Player, were taken into consideration for the study.

2. Literature Review

The primary issues that students with special needs encounter in most academic libraries worldwide are infrastructure and digital accessibility challenges. Problems that persist include the inaccessibility of physical spaces and the unavailability of electronic resources in suitable formats, the lack of ramps and wheelchair provisions, and the absence of dedicated websites and disability-specific facilities (Gikunju, Odero, & Kwanya, 2023; Khot, Hujare, & Killedar, 2022). A prevalent issue among library staff is that they lack proper training and

awareness to cater for the needs of specially-abled patrons, and communication issues, as not knowing sign language and other matters related to different types of disabilities, there are no courses included in the LIS curriculum related to disability library services (Salauddin, 2022; Koulikourdi, 2008). To overcome this challenge, disability-specific services and assistive technologies should be adopted, and specialized software and initiatives that effectively address the diverse needs of patrons with disabilities should be implemented to facilitate a comprehensive search for resources in the library (Nath & Borgohain, 2022; Ari & Inan, 2010). Conclusively, to develop a positive user experience and foster long-term development, sound policymaking initiatives and the use of user feedback mechanisms are necessary for the development of customized library services for persons with disabilities (Yadav & Singh, 2022; Pontoriero & Mazur, 2019). The comprehensive literature on library services for people with disabilities identified several barriers in information seeking and structural inadequacies in the services that academic and university libraries currently offer to individuals with disabilities. Additionally, the study provided recommendations for improving library services in Guwahati's university libraries, which would be highly beneficial in developing effective library services and policy initiatives.

3. Objectives of the study

1. To evaluate the current status of library services, adaptive equipment or technological provisions for the specially-abled students in the selected libraries in Guwahati.
2. To find out the information needs and information-seeking habits of students with special needs
3. To study the initiatives taken by the library to adapt different kinds of library and information services for the specially-abled students.

4. Research methodology

A descriptive survey strategy was used in this study. The primary objective of this descriptive research is to characterize the current situation and investigate its underlying causes. The study is carried out at selected universities in Guwahati. The sample respondents are chosen through the use of purposeful sampling. Due to the relatively small number of students with disabilities, the sample was representative of the overall population. The data were collected from respondents through mailed questionnaires, structured interviews, and physical visits to the library. The collected data has been evaluated using MS Excel with the help

of various forms of charts, tables, and diagrams to fulfil the objectives and draw conclusions for the study.

5. Results and discussions

The study has made an effort to determine the current state of assistive technologies and the library services being rendered, and it also emphasizes the constraints faced by students with disabilities in the university libraries of Guwahati. For the study, two sets of questionnaires were prepared, one in online mode and the other in offline mode, consisting of 22 questions (library survey) and 10 questions (user study), respectively, in consideration of the objectives undertaken for the study. For the library survey questionnaire, the responses were collected by physically visiting the six university libraries. For the user study, a questionnaire was sent via email to the specially-abled students of these universities, which were selected using a purposive sampling method.

Table 5.1 Surveyed university libraries of Guwahati

	Name of University	Libraries surveyed	YoE
1	Gauhati University	Krishna Kanta Handiqui Library	1948
2	Cotton University (erstwhile Cotton College)	Dr Surya Kumar Bhuyan Library	1901/2017
3	Assam Don Bosco University	Assam Don Bosco University Library	2008
4	Assam Down Town University	Hari Narayan Dutta Baruah Central Library	2010
5	Royal Global University	Royal Global University Central Library	2013
6	Girjananda Chowdhury University	Bina Chowdhury Central Library	2022

YoE – Year of Establishment.

The data from Table 5.1 represent the names of six Universities, along with the names of the libraries surveyed, and have been arranged in chronological order by their year of establishment. The oldest established university has been placed at the top, and the newly established university has been placed at the bottom of the table. These universities are abbreviated as GU, CU, ADBU, ADTU, RGU, and GCU; they are used later in this chapter, and the same chronological order is followed.

Table 5.2 Respondent distribution according to their form of disability

Sl No.	Universities	Visual Impairment	Hearing Impairment	Mobility Impairment	Cognitive Impairment	Others	Total	%
1	**GU**	4	0	4	0	0	8	50
2	**CU**	7	0	0	0	0	7	44
3	**ADBU**	0	0	1	0	0	1	6
4	**ADTU, RGU, GCU**	0	0	0	0	0	0	0
	Total						N=16	100

Table 5.2 presents the details of respondents with some form of disability. They are categorized into five different groups: impairments related to vision, hearing, mobility, cognition, and other areas. It is evident from the figures that the highest number of respondents, 50% (8), were from GU, which is also the oldest university in terms of establishment, followed by CU, at 44% (7), and the least number of respondents from ADBU, at 6% (1). In contrast, the recently established universities, ADTU, RGU, and GCU have zero respondents. It can be estimated from this study that the highest number of disabled population is from government institutions, such as GU and CU, unlike private universities like ADTU, RGU, and GCU.

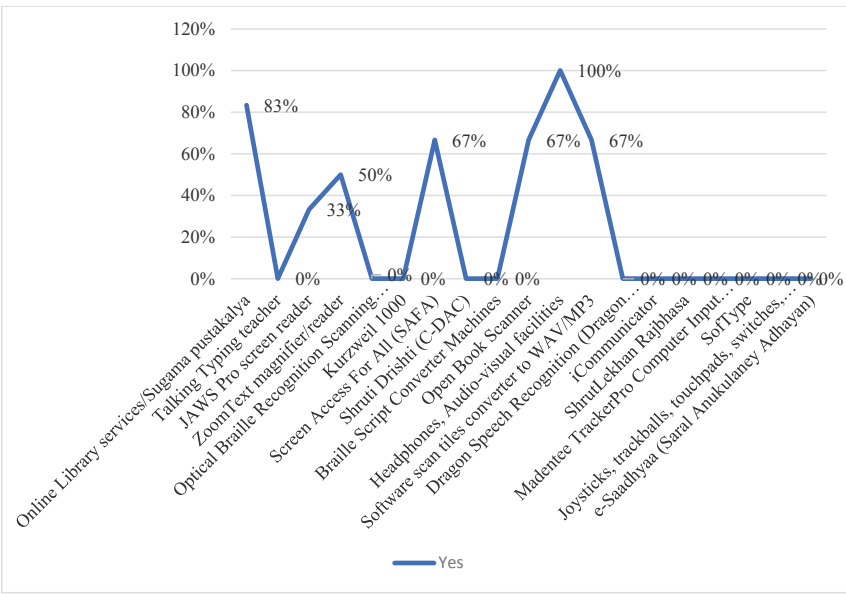


Figure 5.1 Availability of Assistive Technologies and Services

Figure 5.2 illustrates the accessibility of assistive technologies in the University of Guwahati. It is found that out of all the libraries 100% (6) have headphones and audio-visual facilities, 83% (5) have 'online library services/Sugama Pustakalaya, 67% (4) have Screen Access For All, Open Book Scanner, and Software scan tiles converter to WAV/ Mp3, 50% (3) has 33% (2) JAWS Pro screen reader. The libraries confirm not having the assistive technologies such as talking typing teacher, Optical Braille Recognition Scanning Software (OBR), Kurzweil 1000, Shruti Drishti(C-DAC), Braille Screen Converter Machines, Dragon Speech Recognition, iCommunicator, ShrutLekhan Rajbhasa, Madentee, TrackerPro Computer Input Device, SofType, Joysticks, trackballs, touchpads, switches, enhanced keyboards and e-Saadhyaa.

Table 5.3 Reasons for not providing specially-abled assistive services

Sl No	Reasons	No of responses	Percentage
1	Lack of specially-abled students	1	10
2	Lack of availability of funds	1	10
3	Lack of infrastructure	0	0
4	Lack of trained staff	3	30
5	Lack of assistive equipment	3	30
6	No user demand	1	10
7	Planning to start within 6-12 months	1	10
8	Other	0	0
	Total	10	100

It is evident from Table 5.4 that 30% (3) of universities have reported not providing library services due to a lack of trained staff and inadequate assistive equipment. Universities do not provide services due to unavailability of funds, no user demand to keep those services is 10% (1), and most importantly, there are no specially-abled users in their institution, whereas 10% (1) have planned to start the services within 6-12 months.

Table 5.4 Frequency of assistive devices used by the specially-abled students

Sl No	Frequency of use of assistive devices	Frequency	Percentage%
1	**Always**	2	33
2	**Sometimes**	3	50
3	**Rarely**	0	0
4	**Never**	1	17
	Total	6	100

The frequency of assistive technology use in university libraries by students with special needs is shown in Table 5.6. 50% (3) of students from three universities use assistive technologies sometimes, 33% (2) of students from two universities use assistive devices always, and 17% (1) of students from one university never use assistive technologies in accessing information, according to the library survey data.

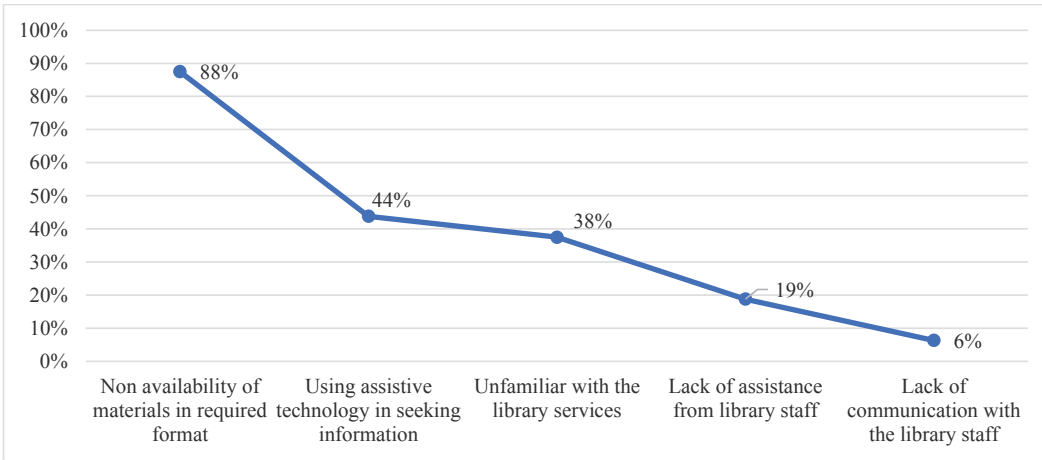


Figure 5.2 Challenges encountered in accessing information

Figure 5.6 identifies the challenges in accessing information the most significant challenge faced by the specially-abled students in information seeking is 87.5% (14), which signifies the non-availability of materials in the required format, the second challenge faced by them is difficulty in using assistive technologies in information seeking 43.8% (7), 37.5% (6) are unfamiliar with the library resources, 18.8% (3) have admitted of not getting assistance from the library staff. 6.3% (1) have faced the challenge of a lack of communication with the library staff.

Table 5.5 Initiatives undertaken by the libraries to support specially-abled students, university-wise.

Table 5.5: Initiatives of the library, university-wise.

Sl No	Initiatives	GU	CU	ADBU	ADTU	RGU	GCU
1	**Digital library resources**	1	1	1	1	1	1
2	**Accessible workstation/Area**	1	1	0	0	0	1
3	**Promotion of an inclusive culture**	1	1	1	1	1	1
4	**Staff training & awareness**	1	0	0	0	0	0
5	**Events & workshops**	0	0	0	0	0	0

Sl No	Initiatives	GU	CU	ADBU	ADTU	RGU	GCU
6	**Planning to acquire library services**	1	1	1	1	1	1
7	**Planning to acquire assistive technologies**	1	1	1	1	1	1
	N=7	6	5	4	4	4	5
	% of availability	88	75	50	50	63	75

In Table 5.8, it is noted that libraries have taken initiatives to support students with special needs within their institutions. The data is represented university-wise. The highest number of initiatives for the specially-abled is taken by GU, which has 88% (6) initiatives by making library resources in digital format, inclusive culture, providing accessible workstations, staff training and awareness and planning to acquire library services and assistive technologies. The second-largest initiatives taken by CU are 75% (5), which include all initiatives except staff training, events, and workshops for individuals with special needs. Third comes GCU, which consists of 75% (5) initiatives for specially-abled students; it also has accessible workstations like GU and CU. 63% (4) of the initiative is taken by RGU, which plans to acquire library services for the specially abled. ADBU and ADTU have similar 50% (4) initiatives, which also include plans for library services.

The survey-based method of studying six university libraries has clearly revealed the current availability of assistive technologies and adaptive equipment in these universities. The study also showed that 81% (13) of the specially-abled students in the studied universities occasionally visited the library, indicating their information-seeking habits. From interpreting the data, we have found that the highest number of assistive technologies reported by universities is 37% (7), and the lowest is 5% (1), which are still planning to acquire these technologies.

6. Suggestions

The specially-abled students lack in-depth knowledge about the applicability and accessibility criteria of the services. For proper orientation programs, workshops, and seminars, these should be conducted in universities. The services should be tailored to the students' needs. Proper course-related instructions should be provided by the libraries, which will increase the frequency of visits by students with disabilities to the libraries. Library policies should be formulated regarding specially-abled services, proper funding allocation, and the required infrastructure and accessible workstations should be considered necessary. Staff should receive

sufficient training to assist this unique group of kids. The students admitted to not having adequate resources; therefore, the libraries should ensure that all their resources are available in the required format that is most accessible to them. Many advanced assistive technologies, including Optical Braille recognition scanning software, Kurzweil 1000, i-Communicator, TrackerPro input device, and e-Saadhyaa, are not available in the selected libraries. Therefore, these technologies need to be included along with the library services of the universities.

7. Conclusion

The present study examines how university libraries provide assistive technologies and library services to students with disabilities. This study also aimed to identify the challenges faced by libraries and students in providing and accessing library services. The student's perspective was involved in doing the study. It has been observed from the study that the university libraries' library services and assistive technologies are inadequate. Although libraries are implementing various initiatives to serve students with special needs, issues persist due to a lack of resources, inadequate staff training, insufficient funding, outdated library policies, and inadequate infrastructure.

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Libraries for Equity and Access: Strengthening Pathways to Social Inclusion

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ABSTRACT: The library enhances the quality of a nation's society by encouraging development, fostering changes in library services and advancing science and technology. The central aim of this study is to examine and assess the role of libraries in promoting equity, access and social Inclusion, as well as to identify the significant obstacles that restrict their capacity to offer equitable and inclusive services. To accomplish this aim, the study employs a literature review approach, extracting knowledge from scholarly literature, institutional reports, and other online resources. The paper employs a thematic analysis of the literature to identify the ongoing challenges that libraries face in promoting equity and social Inclusion. The findings indicate that, despite these obstacles, libraries continue to function as a significant catalyst for social change when they are provided with adequate resources, services related to cultural activities, and initiatives for community involvement. The study concludes that to improve library services and the system, they must strengthen their funding resources, legislative support, and staff to operate in an inclusive and equitable environment that enhances the capabilities of society.

KEYWORDS: Library, Equity, Accessibility, Social Inclusion

1. Introduction

Libraries have long served as more than just simple storage spaces for books; they function as an active institution which reflects the democratic values of knowledge, equity, access and social Inclusion. It acts as a community anchor that provides users with the knowledge and Information they require to fulfil their needs. In this digital world, their contribution to forming and maintaining the connection has become significantly more essential (Belsare, 2023). Libraries promote equity by identifying the varied needs of distinct library patrons and delivering specialised assistance, which includes digital training, literacy initiatives, and inclusive services to uplift and empower disadvantaged and marginalised communities. It also plays an important role in facilitating access to its resources and engages with several community organisations in different educational activities. It enhances civic engagement and contributes to community development by granting access

to knowledge, diverse Information, and resources related to social, economic, or political processes and local issues, thereby promoting informed social participation (Belsare, 2023). Libraries are conventionally recognised as social inclusion-focused entities that furnish their communities with resources, thereby promoting equal participation by enhancing capabilities rooted in cultural diversity and empowerment (Umebali et al., 2025). The library can act as a centre of Information that emphasises arranging different activities, trainings, services, workshops, etc., thereby providing support to citizens of all ages in their lifelong and continuous educational journeys and fostering their self-sustained growth.

2. Literature Review

According to Gosh (2024), libraries have progressively transformed into a crucial focal point for promoting diversity, equity and Inclusion (DEI). He examines the changing role of libraries as inclusive institutions that provide equitable access to knowledge, Information and services for users of different communities. Haryanto (2024) focuses on the significance of public libraries in facilitating social Inclusion, which helps in achieving Sustainable Development Goals. Their research findings indicate that libraries operate as incubators of entrepreneurship, successfully offering a platform for business training, network development, and access to updated technology.

Mojjada (2025) highlights that in contemporary society, the population exhibits greater diversity in terms of race, religion, gender, socioeconomic status, and other factors. Therefore, libraries have to implement comprehensive transformations to fulfil the needs of the people. He examines the concept of library services in a diverse society, identifying existing problems and potential solutions. Srinivasa (2025) suggests that the library plays a vital role in bridging the digital divide, ensuring that people from diverse backgrounds have access to all the necessary resources and opportunities to engage fully in the increasingly digital society. His research indicates that, especially for disadvantaged communities, libraries are pivotal as essential hubs for social interaction, offering an environment where people can engage, acquire knowledge, and evolve together. Public libraries serve to enrich social Inclusion and cultural diversity through the provision of both physical and human resources, which encompass the initiatives related to language learning and cultural programs (Umbeli et al., 2025). They examine the impact of public libraries in Nigeria, acknowledged for its linguistic and cultural diversity.

3. Aims and Objectives of the Study

3.1 To explore the various functions of the libraries as an inclusive organisation in enhancing equity and accessibility of Information.

3.2 To evaluate the contribution of the libraries to social Inclusion.

3.3 To identify the primary obstacles that libraries have to face in promoting Equity, Access and Social Inclusion

1. Methodology of the Study

This study employed a methodology centred on a literature review to analyse how libraries provide equity, access, and social Inclusion, along with the difficulties they confront in achieving these objectives. This research depends on the secondary sources to establish a detailed understanding of the topic. The research procedure involved thorough and systematic collection, evaluation, and analysis of academic articles, conference proceedings, books, journals, theses, and other online resources related to the study.

5. Library as a Platform of Equity and Accessibility of Information

Equity in Libraries is not limited to delivering uniform services to all patrons; it is fundamentally about understanding the varied needs of users and addressing the systemic barriers that hinder equal engagement. Access to Information in an equitable manner stands as a vital element of library services, which is why the International Federation of Library Associations and Institutions (IFLA) made it a central theme in the Public Library Manifesto, which was developed alongside the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 2022. To effectively create a library environment that is inclusive and inviting to everyone, it must offer assistance and access that surpasses physical obstacles and disabilities in the learning process.

The dedication towards inclusivity must be manifested in every facet of the library, commencing with the architectural design of the library buildings and extending to the availability of Information and technologies that can be accessed by everyone (Srinivasa, 2025). Libraries contribute significantly to mitigating the barriers imposed by lack of education, economic hardship and inadequate access to digital technologies. The services provided by the library are grounded in the principle of equal access for everyone, irrespective of age, gender, language, religion, social status, nationality and other characteristics.

Essential functions of the libraries in advancing equity and accessibility of Information

5.1 Open and Comprehensive Access to Information

The provision of open and comprehensive access to Information constitutes one of the core principles that delineate the functions of libraries within society. They promote equal access to Information for everyone, irrespective of socioeconomic status, by providing a variety of resources and services that encompass legal and political Information, aimed at fostering personal development and facilitating larger societal objectives, such as the United Nations' Sustainable Development Agenda. The open access to Information and resources eliminates the obstacles imposed by poverty, social disparity, or geographic location, guaranteeing that individuals who are unable to afford education or digital technologies due to different means are not denied access to Information.

5.2 Removing the Digital Divide

The digital gap, also known as the digital divide, refers to the disparities between individuals who have access to various digital technologies and internet facilities and those who lack such access due to social, economic, political, or geographic reasons. Libraries are pivotal in reducing this gap by offering free access to Internet facilities, computers, and other digital resources to users who might not have these amenities available at home. They also organise various programs in digital literacy to train users on how to manage different digital devices, browse the internet, and engage with various e-government services, etc.

5.3 Lifelong Learning

Libraries encourage lifelong learning by organising various programs suitable for individuals of all ages, from initiatives focused on early childhood literacy to adult job training, as well as educational opportunities for adults to earn a high school equivalency. It is essential, in conjunction with educational institutions, to enhance society and develop outstanding scholars, researchers, readers, leaders, and government officials (Jabeen et al., 2024). Public Libraries are frequently recognised as one of the final resources for education that are freely accessible to everyone within local communities (Oh & Mon, 2024). Significantly, libraries offer inclusive educational atmospheres that allow all individuals, irrespective of their gender, culture, educational background, income, etc., to acquire knowledge at a pace that suits them and in accordance with their personal requirements.

5.4 Safeguarding and Fostering Cultural Diversity

Libraries serve a crucial function in fostering social Inclusion by honouring and maintaining cultural heritage. Culture refers to the practices, beliefs, customs, lifestyles, behaviours, or social frameworks of a distinct nation or community. Diversity encompasses a spectrum of individuals or objects that differ from one another. Therefore, cultural diversity refers to the multitude of cultures and ethnic groups present within a community. Here, the contribution of public libraries to society is profoundly important, especially in facilitating access to Information and the generation of knowledge related to culture (Umbeli et al., 2025). They facilitate the sharing of communal Information as well as educational programs for the advancement of social and cultural heritage.

5.5 Protecting Intellectual Freedom and the Right to Information

In the process of developing collections, providing instructional programs and services, libraries should place a high priority on intellectual freedom. This facilitates initiatives aimed at ensuring that Information, knowledge, and resources are distributed equitably and without prejudice or limitation, thereby promoting education and research (ALA, 2025). The library preserves this principle by offering access to an extensive range of materials, thereby ensuring that Information remains unaffected by social, political or economic issues. Furthermore, the library supports information rights by safeguarding privacy, promoting transparency and offering fair access to print and digital resources. The library also promotes unrestricted access to research publications, advocates for the responsible use of knowledge and Information, and raises awareness among patrons regarding their rights within the digital landscape.

6. Libraries and Social Inclusion

Libraries play a vital role in fostering and sustaining community connections. It plays a significant role in enhancing the general welfare and social capital of the community. It is an integral centre within a diverse range of communities, functioning as a pivotal agent for stimulating knowledge and enhancing self-determination among its users (Srinivasa, 2025). They promote social engagement or social Inclusion by creating authentic, natural venues for people from various backgrounds, which leads to opportunities for discussion, teamwork, and the formation of relationships among them. Social Inclusion pertains to the assurance that every individual should feel appreciated, respected and capable of making

a significant contribution to the community or society. Libraries exemplify this principle through their inclusive and non-discriminatory characteristics.

The public library is identified as a community library whose primary aim is to provide resources that enable community members to develop into responsible citizens and enhance their social and economic well-being (Umbeli et al., 2025). The impact of public libraries in enhancing social Inclusion has become a significant area of interest. Nowadays, public libraries are creating makerspace services that offer updated tools, programs, and training on digital literacy, as well as a platform to share resources, concepts, tools, technologies, ideas, and thoughts, fostering creativity and developing skills. Moreover, public libraries frequently engage with marginalised communities, such as individuals who are disabled, older adults, and residents of rural areas, through mobile libraries and outreach initiatives, ensuring that no individual is left out of opportunities for knowledge, Information, and education. Therefore, they are anticipated to actively involve the community by educating them on the importance of information access for improved societal Inclusion (Umbeli, 2025).

Libraries emphasising social inclusion offer resources intended to improve the overall quality of social life within a community. Moreover, it fosters social potential by embracing cultural diversity, including language, race, ethnicity, and efforts related to human and cultural rights (Sturges, 2004). Social inclusion-based libraries foster Inclusion by offering a variety of inclusive resources and services, including multilingual materials, assistive technology design for users with disabilities and programs customised to address the distinct needs of various communities. They conduct various cultural activities and programs, including literacy campaigns and digital literacy seminars or workshops, which unite individuals and promote social cohesion, respect, and understanding among people. Some libraries also advocate for health and well-being programs that include resources on mental health, fitness initiatives, support for different groups of people, and offer an environment where individuals can engage with one another and express their interest in health-related topics (Belsare, 2023). Therefore, they function as a driving force for social advancement, employing knowledge and Information, accessibility, and interpersonal connections to develop a society that embodies inclusivity, equity, and understanding among its members.

7. Challenges faced by the libraries in promoting Equity, Access and Social Inclusion

Libraries are generally seen as a pivotal organisation for fostering equity, access, and social Inclusion; however, they face multiple obstacles that hinder their capacity

to fulfil these objectives fully. Even though they are fully committed to providing free and equitable access to knowledge and Information, they often grapple with challenges such as insufficient financial resources, outdated technologies and a shortage of adequately trained personnel. The primary obstacles encountered by the libraries in advancing equity, access and social Inclusion are as follows:

7.1 Lack of Adequate Funding and Resource Limitation

A significant number of libraries, particularly in developing areas, are sustained with limited financial assistance from local or government organisations. The shortage of funding hampers the library's capability to preserve updated materials, develop and invest in digital technologies, and provide outreach services. Moreover, insufficient financial support compromises the essential role of libraries as catalysts of social equality, curtailing their ability to offer fair access to Information, support Inclusion and empower others by providing knowledge.

7.2 Digital Disparity and Technological Inequity

Several libraries, especially those located in rural and economically disadvantaged areas, are lacking in adequate, up-to-date technologies, including computers, software, and internet facilities, which hinders their capacity to provide effective services to users. Technological barriers hinder the execution of internet-based services and resources necessary for community inclusion in this digital era (Belsare, 2023). Without proper funding for the advancement of technologies and programs on digital literacy, libraries may face the danger of diminishing relevance and affect their capacity to serve as an equaliser that promotes opportunities.

7.3 Linguistic Challenges and Cultural Awareness

In societies characterised by multiculturalism and linguistic diversity, individuals frequently communicate with each other in various languages and originate from diverse cultural backgrounds, which can impact their capacity to take full advantage of library collections, services, and materials. In comparison to individuals in neighbouring communities, many people are unable to access multilingual resources and services for translation, or the library staff who communicate in different languages, creating a significant hurdle for those who are not native speakers. As a result, they are not able to access the available resources (Mojjada, 2025). Moreover, the lack of cultural awareness in the services of the library, attitudes of the staff and design of the library program can further marginalise specific communities, particularly refugees, immigrants or minorities of the ethnic groups.

7.4 Inadequate Training of the Library Staff

The role of the librarians and the staff members is essential in providing inclusive and user-focused services. However, a significant number of the library staff do not possess the essential knowledge and skills to cater to the varied needs of modern users, due to the lack of training for library staff regarding diversity, delivering inclusive services, or cultural awareness. This may lead to unintended biases or misunderstandings while interacting with users from different backgrounds (Mojjada, 2025). This deficiency in skills prevents libraries from fulfilling their primary objectives of providing equal access to Information and promoting inclusivity.

8. Findings of the Study

The review of literature distinctly indicates that libraries have progressed significantly from their conventional functions as a place for storing books. Nowadays it serves as an influential tool for enhancing social equity, facilitating access to Information and knowledge and promoting social Inclusion. The social inclusion program organised by the library plays a crucial role in enhancing the economic growth of a community by offering opportunities for business development, access to updated technology, and improved network facilities. The social inclusion initiatives provide a platform for individuals to come together, collaborate, and engage in discussions on various issues. The findings further indicate that libraries encounter various challenges in their mission to promote equity, access and social Inclusion. Insufficient financial resources and a lack of institutional assistance pose significant barriers to the advancement of inclusive library services. Moreover, the deficiency of internet facilities, obsolete tools and technologies, and the lack of digital literacy skills among library staff and patrons, particularly in developing and rural areas, still obstruct libraries from operating as competent information hubs. The findings from the literature review indicate that although libraries have considerable potential to function as an agent for equity, access to Information and social Inclusion, their effectiveness is primarily reliant on the availability of library funds, continuous professional development of the library staff, advancement of modern technologies and the implementation of cultural awareness programs and community-oriented strategies. Strengthening and improving these domains will enable libraries to operate more efficiently by offering an inclusive environment and contribute to the development of equitable societies.

9. Conclusion

In conclusion, libraries serve as a symbol of equity, diversity, and inclusivity, reflecting the values of social justice and playing an important role in bringing about positive changes in our communities (Gosh, 2024). By serving as an equaliser of transformation, the library functions as a portal or gateway that provides users with unlimited access to a wealth of Information, learning resources and cultural heritage. The research highlights that the library already plays an essential role in reducing information disparity, promoting digital engagement, and uplifting disadvantaged communities; however, they still face numerous barriers, including linguistic challenges, financial constraints, and limited technology (Mojjada, 2025). Despite these difficulties, libraries hold a unique position to remove the social divides because they operate as inclusive, community-focused environments that welcome all individuals, irrespective of their income, age, gender, religion, socioeconomic status or language, where they can acquire the required Information, improve their skills and engage in societal activities.

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Evolving Academic Resource Preferences: A Case Study from Technical Institutes of Rajasthan

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ABSTRACT: In recent years, the landscape of academic resource utilisation has undergone a significant transformation, driven by the rapid digitisation of scholarly communication and evolving research behaviours among students and faculty. This study examines the evolving preferences in journal usage at the Technical Institutes of Rajasthan, with a particular focus on how academic stakeholders interact with scholarly journals in both print and electronic formats. The primary objective of this research is to identify emerging trends, underlying factors, and the broader implications of these changes in academic resource preferences, to inform future institutional policy and library resource allocation. Findings indicate a marked shift toward electronic journals (e-journals) over print counterparts, primarily due to advantages such as remote accessibility, advanced search functionality, real-time updates, and integration with reference management tools. Research scholars demonstrated the highest engagement with e-journals, followed by postgraduate students and faculty. Discipline-specific variations were also observed: while engineering and science departments showed a strong preference for international e-journals, the humanities and social sciences continued to value print resources for particular types of scholarly work. Participants highlighted the need for improved digital infrastructure, enhanced training in database navigation, and greater awareness of open-access resources. Another notable trend is the increasing reliance on aggregator platforms and institutional repositories over traditional library databases. Despite the overall shift toward digital formats, a significant proportion of faculty emphasised the ongoing relevance of curated print collections for in-depth reading, pedagogical applications, and archival purposes. In conclusion, this case study of Technical Institutes of Rajasthan reflects broader global trends in academic resource consumption, underscoring the growing dominance of electronic journals in scholarly workflows. The insights derived from this research contribute to the wider discourse on digital transformation in higher education and provide actionable recommendations for academic libraries, resource managers, and policymakers seeking to optimise research support systems in the digital age.

KEYWORDS: Digitisation, E-journal, Academic preferences, Library resources, Scholarly communication, Digital infrastructure

1. Introduction

This research highlights the need for academic libraries to adopt a hybrid acquisition and access model, striking a balance between digital innovation and the preservation of valuable print collections. Recommendations include increased investment in e-journal subscriptions, expansion of digital literacy programs, and development of personalised research support services. The study also suggests that institutional policy should consider user preferences, discipline-specific needs, and the global shift toward open science when planning future resources. Employing a mixed-methods approach, this study integrates quantitative data derived from library usage statistics, subscription records, and digital access logs with qualitative insights gathered through structured interviews and questionnaires administered to faculty members, postgraduate students, and research scholars. The sample size includes 150 participants across various departments, ensuring representation from the sciences, engineering, humanities, and management. The time frame of data analysis spans the last five years (2020–2025), offering a longitudinal view of resource usage trends, especially before and after the COVID-19 pandemic, which significantly accelerated the shift toward digital learning and research environments.

Furthermore, participants expressed a need for better digital infrastructure, training in database navigation, and increased awareness of open-access resources. Another notable observation is the growing use of aggregator platforms and institutional repositories over traditional library databases. Despite the apparent tilt toward digital resources, a significant portion of faculty emphasised the continued relevance of curated print collections for in-depth reading, pedagogical purposes, and archival use. In conclusion, this case study of Technical Institutes of Rajasthan reflects broader global trends in academic resource consumption, highlighting the growing dominance of electronic journals in the scholarly workflow. The insights derived from this research not only contribute to the ongoing discourse on digital transformation in higher education but also offer practical implications for academic libraries, resource managers, and policymakers aiming to enhance the efficiency and relevance of research support systems in the digital age.

2. Objectives

- To study the usage pattern of online journals with respect to the printed journals at the Technical Institutes of Rajasthan library.

- To do a comparative study of the online journals versus the printed journals.
- To find the Return on investment (ROI) of the online journal versus the printed journals at the Technical Institutes of Rajasthan library.

3. Scope

- This study focuses on the usage patterns of online journals versus printed journals at the Technical Institutes of Rajasthan library.

4. Limitations of the study

The report may be beneficial to the Technical Institutes of Rajasthan library. But there are some limitations of the study:

- The scope of the research may be limited, focusing on a specific area.
- There may be a lack of time among respondents.
- As only a single area will be surveyed or covered, it does not represent the overall view of each field.
- Some respondents may provide incorrect information.

5. Hypothesis

- H_0: Nowadays, there is more usage of online resources compared to print media
- H_1: There is a higher Return on Investment (ROI) for online resources than for print media.

6. Research Methodology

The data is collected through questionnaires, observation, and interview techniques. It is obtained with the help of the students, teaching staff and non-teaching staff of the Technical Institutes of Rajasthan library. This survey study utilised both primary data and secondary data. Wherever feasible, the Chi-square statistical tool was also employed to validate the hypotheses.

- The following techniques were adopted during the completion of the research study.
- Observing the usage pattern of online journals vs. printed journals of the Technical Institutes of Rajasthan library.

- Online discussion with students, teaching staff and non-teaching staff of the Technical Institutes of Rajasthan library.
- Visiting and surfing the Website of the Technical Institutes of Rajasthan library.
- Questionnaire method.

6.1 Research Design

- The research design used in this study is 'Descriptive', as it provides the opportunity to integrate both qualitative and quantitative methods of data collection.

7. Data Collection

The data were collected using both primary and secondary data collection methods.

7.1 Primary Data

- Most of the information was gathered through primary sources. The methods that were used to collect primary data are: Questionnaire and Interview Method

7.2 Secondary Data

- The secondary data was collected through Various Sources, including the Internet, Magazines, journals, textbooks, and newspapers.

7.3 Sample Size

- A survey of approximately 100 respondents
- Teaching Staff - 25
- Non-teaching Staff - 25
- Students – 50

7.4 Universe

- The universe refers to the total number of respondents in the field of inquiry. Our universe was randomly selected among students and non-teaching staff of the Technical Institutes of Rajasthan library.

7.5 Sampling Unit

- A sampling frame is a representation of the elements of the target population. The sampling unit of our study was in Rajasthan

7.6 Sampling Techniques:

- The selection of respondents was based on convenience sampling (non-probability).

7.7 Statistical Tool

- Microsoft Excel was employed for basic data tabulation and calculation of percentages. Formulas were used to calculate the percentage of responses for each question. Data visualisation techniques were employed for the visual representation of the data. Graphical analysis was conducted using pie charts and bar graphs to represent the distribution and proportions of different responses visually.

7.8 Method Used to Present Data

- Classification & tabulation transform the raw data collected through questionnaires by organising and compiling the bits of data contained in each questionnaire. That is, observations and responses are converted into understandable and orderly statistics, which are used to organise and analyse the data.

7.9 Simple tabulation of data using tally marks.

- Calculating the percentage of the responses.
- Formula used = (no. of responses / total responses) * 100

7.10 Report writing and Presentation

- The report includes charts, diagrams, tables, and other visual aids.

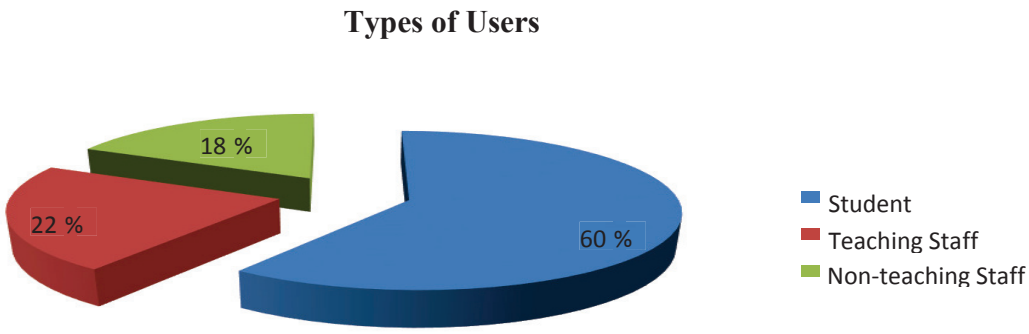
8. Data Analysis and Interpretation

- **Evaluation of the Study:** An attempt has been made to segment the various respondents based on specific aspects collected from them through a questionnaire. They are depicted through tables and graphs. A copy of

the questionnaire administered is enclosed, and the sample size of 100 respondents is also enclosed at the end of this project. All calculations and numerical interpretations are based on 100%.

8.1 Demographic Information

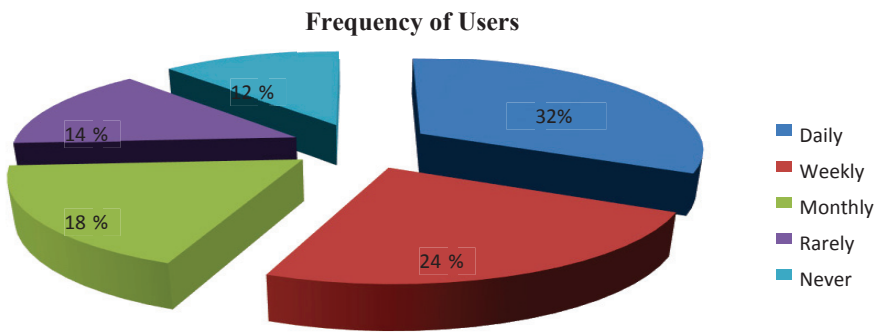
8.1.1 Types of Users



Criteria	Frequency	Percentage
Student	60	60%
Teaching Staff	22	22%
Non-teaching Staff	18	18%

Analysis: The Above chart shows that among 100 users, 60% of the respondents are students of technical institutes in Rajasthan, 22% are teaching staff, and 18% are non-teaching staff.

8.2 Usage Patterns:

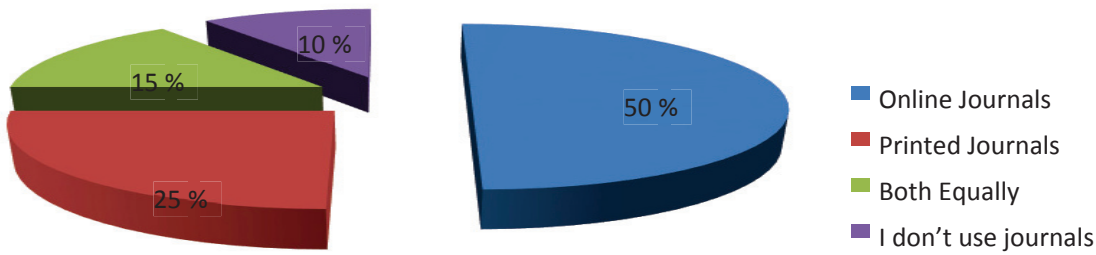


8.2.1 Frequency of Users

Criteria	Frequency	Percentage
Daily	32	32%
Weekly	24	24%
Monthly	18	18%
Rarely	14	14%
Never	12	12%

Analysis: According to the information provided, 32% of respondents use journals for academic purposes every day, 24% use them weekly, 18% use them monthly, 14% say they use them infrequently, and 12% say they never use them

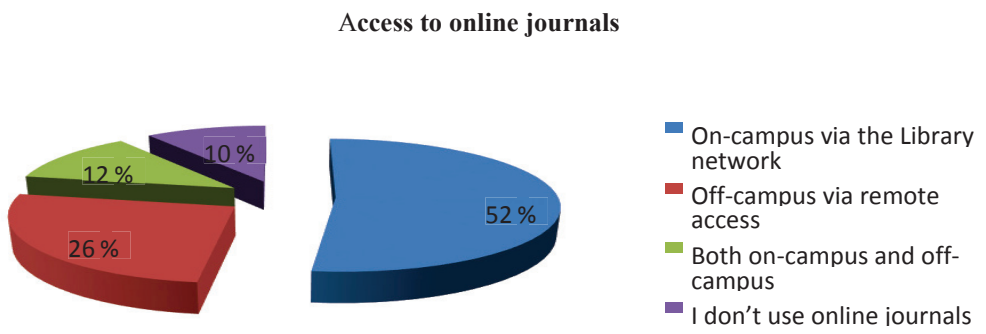
8.2.2 Types of Journals



Criteria	Frequency	Percentage
Online Journals	50	50%
Printed Journals	25	25%
Both equally	15	15%
I don't use journals	10	10%

Analysis: According to the above pie chart, 50% of respondents said they use online journals, 25% said they use printed journals, 15% said they use both online and printed journals equally, and 10% said they don't use any journal for academic purposes.

8.2.3 Access to online journals

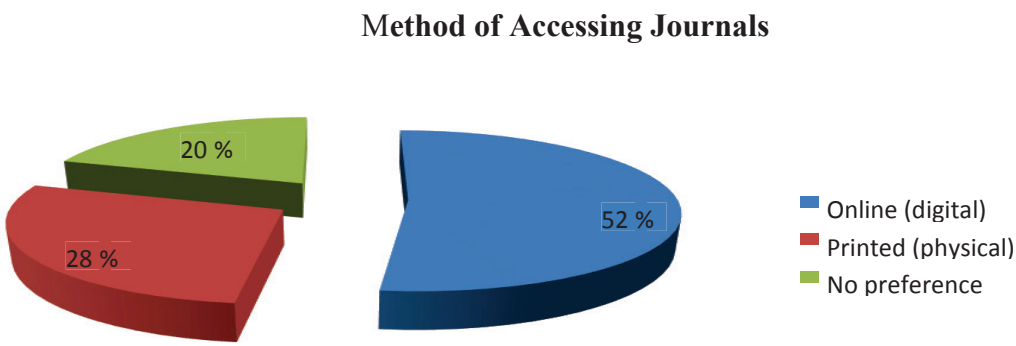


Criteria	Frequency	Percentage
On-campus via library network	52	52%
Off-campus via remote Access	26	26%
Both on-campus and off-campus	12	12%
I don't use online journals	10	10%

8.2.3 Access to online journals

Analysis: As given in the above pie chart, 52% of the respondents access online journals on-campus via the library network, while 26% of respondents access them through off-campus via remote Access,15% of respondents said that they access them both on-campus and off-campus, and 10% don't use online journals anywhere.

8.2.4 Method of Accessing Journals

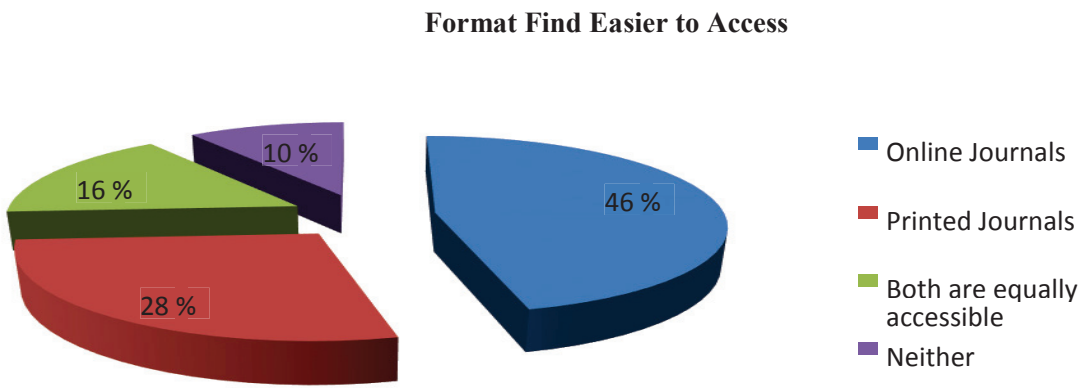


Criteria	Frequency	Percentage
Online (digital)	52	52%
Printed (physical)	28	28%
No preference	20	20%

Analysis: The above pie chart shows that 52% of the respondents prefer the online (digital) method of accessing journals, 28% of respondents use printed (physical) journals, and 20% stated that they have no preference regarding the above Statement.

8.3 Experience with Online vs. Printed Journals:

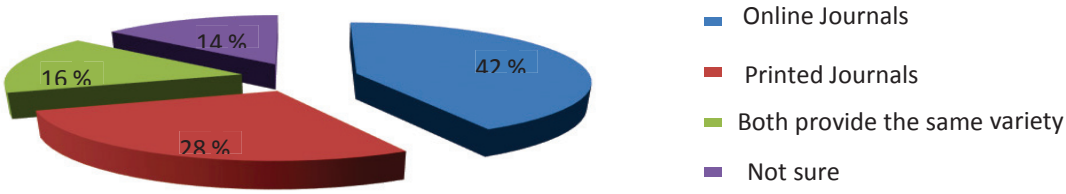
8.3.1 Format to make it easier to access



Criteria	Frequency	Percentage
Online Journals	46	46%
Printed Journals	28	28%
Both are equally accessible	16	16%
Neither	10	10%

Analysis: As given in the above pie chart, 46% of the respondents said Online Journals are easier to access, 28% of respondents agree with Printed Journals, 16% of respondents said that both are equally accessible, and 10% of respondents do not agree that it is easier.

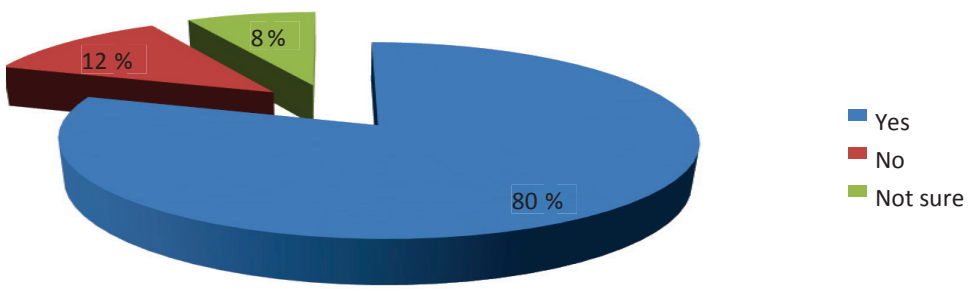
8.3.2 Format for a better variety of journals



Criteria	Frequency	Percentage
Online Journals	42	42%
Printed Journals	28	28%
Both offer the same variety	16	16%
Not sure	14	14%

Analysis: The above pie chart shows that 42% of the respondents think Online Journals provide a better variety of journals, 28% of users' statements are the same as those for Printed Journals, 16% said both offer the same array, and 14% are unsure of the above Statement.

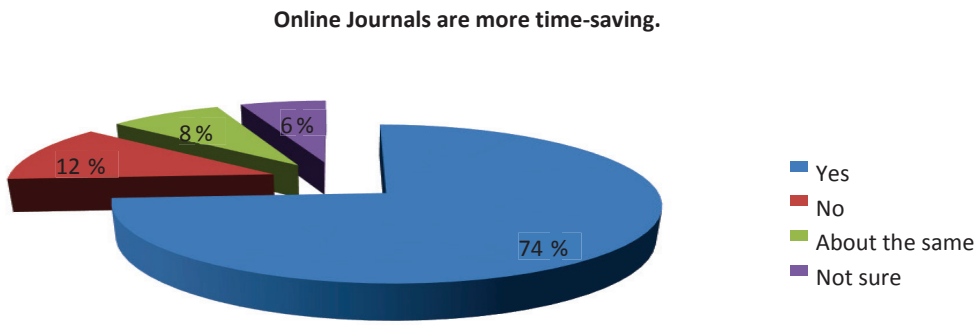
8.3.3 Easy to search specific Articles in online journals



Criteria	Frequency	Percentage
Yes	80	80%
No	12	12%
Not sure	8	8%

Analysis: According to the data shown in the above graph, 80% of the respondents stated that it's easier to search for specific Articles in online journals, 12% found it difficult, and 8% were unsure about the same Statement.

8.3.4 Online Journals are more time-saving than Printed ones

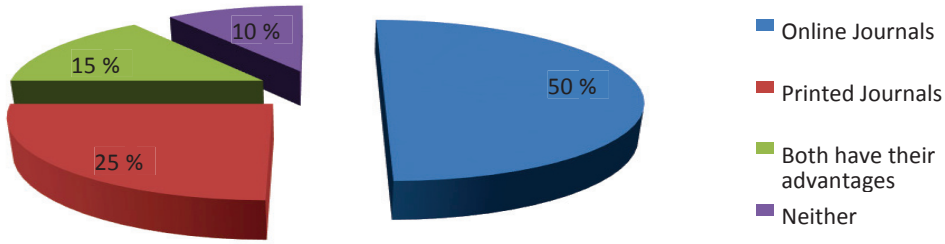


Criteria	Frequency	Percentage
Yes	74	74%
No	12	12%
About the same	8	8%
Not sure	6	6%

Analysis: According to the pie chart above, 74% of respondents stated that they feel Online journals are more time-saving, 12% said no, 8% think about the same with online and printed journals, and 6% were unsure about the statement.

8.4 User Preferences and Perception:

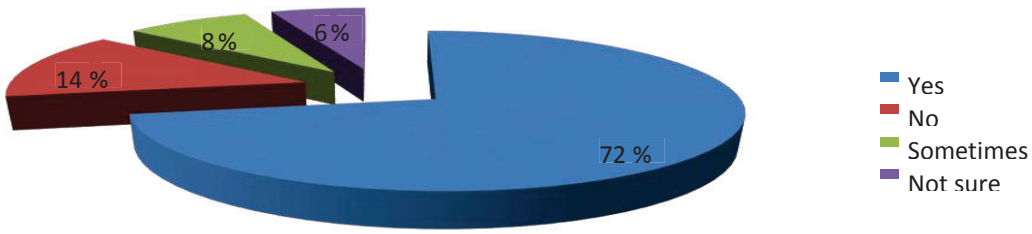
8.4.1 Format offers a better user Experience



Criteria	Frequency	Percentage
Online Journals	50	50%
Printed Journals	25	25%
Both have their advantages	15	15%
Neither	10	10%

Analysis: As per given in the above pie chart 50% of the respondents said that they feel offers a better user experience (e.g., ease of reading, navigation) with Online Journals, 25% of respondents have a better user experience with Printed Journals, 15% of respondents are comfortable with both online and printed journals and 10% said Nothing about the above Statement.

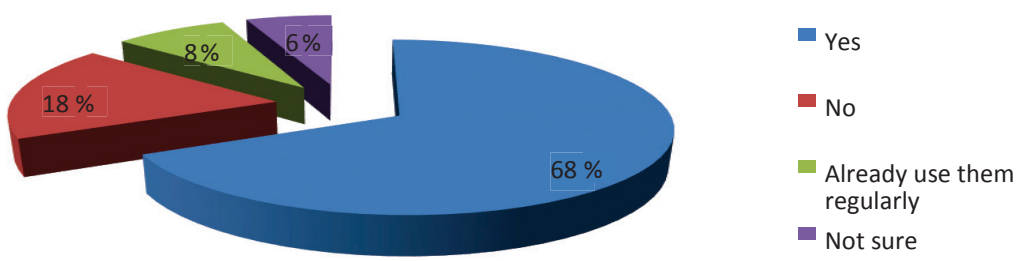
8.4.2 Preference for online journals due to their convenience and Accessibility



Criteria	Frequency	Percentage
Yes	72	72%
No	14	14%
Sometimes	8	8%
Not sure	6	6%

Analysis: A question related to Preference of online journals due to their convenience and AccessibilityAccessibility were asked in the questionnaire and as per shown in the above graph 72% of the respondent said yes that they prefer online journals due to their convenience and AccessibilityAccessibility, 14% of the respondent said no, 8% of respondent said that sometimes they like it due to convenience and AccessibilityAccessibility and 6% of respondent were not sure with the above Statement.

8.4.3 Preference to Use online Journals if they were more widely available

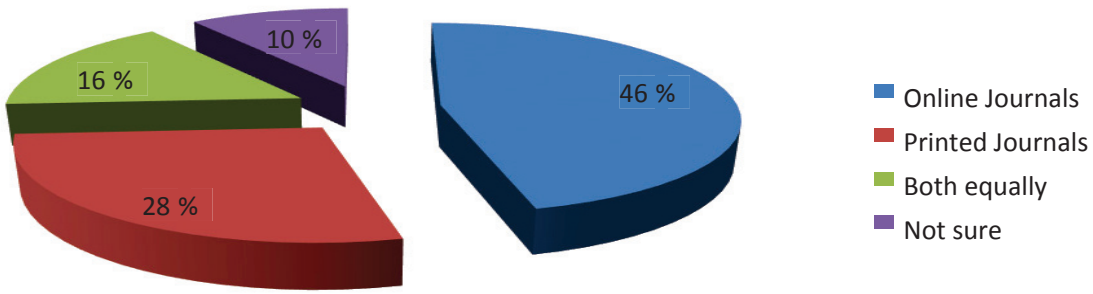


Criteria	Frequency	Percentage
Yes	68	68%
No	18	18%
Already use them regularly	8	8%
Not sure	6	6%

Analysis: As shown in the above graph, 68% of the respondents said yes that they prefer to use online journals if they were more widely available, 18% of the respondents said no, 8% of the respondents already use them regularly, and 6% of the respondents were not sure about the above Statement.

8.5 Cost and Investment:

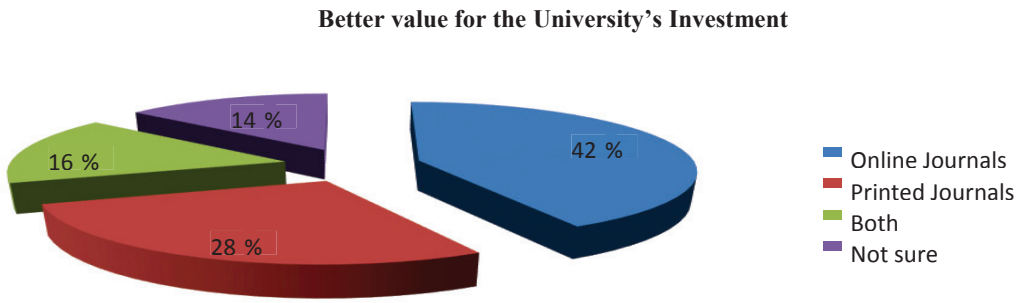
8.5.1 Cost-EffectivenessAnalysis:



Criteria	Frequency	Percentage
Online Journals	46	46%
Printed Journals	28	28%
Both equally	16	16%
Not sure	10	10%

A question related to cost-effectiveness was asked, and according to the pie chart above, 46% of respondents believe that online journals are more cost-effective for the university, while 28% of respondents believe that printed journals are more cost-effective. In comparison, 16% of the respondents said both were equally cost-effective, and 10% of the respondents were unsure about this.

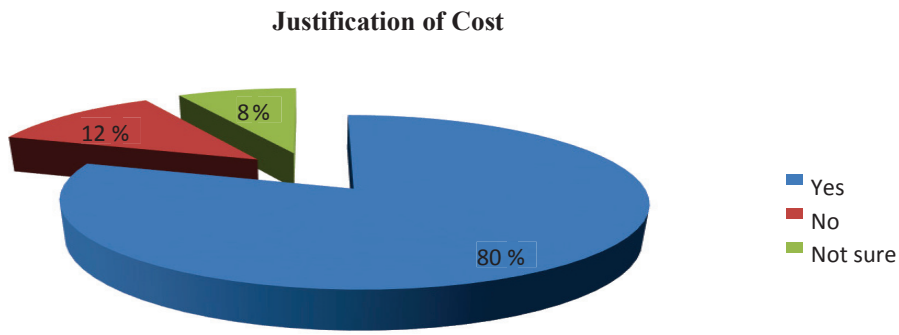
8.5.2 Better value for the University's Investment



Criteria	Frequency	Percentage
Online Journals	42	42%
Printed Journals	28	28%
Both	16	16%
Not sure	14	14%

Analysis: Query related journal format offers better value for the university's investment asked from the library users and as per given in the above pie chart 42% of the respondents said that they think Online Journals offers better value for the university's investment, 28% of respondents said Printed Journals, 16% of respondents feel for Both and 14% said that they were not sure with the value for the university's investment

8.5.3 Justification of the Cost of printed journals compared to their usage

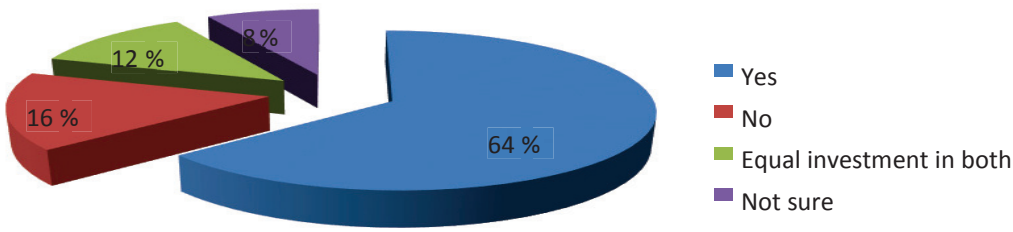


Criteria	Frequency	Percentage
Yes	80	80%
No	12	12%
Not sure	8	8%

Analysis: A question related to the Justification of the Cost of printed journals compared to their usage was asked, and 80% of the respondents said yes that the cost of printed journals is justified compared to their usage, 12% of the respondents said no, and 8% of the respondents were not sure of the above Statement.

8.5.4 The Library should invest more in online journals rather than printed ones

The Library should invest more in online journals rather than printed ones.



Criteria	Frequency	Percentage
Yes	64	64%
No	16	16%
Equal investment in both	12	12%
Not sure	8	8%

Analysis: As per the above graph, 64% of the respondents agreed with the Statement that the Library should invest more in online journals rather than printed ones, 16% of the respondents said no, 12% of the respondents agreed with Equal investment, and 8% of the respondents were not sure about the same.

9. Findings:

- The above study is based on 100 respondents, comprising 60% Students, 22% Teaching Staff, and 18% non-teaching staff from the Technical Institutes of Rajasthan library.
- 32% of the respondents reported using journals daily for academic purposes, 24% use them weekly, 18% monthly, 14% use them rarely, and 12% of respondents never use journals for academic purposes.

- Fifty per cent of the respondents use online Journals most frequently, 25% use Printed Journals instead of online ones, 15% use both online and printed journals equally, and 10% don't use any journals.
- 52% of library users access online journals on-campus via the library network, 26% off-campus via remote Access, 15% use it both on-campus and off-campus, and 10% don't use journals anywhere.
- 46% of users find online journals easier to access, 28% find printed journals easier, 16% find both equally easy, and 10% do not respond to the above Statement.
- 52% of the respondents use the online (digital) method of accessing journals, 28% use the printed (physical) method, and 20% have no preference for either.
- 42% of the respondents said that they think Online Journals provide a better variety of journals, 28% believe Printed Journals give a better variety, 16% said both offer the same variety, and 14% were not sure about the above Statement
- 80% of the respondents agreed with the Statement that it is easy to search specific articles in online journals, 12% said no, and 8% were unsure about the same.
- 74% of the respondents said that online journals are more time-saving than printed ones, 12% said no, 8% of the respondents said the same, and 6% were not sure about the above Statement.
- 50% of the respondents said that they feel Online Journals offer a better user experience (e.g., ease of reading, navigation), 25% feel that Printed Journals provide a better user experience, 15% said that both have their advantages and 10% not respond to the above Statement.
- Seventy-two per cent of users stated that they prefer online journals due to their convenience. 14% of the respondents said no, 8% said about the same, and 6% were unsure about the same Statement.
- 68% of the library users agree with the Statement that they prefer to use online journals if they were more widely available. Eighteen per cent said no, 8% already use them regularly, and 6% of the respondents were unsure about the above Statement.
- 46% of the respondents believe that online journals are more cost-effective for the university, 28% said printed journals are more cost-effective, 16% said both are equally cost-effective, and 10% of the respondents were unsure about this statement. Eighty per cent of the library users noted

that the cost of printed journals is justified compared to their usage, 12% disagreed with this, and 8% were unsure.

- Sixty-four per cent of the respondents said that the Library should invest more in online journals rather than printed ones, 16% disagreed with this, 12% said that equal investment is good, and 8% were unsure.

Observed(O)	Expected(E)	O-E	(O-E) ^2	(O-E) ^2/E
48	20	28	784	39.2
22	20	2	4	0.2
12	20	-8	64	3.2
8	20	-12	144	7.2
10	20	-10	100	5
100				54.8

10. Hypothesis Testing H_0: Nowadays, there is more usage of online resources compared to print media

Forty-eight respondents agree, and 22 respondents agree that there is more usage of online resources compared to print media. Twelve respondents are neutral, and eight respondents strongly disagree with the above Statement. It is found that the chi-square value of 54.8 is greater than the table value of 9.488 at a 5% level of significance. Thus, from the following results, the null hypothesis should be rejected

Degree of freedom	4
Chi-square value	54.8
Table Value	9.488
A	0.5

H_1: There is a higher Return on Investment (ROI) for online resources than for print media. Fifty respondents strongly agree, and 20 respondents agree that there is a higher Return on Investment (ROI) from online resources than from print media. Ten respondents are neutral, and 10 respondents strongly disagree with the above Statement. It is found that the chi-square value of 60 is greater than the table value of 9.488 at a 5% level of significance. Thus, from the fg Chi-Square value is greater than the table value. Therefore, from the above survey results, the null hypothesis is rejected.

Degree of freedom (d f)		4
Chi-square value		60
Table Value		9.488
A		0.5
Degree of freedom (d f)		4
Chi-square value		60
Table Value		9.488
A		0.5

Recommendations

Based on various observations and considering users' opinions regarding the improvement in the e-journal facility, the following suggestions are made.

- Orientation/awareness programmes should be conducted at regular intervals for the use of e-journals.
- A list of the journals available in the Library should be publicised by displaying it on the library notice board and on the library website to increase the use of e-journals.
- Users should be informed regularly about the new e- journal/s subscribed by the Library.
- To increase user interest in the journals, content pages should be distributed to users via email.
- The library homepage should provide users with Access to the individual journals' homepages via hyperlinks, which will help them avoid the hassle of remembering passwords or URLs.
- Workshops and seminars should be conducted, and popular lectures should be arranged in every department.
- Different levels of user education programmes should be arranged for faculty, researchers, and students.
- The library staff should cooperate with users and assist them in overcoming the technical difficulties they encounter while using e-journals.
- Proper training should be provided to library staff on the use of various databases, e-resources, and internet operations available in the Library, which will in turn help them effectively train users.

Conclusion

In times of technological evolution, new technologies often imitate older entities that are not necessarily related; for example, early photography often imitated the art of painting. Once individuals realised the capabilities of the new medium, photography developed as a distinct art form. Similarly, in the library world, older practices are often applied to the new medium of electronic information. Just as electronic journals have matured and become integral to library collections, so have use studies progressed from those examining barriers to the acceptance of electronic journals and desiderata for their design, to studies measuring use counts, to studies examining what the widespread adoption of electronic journals portends both academically and economically. Libraries early recognised that electronic journal design was key to their acceptance and engaged in numerous studies to determine practical design elements. Since that time, the electronic collection has grown substantially across all fronts, and user interfaces have undergone significant improvements. Given the improvements in the usability of electronic journals, greater user acceptance, and aggressive electronic collection and marketing strategies, e-journals are becoming more preferable. An online journal that provides information in digital form has functional properties that can save users time and deliver value. We know that data can be indexed, searched, forwarded, filed, and processed. Online journals are easier to publish and search than printed journals, which the next generation prefers to use on their smartphones. Technically, print journals and online journals contain duplicate content, but it is easier to handle online journals in print and to search through them. Moreover, online journals have a greater reach among students and faculty members. Online journals have an advantage in that they are available as soon as the print is published on the web.

In contrast, printed journals require distribution or posting to libraries for scholars and researchers to access. Online journals are available at any time of day and from any location, whether at home. In a library or classroom, printed journals need to be either purchased or physically accessed at the Library.

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Accessibility and Resource Management in Private University Libraries of the NCR

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ABSTRACT: This paper provides an in-depth analysis of the scope, quality, and evolving functions of library services in modern private higher education institutions within the National Capital Region of India. "Academic libraries offer a wide range of facilities designed to meet the specific information needs of their users. These facilities are crucial for providing services to users with disabilities. It systematically investigates critical conceptual issues, diverse service categories, technological advancements and specific needs of modern users. (Kumar, K. 2007). Additionally, this study considers constraints unique to private institutions and discusses policy and quality assurance implications. Employing a mixed-methods research framework, the study aims to evaluate service effectiveness, gather stakeholder perceptions, and identify strategic initiatives to enhance research support and academic learning environments.

KEYWORDS: National Capital Region, Library Services, Resource Management, Private Universities, E-Resources, Library Users.

1. Introduction

Private university libraries are essential components of higher education institutions, especially in regions with diverse populations, such as the National Capital Region (NCR) of India, which encompasses Delhi, Haryana, Uttar Pradesh and Rajasthan. Libraries serve as vital hubs for access to a wide array of information and knowledge resources, supporting academic pursuits, research activities, and

lifelong learning among students, faculty, and the broader community in the modern era.

In the context of the National Capital Region, private university libraries face unique challenges and opportunities. The region's demographic diversity necessitates tailored services that cater to varied educational needs, cultural backgrounds, and technological proficiencies. These libraries are progressively adopting digital technologies to enhance accessibility, improve resource sharing and facilitate remote learning, especially in response to the evolving landscape of information dissemination.

This study aims to analyze the operational frameworks of private university libraries within the NCR, examining their organizational structures, resource management strategies, and service delivery models.

Furthermore, research investigates the challenges faced by these libraries, such as budget constraints, technological obsolescence, the need for skilled personnel, and the impact of rapidly changing information technologies. It considers how these libraries adapt to the digital transformation role of policy support, and the importance of collaboration among institutions to optimize resource utilization." (Rubin, R. E. 2016). Understanding these dynamics is crucial for developing effective and sustainable strategies that enhance the performance of private university libraries in the National Capital Region. The findings aim to inform policymakers, library administrators and academic stakeholders about best practices and innovative approaches to meet the evolving needs of their users in a competitive and technologically advanced environment.

Libraries have always been central to knowledge creation and dissemination in the best way. From ancient temple collections to modern digital repositories, they have evolved to meet the changing needs of societies efficiently." Casson, L. (2001). "In today's academic environment, libraries are no longer confined to being book depositories; they serve as knowledge hubs that facilitate teaching, learning and research smoothly. For this report, accessibility refers to the design of products, devices, services, vehicles, or environments that enable usability by people with disabilities. Accessibility can also be viewed as the "ability to access" and benefit from some system or entity. This report also acknowledges the Americans with Disabilities Act (ADA) definition of accessibility, which focuses on enabling access for people with disabilities or facilitating access through the use of assistive technology. However, it should also be noted that research and development in accessibility bring benefits to everyone." (Blackwell, 2017). Information and Communication Technology drives the transformation. With the advent of digital

resources, online databases, e-books, and multimedia learning tools, libraries now operate in hybrid formats, offering both traditional print materials and electronic services excellently. This shift has redefined what users expect from a modern library: accessibility, efficiency and personalized information services in the best way.

"At the same time, libraries face challenges such as rising subscription costs, unequal access to innovative technology, limited budgets in public institutions and gaps in user awareness. While technology has made information more accessible, effective utilization still depends on infrastructure, skilled staff and user education." (Mange Ram, 2006). The National Capital Region of India is one of the largest educational hubs in the country. It includes premier government universities, as well as leading private universities. Together, these institutions cater to a diverse academic community of students, researchers and faculty. However, government and private universities differ significantly in their funding patterns, administrative structures and service priorities. Private universities may invest heavily in ICT infrastructure and modern, user-friendly services. Despite these contrasts, there is a notable lack of research comparing the library service quality, ICT adoption, and user satisfaction of these institutions.

2. Scope of Study

This study focuses on both traditional and modern library services, including:

1. **Traditional Services**: Reference services, circulation, interlibrary loan, and photocopying.
2. **ICT-based Services**: OPAC, online reservation, RFID/barcode circulation, e-books, e-journals, e-databases, e-projects/theses.
3. **User-Centric Services**: Orientation programs, training sessions, current awareness services (CAS), selective dissemination of information (SDI), and resource sharing.

These services are evaluated from the perspectives of **teachers, research scholars, and postgraduate students** across private universities in the NCR.

3. Library Services in Private Universities

Private universities in India have experienced rapid growth over the past two decades, particularly in metropolitan and semi-urban areas. They represent a modern approach to higher education, often adopting global standards in teaching,

infrastructure, and support services. The libraries of private universities are an essential part of this framework, designed not only to provide academic resources but also to project an image of technological advancement and student-centred learning.

3.1. Infrastructure and Funding

Like government institutions, private universities rely on tuition fees and private funding to finance their libraries. This financial model allows them greater flexibility. This financial model enables them to make independent decisions, resulting in the faster procurement of books, databases, and ICT infrastructure to meet users' needs. Private universities allocate substantial funds to build state-of-the-art library facilities with WiFi-enabled spaces, digital labs, e-learning hubs, and group study rooms, thereby enhancing student satisfaction. Ultra-modern architecture, designed as open and collaborative learning spaces by libraries of **Amity University** and **Shiv Nadar University**. To attract and retain students, these libraries emphasize comfort, aesthetics, and the integration of technology. (source: University visit)

3.2. Collection Development

Private university libraries typically invest more in digital resources than in extensive print collections. While they maintain core textbooks and reference materials, their strength lies in subscribing to global academic databases, including Elsevier, IEEE, Springer, JSTOR, and ProQuest.

E-books, e-journals, multimedia resources, and online databases dominate their collections, ensuring students and faculty have access to the most up-to-date information. This heavy emphasis on digital resources aligns with the preferences of younger, tech-savvy students. (source: University visit)

3.3. Digital Services Provided

Private university libraries often position themselves as technology-driven service. Providers, which include:

- Remote login facilities that allow students to access databases and journals from anywhere.
- Students can reserve books, renew loans, or access electronic materials via the library's apps.
- Training in citation styles, plagiarism detection software and bibliometric analysis.

- Provision of audio-visual rooms, discussion pods, and maker spaces to encourage group learning.
- Many libraries also provide resources for competitive exams, career planning and entrepreneurship.
- Chat-based help desks and email reference services to guide students in real time.



(https://intellobics.com/2021/05/14/impact-of-digital-transformation-on-the-future-of-library-work/ date of access 04-10-25)

3.4. User Base Services

The user base of private university libraries is generally smaller but more focused than that of government universities. The community of students who register in such private universities often come from financially stable backgrounds and expect high-quality services from these libraries. These expectations drive private libraries to continually innovate and efficiently provide cutting-edge facilities. Teachers also have international exposure and demand access to the latest research resources, which shapes the library's priorities.

3.5. Challenges

While private university libraries showcase modernity and efficiency, they are not without challenges:

- Access is primarily restricted to enrolled students, faculty, and staff, unlike some government university libraries, which may allow outsiders limited access.
- Subscriptions to global databases are expensive, and the cost is ultimately passed on to students through higher tuition fees.
- Some private libraries prioritize attractive infrastructure over building deep, specialized print collections.
- Heavy reliance on digital platforms may disadvantage users who prefer traditional resources or lack digital literacy skills.

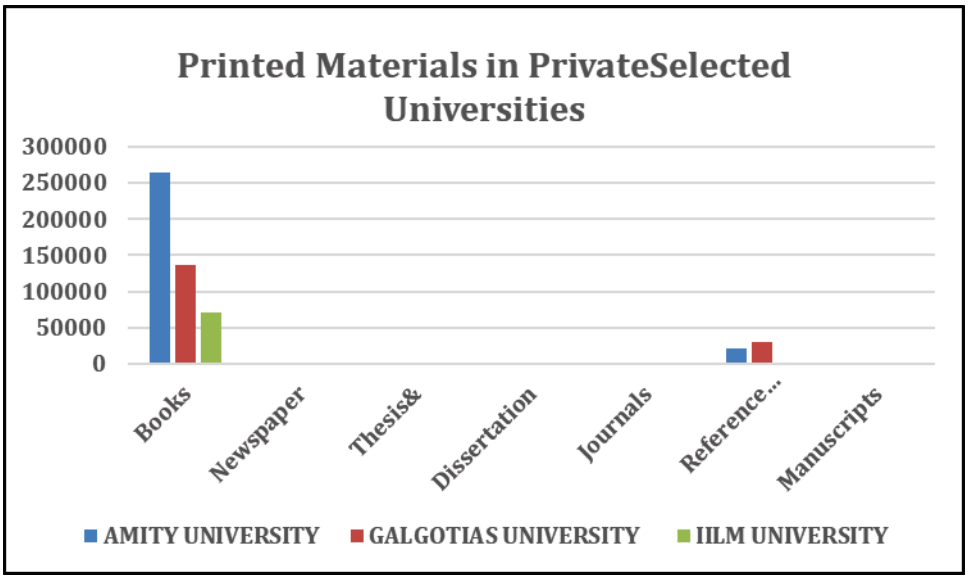
4. Case Study

LIBRARY SERVICES	AMITY UNIVERSITY	GALGOTIAS UNIVERSITY	IILM UNIVERSITY
Computerized library	Yes	Yes	Yes
Interlibrary loan	Yes	Yes	Yes
Online reservation services	Yes	Yes	Yes
OPAC	Yes	Yes	Yes
E-database	Yes	Yes	Yes
E-journal	Yes	Yes	Yes
Email alert	Yes	Yes	Yes
Indexing	Yes	Yes	No
Abstracting	Yes	Yes	No

This table displays the data from the library collection. (source: university visit)

PRINTED MATERIALS	AMITY UNIVERSITY	GALGOTIAS UNIVERSITY	IILM UNIVERSITY
Books	265000	136892	70000
Newspaper	24	12	10
Thesis& Dissertation	2020	175	12
Journals	105	157	10
Reference resources	20334	29892	6
Manuscripts	NIL	NIL	NIL

This table shows the data of the library collection. (source: university visit)



E-RESOURCES	AMITY UNIVERSITY	GALGOTIAS UNIVERSITY	IILM UNIVERSITY
E-Books	NIL	2.5 lakh	1200
E-Newspaper	NIL	NIL	12
E-Journals	6300, 16536 (open access)	29000, 900 (open access)	3500
E-Prints	153842	NIL	NIL
E-Articles	NIL	NIL	24
CD/ DVD	1486	5000	NIL

This table shows the data of the library collection. (source: university visit)

5. Conclusion

Private university libraries demonstrate the future-oriented model of higher education services. "By arming in ICT and global resources, they empower students and faculty to engage in cutting-edge research and learning in the modern environment. These universities' emphasis on comfort, facilities, accessibility, and user experience aligns with international academic practices and standards. However, their exclusiveness and commercial orientation raise questions about equitable access to knowledge, making them complementary but

not replacements for the inclusive models of government university libraries". (Singh, J. 2017). Libraries in the NCR represent the broader transformation of higher education in India. They are shifting from collection-centric institutions to service-oriented knowledge centres, balancing traditional resources with digital platforms. While both government and private universities aim to serve their academic communities, their approaches and outcomes differ.

This study is therefore designed to systematically compare library services across government and private universities in NCR, evaluate user satisfaction, and propose recommendations for improvement. The results will not only bridge an existing research gap but also contribute to the development of more effective and user-driven library systems in India.

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A Framework for Developing Accessible Library Infrastructure and Assistive Technology Integration for Divyang Students in Non-Agricultural Universities in Maharashtra

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ABSTRACT: This study aims to introduce innovative library systems that ensure access for individuals with disabilities, while equipping and supporting non-agricultural colleges across the state of Maharashtra with assistive technologies. The primary objective of the research is to identify the boundaries where assistive tools are applied, utilised, and made available to universities for replication and sustainability. The study employs design-based methodologies, incorporating qualitative methods, and performs an access audit, document screening, interviews with people, usability testing, and workshops involving Divyang students and library patrons. The main thrust of the study was to note that a majority of libraries faced issues related to physical accessibility, a shortage of assistive tools and software, a lack of organisational preparedness to deal with digital accessibility issues, and very little staff training. Usability testing also revealed several problems, such as navigating online-based library catalogues and downloading documents. The study presents a framework that encompasses policy support, provision of physical modifications, enhancements to digital accessibility, and staff training, and can bring about a positive impact for this endeavour that is both feasible and rational. The observations made during the research bear testament that the Divyang population learners could be significantly assisted in enhancing their educational experience if these recommendations are implemented, allowing for stringent compliance with national standards of accessibility and equal access to information and higher education across Maharashtra.

KEYWORDS: Accessible Library Infrastructure, Assistive Technology, Inclusive Education, Digital Accessibility, Higher Education Institutions, Library Services, Usability Assessment

Introduction

In India, inclusive education has been subject to deeper states for thought, especially in the wake of major implementations like the Rights of Persons with Disabilities (RPwD) Act 2016 and the current National Education Policy." NEP," 2020, aiming at empowering the students with disabilities to provide them with

accessible learning environments as well as equal opportunities. Time and again, university libraries have given rise to conversations about their importance as central repositories for knowledge, digital resources, and academic support, which proves that these Institutions need to make a difference; otherwise, they will be overlooked. This process enhances the need for the development of an inclusive framework for libraries. Nevertheless, modern technology has failed to make a significant impact on the broader, independent physical accessibility of libraries within higher education institutions. Agricentric state sups and institutions in Maharashtra, in particular, can only act to create or at least accommodate considerable gaps concerning full access to the library system by students with disabilities. These are commonly perceived as hitches from the quagmire of insufficient infrastructural facilities to reside within the digital domain, which corresponds to the above elevation of a stance towards an all-embracing, inclusive library development framework.

This study aims to highlight the current gap between policy expectations and practical implementation in university libraries. However, almost all institutions are legally bound to provide accessible, good-quality services; the situation in the library sector is quite appalling when the contexts of suggested guidelines, treatment mechanisms, and qualified human resources being trained to help learners facing various challenges are taken into consideration. Most of the other research emphasises the inclusion of any disability as such, which leaves the gender-based issues that differently-abled Divyangana students cope with unexplored. Not only are they bedridden with the barriers originating from disability, but they are also sometimes tangled in the sphere of their gender, with limits like safety concerns, restricted mobility, bailiffs having to deal with stigma, and being hesitant to ask for accessible technologies. Recognising such forms of experiences might help in constituting human resources and library spaces that are responsive and equitable to them.

Library usage by Divyangana or physically challenged students is marred by physical as well as tactical, social, and institutional challenges. Physical space challenges may include climbing steep ramps, a lack of elevators, narrow aisles, or inadequate seating arrangements. Digital challenges include incompatible software for screen readers or unstructured PDF documents, library catalogues that are particularly difficult to navigate, or the non-availability of, or poorly maintained, assistive technologies such as Braille displays, magnifier software, audiobook stations, and tactile signage. Furthermore, a lack of training among library staff for helping the disabled students results in limited or practically no guidance and little confidence building among these disabled learners. Absence

of safe environments tends to worsen this crippling effect for female students, making the library all the more unattainable for them.

Therefore, these issues necessitate a thorough evaluation of the current accessibility conditions to libraries and a comprehensive plan to be implemented by all universities. The present study aims to identify and examine existing accessibility gaps in libraries. Simultaneously, considering digital demand, available technologies will be assessed for usability. In this way, by creating evidence-based models, it takes a step towards planning sustainable library services that offer inclusive coverage. The reliability of various recommendations will be examined through a combination of structural evaluations, document analyses, usability tests, interviews, and co-design workshops, taking into account any practical considerations that may address infrastructural and human resource challenges. From this standpoint, the framework has taken note of policy development, physical work, digital test development, and building an entire library staff skill capacity in terms of handling services.

In every aspect, the study justifies increasing access to and empowering Divyang students, especially Divyangana learners, and helping universities meet national accessibility standards. Adoption of the recommended framework could significantly expand learning opportunities for students with disabilities in higher education institutions in Maharashtra and reinforce their commitment to inclusive education.

Literature review

1. Education of differently abled students

Research on the education of students with disabilities in India portrays a double picture; higher education enrollment holds substantive barriers to meaningful inclusion by virtue of structural and attitudinal barriers. In numerous high-quality studies, scholarly met the criteria for the literature survey, it was noted that exclusion and policy from the practice to aspiration among students occurred, and very little awareness was shown by the teachers. Very little was done at the institutions for the deficits (i.e., orientation, reasonable accommodations), which had been reducing the retention and learning opportunities for students with disabilities. Thus, while arguing that inclusive pedagogies must be accompanied by campus-level disability cells, the researchers also propose that they should favour targeted supports for recipients (such as scholarships, transportation, and counselling) in moving beyond access to full participation. govtsciencecollegedurg.ac.in+1

2. Accessibility of libraries and classrooms

Empirical studies that have looked into the performances of academic libraries and classroom environments in India have consistently come up with three repeated problems, viz. (a) shortage of physical devices (ramp, lift, stack for PWD, tactile learning), (b) shortage of the digital accessibility provision (non-compliance with PDF, OPAC/online catalogues inaccessible) and (c) a shortage of trained staff to help users with disabilities. Survey and audit studies of libraries in universities (Mumbai, broader Indian samples) have found that most libraries lack assistive devices and do not have basic facilities to enable an accessible e-resource workflow, leaving the seamless application of universal design principles a distant dream. Independent studies conducted in the international literature have also noted that, in some cases, poor maintenance, inadequate service integration with technology, and the absence of policies supporting the continuation of preventive operations may substantially reduce the effectiveness of available assistive devices. IJAR+2SAGE Journals+2

3. Assistive technologies

There is extensive research available on the usage and role of assistive technologies (AT) in both academic and scholastic settings — including screen-reading software (e.g., JAWS, NVDA), magnifiers, speech-to-text and Braille displays, and multimedia (mainly restricted to DAISY/Audio). AT can support better points of access for the visually and hearing impaired in academia, but only if the device is available, if the digital content is compatible with one-off instances, if there is adequate user training, and if technical support is available. Several Indian surveys and case studies report low awareness of AT and its uneven availability in university libraries; wherever AT is available, users find satisfaction when accompanied by appropriate training of library staff on AT and accessible digital resources. Many other usability testing studies reveal a wide range of problems, including PDFs that cannot be accessed, WFW pages with poorly structured information, and OPACs that do not comply with accessibility standards, all of which act as obstacles to AT users. Apart from ResearchGate +2alochana.org+2

4. Policies for the students with exceptional capacities (Divyang).

India flourishes under strong state policies, as evidenced by the enabling provisions in the Acts that facilitate the inclusion and engagement of the citizenry. In its extensive enunciation of the Rights of Persons with Disabilities Act, 2016, the Act stresses the privilege of education and the imperative of reasonable accommodation over merely the right to non-discrimination, as lived in central and state policy systems. The 2020 National Education Policy promotes inclusive

education, addressing disability rights alongside the implementation of specific institutional activities designed to make academic buildings more accessible. Unlike policy, many activists see the motives behind these implementations as mild; implementation could be effective with audits to ensure compliance, mandatory accessibility standards for online education materials, and wide-reaching awareness and capacity-building programs that will operationalise the RPwD and NEP.

Synthesis & gaps identified

The literature gathers and offers information on a few comparable issues pertinent to your research across these four strands:

- Policy is the core value of the RPwD Act and the National Education Policy 2020 (Allergic toward disabled), not another concern, but the implementations in universities and libraries are inconsistent. (India Code-1)
- Libraries are constantly failing to accommodate people with disabilities: Physical, digital, and human resource gaps impede access, even when the devices and policies exist. (IJAR-1)
- Assistive devices demonstrably work and should be supported with the provision of accessible materials, maintenance, training, and participatory design (co-design with users). (ResearchGate-1)
- Studies concerning gender sensitivity, primarily when associated with disabilities, are few and far between; in fact, only a few works study the intersection of gender and disabilities regarding access to university (an area of importance to the Divyangans). (ajiebd.net)
    - Those results suggest research that (a) carefully inspects accessibility, (b) combines qualitative usability examination methods with stakeholder co-design (i.e., students + staff), and (c) makes a framework on which policy, infrastructure, digital accessibility, and capacity building can link together — the exact focus of your project.

Problem Statement

Every non-agricultural college in Maharashtra is not only devoid of library infrastructure by Union Budget for the year 2021, lower financial allocations for Divyang for library resources and assistive technologies in any college in Maharashtra, are informed by the University Grants Commission (UGC), but also there are no positive purposeful actions or adaptations taking place for promotion of equal flexible access to this resource by the non-dominant users, mainly girls with disabilities. Since the stories are primarily based on the inclusion of

people with disabilities or do not allow investigation of how Divyang will rate in whether the tools are good, digital inclusion, or the female Divyangana profile, the information sharing is far from adding any value regarding the development, implementation, and checkups to make sure that the local library would provide an effective strategy with valid evidence on various aspects to improve the access to local educational resources, promote participation, and develop achievement on information lines of Divyangana students. The study consequently deems it urgent to identify current gaps in access, relevance, and purpose, given that a variety of assistive technologies have come into operation, and to make libraries the first of their kind of environments that are inclusive and empowering.

Study Objectives

1. To explore the learning, physical, technological, or psychological obstacles to the availability and use of library resources and services to female Divyangana (disabled) students from a non-agricultural university in Maharashtra.
2. To measure the availability, timeliness, and usability of means for access to assistive technologies and support services provided to these vulnerable users in university libraries, including digital media, physical equipment, and staff assistance.
3. To determine whether the respective libraries have justified the current state of library infrastructure and e-resources with any relevant accessibility guidelines, such as obligations under the Rights of Persons with Disabilities Act, 2016, and the National Policy on Universal Access and Full Participation for Persons with Disabilities.
4. To investigate the level of readiness and training of librarians in rendering inclusive, gender-sensitive, and disability-friendly services to Divyang students.
5. A comprehensive, environmentally sustainable framework should be put in place with respect to policy, infrastructure, digital access, and capacity-building to foster inclusive learning environments for Divyangana students and faculty in higher education institutions.

Research Questions

1. What educational, physical, digital, and psychological barriers, including other possible obstacles, have Divyangana students at non-agricultural universities in Maharashtra faced while accessing library resources?
2. How well established are support systems and assistive technologies that make university libraries 'friendly' to Divyang, including students?

3. Are platforms used for digital content and e-resources or online catalogues user-friendly to Divyangana students?
4. To what extent are service providers like library staff conversant with the idea of inclusivity and gender sensitivity if the library has intended to provide this?
5. What program of intervention will be best for them, such that database and e-resources with straightforward accessibility are made available to Divyangana students in libraries, and libraries can also promote inclusive literacy skills among all?

Hypotheses

(If your study is somewhere in between non-experimental, these are directions for assumptions.)

1. H1: There are many barriers to physical, digital, and service accessibility faced by students with disabilities in accessing the library resources of universities.
2. H2: Assistive technologies available in libraries are either scarce, underused, or not adapted to the usability expectations of these groups of students.
3. H3: Most electronic platforms, particularly OPAC and e-resources, are non-compliant with standards of accessibility, such as WCAG norms.
4. H4: Since library staff training is less and awareness is less about this issue, it will hinder the quality of support available to Divyang students.
5. H5: A formal accessibility framework can be a probable cure for the library usage and academic life of Divyangana students.

Scope of the Study

- The non-agricultural universities in Maharashtra will be studied.
- The study will be on the library infrastructure, digital platforms, assistive devices, and staff support systems.
- Specific emphasis is laid on the Divyangana (female differently-abled) students, while meeting general Divyang learner needs.
- The scope will cover access audits, document analysis, usability testing, interviews, and co-design workshops.
- The policy analysis will target the RPwD Act, UGC guidelines, NEP 2020, and accessibility standards.
- The framework being developed will be instrumental in guiding the educational institutions, library policymakers, and administrators.

Limitations of the Study

- The study is restricted only to non-agricultural universities. Thus, the result may not apply to agricultural or any other private institution.
- Since the research is based on qualitative methods, the results only reflect the experiences of the participants related to the Divyang population.
- Accessibility Audits may again vary based on institutional cooperation and resource provision during data collection.
- Usability testing covers only a few chosen assistive technologies and digital platforms.
- Gender-specific insights obtained are reflective of those participants who constitute Divyangana during the study and may thus not represent all disability categories.

POLICY ENVIRONMENT

(RPWD Act, NEP 2020, UGC Guidelines)

INPUT / COMPONENTS	PROCESS/ INTERVENTIONS	OUTPUTS/ FINDINGS	PROPOSED FRAMEWORK	EXPECTED OUTCOMES
Physical Infrastructure Accessibility	Accessibility Audits	Identified Barriers	Policy Recommendations	Inclusive Library Environment
Digital Accessibility of E-resources	Usability Testing	Technology Usability Results	Physical Modifications	Improved Learning Experience
Assistive Technology Availability	Staff Training Programs	Service Gap	Digital Accessibility Improvements	Enhanced Accessibility Compliance
Library Staff Skills & Training	Co-design Workshops with Divyangana Students	Policy & Practice Gaps	Assistive Technology Integration	Empowerment of Divyangana Students
Student Ne			Capacity-building Module	

Intended Framework Exegesis:-

The purpose of designing enablement in the Library is underpinned by the belief that inclusion is mandated by policy (e.g., the RPwD Act and NEP 2020). Still, it

must ultimately result in implementation at the institutional and library levels. The framework begins by evaluating the inputs, which encompass physical infrastructure, digital systems, assistive devices, personnel's willingness, and user needs. This evaluation is conducted through interventions such as accessibility audits, usability testing, and co-design workshops.

These findings point out the barriers, gaps, and opportunities for improvement. Based on these, the framework proposed by the study is comprehensive. It includes infrastructure development, technology upgrades, staff training, policy compliance, and the overall goal of creating an inclusive library environment that supports equitable learning experiences for students, thereby helping universities align with national accessibility standards.

- **Interpretation of Data**

For data collection, accessibility audits, interviews, usability testing, and document analysis were employed to identify variables that may be related to the educational experiences of Divyangana students in non-agricultural universities of Maharashtra. The presentation was conducted in accordance with the base thematic references.

a. Physical Barriers

- Library buildings have steep or no ramps.
- Tactile flooring or Braille signs are absent.
- Book racks and book-reading places are not accessible.
- Lighting is inadequate, and seating is not comfortable.
- W. Cs are hardly adequate for differently-abled female students.

b. Academic/Learning Barriers

- There is limited access to note-taking support/learning aids.
- Books are hard for them to locate independently or to use/reference sections.
- There are no orientation programs about the library.
- Most of the reading materials are not available in alternate formats.

c. Digital Barriers

- OPAC is difficult to manoeuvre through screen readers
- PDFs and e-resources do not reach the benchmarks set for accessibility
- University websites need to have good headings and alt texts.

- They are also slow to load and do not have a sound assistive system for them.

d. Social & Psychological Barriers

Hesitation among students to ask for help

- 667-Lack of confidence using digital tools without assistance
- Safety concerns when accessing isolated library spaces
- Fear of being judged or misunderstood by staff or peers

- **Facilities and Assistive Supports Currently Available**

Most universities provide some facilities, but they are not fully functional or adequate:

Facility / Support	Availability	Remarks
Accessibility/Support	Partial availability	Many are not built to the standard slope
Ramps / Wheelchair Accessibility	Available in some libraries	Not regularly updated or configured
Screen Readers (JAWS/NVDA)	Limited	Often outdated
Magnification tools	Very meagre	Low student awareness
Braille books	Very limited	Low student awareness
Audio books / DAISY	Only in a small number of libraries	Training insufficient
Help with the Library	Available	Not always maintained
Accessible Washrooms.	In some institutions	

- **Identified Gaps in the Support System. The study identified some gaps that are directly affecting the learning process of Divyangana students:**

* A lack of structured policy implementation at the library level
* Insufficient staff training about inclusive and gender-sensitive services
* No systematic maintenance of assistive devices
* Digital content was not tested for accessibility
* No regular feedback mechanism from Divyang students
* Limited awareness of how to use the assistive technologies
* Inadequate budget allocation for any accessibility improvements.

Divine experiences of Divyangana students (Thematic Summary)

Theme 1: Trouble with physical accessibility.

The students expressed frustration with gaining access to buildings, finding a place in the library, or simply locating a quiet, romantic corner to study. A few never really felt safe and private throughout the library building.

Theme 2: Digital frustrations

Screen readers would not read library catalogues correctly, followed by shy forays into reading PDF files. Navigational links caused more trouble; students were forced to rely on others for research.

Theme 3: Dependence on staff members

Such Divyangana students are highly dependent on library staff members for finding a book, requesting a digital item, or understanding the comprehensibility of services; however, there is uneven support due to inconsistent staff training.

Theme 4: Emotional and Social Impacts

Some students have complained of feeling isolated or embarrassed; others have felt completely overlooked when asking for help. Female students also raised concerns about safety and the feminisation of staff support.

Theme 5: Gratitude for the Supportive Services

While assistive devices or trainers were available to the students, the latter indicated that with the help of such devices, they could improve their self-confidence and the ways of dealing with resources.

General Findings

The only steps taken by universities to make their libraries more accessible concern users with disabilities. These infrastructure actions do not significantly enhance physical accessibility. Despite foraying into the digital world, library computers, digital catalogues, and A/V equipment still do not offer sufficient services for most users, which is particularly critical for people with disabilities to enjoy library services fully. If we examine both the literature and LCNDS programs from a technological standpoint thus far, there is a lack of assistive technologies available to ease the way for disabled users. Librarians are not prepared to handle

disabled patrons seriously. So the conclusion is that no institution has developed standards for its library systems on campus with disabled students, academic staff, and librarians in mind. Consequently, disabled patrons are often excluded from fully accessing library services. A comprehensive support system in all areas of accessibility is mandatory for a diverse group of physically challenged individuals to have access to library services.

Discussion

The findings of this study corroborate earlier research on accessibility in higher education, indicating that Divyang students struggling to participate in academic matters are still faced with numerous barriers. Previously the subjects of other works, this study found poor accessibility in university-level library buildings in Maharashtra, due to a lack of suitable physical infrastructure, limited availability of assistive technologies, and substandard digital accessibility. These findings reinforce the existing literature, which highlights the disparity between the national policy (RPwD Act, 2016) and actual practice on campuses.

The reasons for these problems are deeply rooted and institutionalised. To begin with, several institutions have not generally converted policy directives into workable accessibility plans or long-term plans. The tendency to discount staff capacity led to substantial neglect of already dedicated resources and ultimately caused damage to them. The third factor perpetuating digital inaccessibility is that e-resources and websites are not, by design or certification, directly tested for accessibility, such as WCAG. Social and psychological factors, such as ostracism, low confidence, and limited knowledge, further exacerbate the challenges faced by Divyangana students. Safety concerns and low privacy levels hamper female learners who specifically have learning needs.

These barriers collectively hinder the learning of students with disabilities. They cannot be independent due to physical and digital barriers, which make them reliant on staff or peers for basic academic functions. An inability to access assistive technologies hinders their active participation in engaging with digital content, assignments, and research. Psychological barriers deter them from seeking help due to the fear of judgment, leading to low library usage and confidence. In summary, these hurdles negatively impact their learning outcomes, classroom participation, and emotional well-being.

This result underscores the absolute need for universities to adopt a comprehensive web accessibility framework, where policy implementation, digital enhancements, staff training, and a gender-sensitive support environment

are better integrated. Such prototypic environments would ensure Divyangana's success in academics with pride and dignity.

Coming up with suggestions

Accessible Infrastructure

- Setting up ramps having the proper slope (1:12 ratio), handrails, and tactile flooring to approach the library entrances.
- Making sure that lifts are operational, have Braille buttons, and give off audio language to announce floors.
- In the background of disability awareness and focal attention on the hindered, spaces should be arranged to offer adjustable tables, bookshelves with small heights, and wide spacing in the aisles.
- Revamp washrooms as gender-sensitive, making them more accessible to the female students with disabilities.
- Provision of good lighting, signage, and a clear path for navigation assistance for visually impaired people.

Adaptive Technology and Solutions

- Provide screen reading software update (JAWS/NVDA) as well as screen magnifiers, Optical Character Recognition (OCR) devices, and speech-to-text software systems.
- Set up facilities like Assistive Technology Labs equipped with Braille displays, DAISY players, and other audiobook stations.
- Ensure that all assistive technologies, as well as equipment, are maintained and supported.
- Ensure the formats of primary academic materials are converted to user-friendly versions (either audio, ePub, or PDF accessible to assistive technologies).
- Run an accessibility inspection of OPAC, e-resources, or the university website in accordance with Web Content Accessibility Guidelines (WCAG) 2.1.

Staff Training and Capacity Building

- Making it obligatory for staff to attend workshops to enhance disability awareness among themselves, focusing on communication, gender sensitivity, and empathy.
- Training for the use of assistive technologies, creating accessible documents, and supporting visually impaired and deaf students.

- Setting up certification programs on inclusive library services in collaboration with expert organisations like NAB, NIHH, and TISS.
- Designating an Accessibility Officer, or else a Disability Mentor Librarian, to monitor the inclusivity practices.

Policy Changes and Institutional Support

- Develop a University Academic Library Accessibility Policy, reflecting the provisions of the RPwD Act, 2016, as well as UGC guidelines.
- Budget allocation every year for improved accessibility and assistive tools.
- Initiate an Oversight Committee to investigate the degree of accessibility in an audit, and monitor compliance by filing compliance reports.
- Include budgeting and procurement regulations in the development of "Accessibility Standards" for the procurement of books, e-journals, and digital platforms.
- Commend the adoption of 'Universal Design Principles' for all new constructions and renovations.

Assistance for Divyang Students

- Organise library orientation programs to instil an understanding of the use of library resources in Divyang students.
- Better provide individual kinds of help, including reading assistance, scribes, note-taking, and accessible study materials.
- Organise a mentorship program system with peer-support groups, boosting confidence that they may be able to bridge the social gap they experience.
- Must have women counsellors to work in sensitive areas or for sensitive jobs for such girls.
- Creating help desks for Divyang students to talk about opportunities that make it easier for them to stay back in the institution and have a way of giving constructive feedback to the institution, regardless of size.

Student Support Services

- Conduct regular orientation programs for Divyangana students on using library resources and assistive tools.
- To provide personalised support services like reading assistants, scribes, yet comprehensive services to include note-taking help, accessible study materials, etc.
- Create peer support groups and mentoring programs to help these Divyangana students enhance self-confidence and reduce social isolation.

- To assure the presence of female staff members available for sensitive tasks or spaces.
- Set up a feedback mechanism where students can report issues covertly and obtain timely solutions.

Key Points in the Process of Making Recommendations

- Build a ramp, a tactile path, and accessible washrooms to make library accessibility a possibility.
- Update assistive and adaptive techniques in libraries and ensure their proper working conditions.
- Make library staff undergo recurrent training induction that mandates inclusive activities.
- Enforce policies effectively by conducting audits and having good financial manoeuvres with institutionalised foundations.
- Offer academic and emotional support services for Divyangjan learners.

Conclusion

An exploration was conducted in the paper on the challenges of access, barriers to learning, and the support mechanisms in place for students with disabilities in higher education institutions. While universities have implemented a few inclusive facilities, specific gaps still exist, primarily in physical infrastructure, academic support, digital accessibility, and gender-specific needs. There remain particular barriers for Divyangana students, including a lack of accessible buildings, unavailability and limited access to assistive technology, issues related to institutional policy, and an acute shortage of personnel trained to address the academic and emotional needs of these students.

Moreover, our analysis shows that, as laws like the RPwD Act (2016) highlight the idea of inclusivity, the implementation of that intention varies at academic levels. Lack of support services, specific training modes, and systematic appraisals of facilities for Divyangana means that they cannot actively participate in learning environments, whether regular or mainstream. Furthermore, the study revealed that social barriers, including stigma and peer and teacher ignorance, significantly hinder their academic receptiveness.

This study has underscored the need for creating comprehensive, gender-sensitive, and technology-enabled learning environments. Strengthening inclusivity in infrastructural facilities, offering superior assistive tools, training institutional personnel, and establishing clear policies are essential for ensuring equal access

to education. Recommendations initiated, such as newer accessible library systems, assistive tools that provide digital interfaces, and personalised assistance services, could be seen as ways of providing services to achieve ubiquitous access for people in need. Identifying existing gaps and providing workable solutions, this study contributes a significant amount of input that may aid institutions and universities in building alternative strategies to empower Divyangana students. Accessible learning not only enhances academic success but also supports dignity, independence, and holistic growth of differently-abled female learners at the tertiary level.

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Role of Libraries in Promoting Equality, Access, and Social Inclusion

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Abstract: Libraries have been perceived as tyrannical in their provision of equity-based access to knowledge, information, and learning. And in this era of spatial globalization, digital divides, and accelerating socioeconomic inequality, libraries, with their aim of promoting equality and social inclusion, become particularly relevant. This paper examines the contributions to equality, embracement, and social inclusion made by public libraries, academic libraries, and community libraries through their physical infrastructures, digital initiatives, inclusive services, and community engagement programs. Through a concept-methodology of qualitative research supplemented by policy documents, scholarly literature, and international guidelines, the paper identifies key barriers. It proposes a strategic framework that can make the library more inclusive. The study's conclusion demonstrates that well-funded public libraries can have a significant impact on increasing democratic participation, digital empowerment, and equal learning opportunities for those who are more vulnerable.

KEYWORDS: Society and Libraries; Equality and Social Inclusion; For equal access to information; fulfil the digital divide; Help for assistive technology; community outreach; addressing information literacy;

Introduction

Libraries are one of the most important societal institutions where lifelong learning is nurtured, citizenship participation occurs, and information is made available to everyone. Libraries were initially constructed in the same area for all of humanity. Without discrimination on the grounds of gender, caste, economic status, or educational background, they stood as spaces exclusively for knowledge, making it accessible to fellow human beings irrespective. Today, libraries are recognized as venues of immense importance in promoting digital literacy, fostering community development, enhancing research, and driving social empowerment. However, turbulent impediments are placed in the way of the hidden access pathways for marginalized populations, who bear the burdens of inadequate funding, unfeasible infrastructures, complex dilemmas, and limited access to proper technologies. If these gaps in the libraries are not settled at this moment, moments like reducing

wholly or partially the people with disabilities, rural communities, women, the elderly, and socio-economically disadvantaged sections will be marked on to all. This paper will provide insight into the ways libraries address these gaps and how they have been involved in various strategies and programs to implement practices of diversity and social integration.

Literature Review

TLS as a global austerity actor for socioeconomic development: Libraries as equilibria.

When libraries provide more equal access to information, free from all interference, they foster democratic space, promoting social justice. Libraries then make the necessary reference materials, online resources, and technical assistance available to level the playing field.

Bridging the gap of the 'digital divide' is a significant challenge not only to developing countries but also to Libraries' access to the internet, computers, and literacy instruction for individuals who are not well-versed in the field (Audunson, 2019). Several studies have confirmed the crucial role of technology as an equalizing force, giving disadvantaged communities a leg up toward digital inclusion.

Contrary to Mates' (2011) position, Kumar and Saman (2015) hold the view that libraries worldwide share practically no accessibility infrastructure. This is in addition to the above-cited opinions, which offer two contrasting barriers: on the one hand, ease of access to information, and on the other hand, an abundance of information that represents a significant benefit to one group but does not serve information accessibility to the remaining groups.

Creative Society Forums - The Presence of mobile libraries, outreach programs, book clubs, and advocacy programs enables people in low-socioeconomic status and rural communities to access library services (IFLA, 2020). Programs driven by community participation are exemplary of certain forms of social inclusion.

The Policy and Institutional Framework - The Right to Persons with Disabilities Act 2016 (India), guided by the Global Action for Inclusive Education: Education 2030 and facilitated by UNESCO in conjunction with other agencies, has emphasized inclusive education and equitable access. This is the door that brokers transformation.

Background

The study intended to

- Through which libraries promote equality, access, and social inclusion.
- Critically examining the digital divide and the intersection between libraries and equity.
- To wit, the key challenges that libraries worldwide face in providing inclusive services.
- Examining the role of digital literacy and ICT tools in enhancing access.
- And then ascertain the best way forward with a positive and inclusive approach.
- It is essential to develop policies that create inclusive environments in libraries.
- Additionally, develop a conceptual framework for future research and policy-making.

Methodology

In the context of an inclusive approach to social science research using secondary data, this article examines equality, library access, and environmental considerations for social inclusion. Important themes have been identified by thematic analysis.

To gain a global perspective on inclusive library services, this paper also explores international standards and guidelines as outlined by IFLA and UNESCO. This is indeed a conceptual analysis that could not have collected any primary data, such as questionnaires or surveys. Thus, the findings presented in this paper will help direct research-related empowerment for future development in inclusive library service provision.

Findings (Conceptual)

Physical and Structural Accessibility

Regarding the activities of disabled persons who are visually and mobility challenged within the library, the library's primary objective appears to be providing the various physical spaces that are necessary for freedom and independence. The noteworthy aspects include wheelchair ramps, tactile pathways, wide aisles, low-set shelves, handrails, Braille, and large-scale digital printing for library signage, as well as accessible restrooms and comfortable seating.

Yet, most libraries lag in incorporating modern elements of accessible facilities, thereby further limiting access to sound infrastructure systems and universal design investment.

Libraries are specimens of digital equality promoted through the critique of the following services:

- Computers and the Internet
- DSP and Databases
- Digital literacy training
- ICT Tools -in rural communities

The problems of slow internet and the difficulty in providing up-to-date products have remained real issues.

Assistive Technology

An increasing number of libraries use technologies that include:

Screen readers (JAWS, NVDA)

Audiobooks

Braille displays

Magnification tools

Visual support for visually impaired users and other individuals with disabilities is dependent on these tools.

Community Service and Social Engagement

Library operations in the community service sector essentially promote social inclusion through measures described below:

Mobile Libraries

Literacy for women and rural areas

Aiding the elderly

Reading clubs for the younger sections of library users

Workshops for information on health and legal rights.

Training of Library Staff

They have a vital role in promoting inclusive practices. Training in disability awareness, digital literacy, community engagement, and other related areas all benefit the user's experience.

Discussion

The study highlights that libraries are effectively leading some essential aspects of inclusion and social justice by acting as equalizer clubs for information access and community support. While technological developments have brought a greater range of opportunities, they also come with the potential to become barriers for people lacking access to devices, connectivity, or digital skills.

Policy support, funding, and staff training remain key factors for successful integration. Working cooperatively with schools, NGOs, and government agencies, libraries can include otherwise marginalized groups. However, disparities remain in infrastructure, the execution of inclusive activities, and the maintenance of support systems.

Suggestions

Elevation of Accessibility

Modernise and make necessary amendments to the physical infrastructure and introduce elements of universal design.

Amplify Use of Assistive Technologies

All systems should have proper integration of screen reader software, audiobooks, and tactile devices, and Braille reproductions should be made available.

Augmentation in Digital Literacy

Training should be conducted for women, elderly users, rural users, and persons living with disability.

Fast Track Policy Support and Funding Provision

Both government and private institutions should ensure the proper allocation of funds for these services, which should not otherwise remain unaddressed.

Support Capacity Development for Staff

Staff should be provided with training in inclusive customer service, ICT skills, and support for individuals with disabilities.

Social Partnerships

Collaborate with NGOs, Schools, the Department of Social Welfare, and Community-Based Organizations.

Create Multilingual and Multiformat Collections collection should include regional languages, large print books, audio, and e-resources.

Monitoring and Evaluation

User engagement, accessibility improvements, and the effectiveness of the outreach program shall be closely monitored.

Conclusion

Libraries are vital establishments that engender equity, inclusivity, and access to knowledge. They serve the disadvantaged, the marginalized, and diverse groups by providing free informational resources and bridging the digital divide. If libraries wish to further their role in social inclusion, they must enhance skill development, digital services, and the adoption of effective socially inclusive policies. A research topic in the near future will assess user experiences and the real-world impact of implementing inclusive library programs.

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Bibliotherapy in the 21st Century: Changing Dimensions and New Perspectives

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ABSTRACT: Bibliotherapy has served as a sensitive medium for emotional realisation and mental growth for ages. The idea that literature can influence human cognition and bring about transformation is not new; however, the 21st century has given this method a new direction. Today, fiction, poetry, memoirs, autobiographies, memes, and other reading materials are no longer just reading experiences but are emerging as powerful interventions in the field of mental health development. Digital transformation has broadened the horizons of Bibliotherapy through e-literature, audiobooks, mobile apps, online counselling, and interactive story platforms. This revolution has transformed literature into a therapeutic force, making it more accessible and influential than ever. After the pandemic, the increasing focus on mental health has made this method even more relevant. In the modern context, Bibliotherapy is not merely a therapeutic intervention but a multidisciplinary and global approach that influences education, counselling, and literary studies.

KEYWORDS: Bibliotherapy, digital Bibliotherapy, mental health, literary therapy, innovation.

Introduction

With the evolution of civilisation in human society, literature has always been a companion that unravels the complexities of the mind and transforms it. Stories touch us, comfort us, challenge us, enlighten us, and sometimes show us directions we might not have recognised ourselves. Modern psychology has formalised this experience and developed Bibliotherapy as a therapeutic method for healing and growth.

The rapid technological revolution of the 21st century has drastically changed human life. Changing family structures, rising social expectations, and innovative lifestyle options have led to increased comfort in livelihood, but technology has also heightened mental pressure. Stress, anxiety, depression, and identity-related challenges are becoming common among youth. Global mental health statistics warn that simple, accessible, and sensitive interventions concerning the issues

of self-exit, depression, etc, are urgently needed. Herein, the role of literature becomes crucial in this context.

Technological advancements have fundamentally changed the reading experience. Books are no longer confined to printed pages; they are now available on screens, in audio formats, videos, and other interactive forms. Digital libraries, virtual book clubs, and AI-based reading systems have modernised Bibliotherapy.

Psychological Basis

Bibliotherapy works through these psychological processes:

1. The reader identifies themselves with their own personal experiences reflected in the story.
2. They recognise similar emotions, struggles, or circumstances that the protagonist of the story experiences.
3. Words allow suppressed emotions to surface, relating them to the reader's circumstances and thus help in reducing stress, anxiety, and depression.
4. Story resolutions help readers develop new perspectives on their own lives.

These processes form the core of Bibliotherapy's effectiveness.

Role of Bibliotherapy in Education

Education is never limited to providing information; it also shapes students' personality and their emotional maturity. Amidst rising pressure and competition in society, literature offers a calm space where students can reflect, understand their thoughts, and learn to express complex emotions.

Reading literature develops-

- Emotional understanding
- Stress reduction
- Empathy and social sensitivity
- Analytical and decision-making skills

Especially for children with emotional or behavioural challenges, Bibliotherapy is extremely helpful.

Applications for Children and Adolescents

Books help in-

- Recognizing emotions
- Problem-solving

- Developing empathy
- Improving communication
- Social behaviour and emotional literacy among peers

It is particularly effective for children with autism spectrum disorder, learning disabilities and language difficulties.

Modern Relevance in Mental Health

Post COVID-19, the increasing global awareness about mental health has strengthened Bibliotherapy through these digital tools:

- Online reading sessions
- Virtual counselling
- Therapeutic reading lists for definitive mental health
- Audio stories and books for stress reduction
- Mental health apps

Many mental health professionals have now started to include Bibliotherapy as a complementary therapy.

Need for the Study

Despite the growing use of Bibliotherapy, in-depth research on 21st-century innovations is limited. Most existing work emphasises traditional methods, whereas digital and technological tools are now central.

This paper attempts to bridge this gap through a detailed study of-

- Historical foundations
- Impact of the digital age
- Technological advancements
- Effectiveness across age groups
- Role in education and mental health
- Challenges
- Future scope

Objectives of the Study

This research aims to analyse the modern form of Bibliotherapy, its utility, and its evolution in relation to technological progress. It also highlights how literature functions as a multifaceted tool, both psychologically, academically, and socially.

1. Historical Development of Bibliotherapy

1.1 From Ancient Roots to Modern Concepts

The therapeutic use of literature dates back to ancient civilisations. The Ancient Cities of Takshila and Nalanda exemplify the 13th- and 15th-century cities built for experiences of knowledge and therapeutic learning. Egyptian libraries carried inscriptions such as *"House of Healing for the Soul"*, symbolising the power of literature in transforming human intellect and personality. Greek philosopher Plato believed that poetry and drama could balance the human soul. Indian traditions, since time immemorial, have utilised texts such as the Ramayana, Mahabharata, Upanishads, Jain literature, and Buddhist literature for moral and emotional healing. During the medieval period, devotional literature played a vital role in mental and spiritual balance. By the 18th and 19th centuries, novels and poetry became tools for personal and social healing during the British rule era. Literature has been a source of hope and healing for many prisoners of war as well as freedom fighters across the globe.

1.2 Formal Emergence

The term *"Bibliotherapy"* was first used in 1916 by Samuel McChord Crothers. Between 1930 and 1960, it evolved into a structured method in medicine, social work, and education.

2. Types of Bibliotherapy

2.1 Developmental Bibliotherapy

Used for the emotional and social development of children and teens:

- Self-discipline
- Emotional identification
- Conflict resolution
- Social skills

2.2 Clinical Bibliotherapy

Used by mental health professionals:

- Depression
- PTSD
- Anxiety
- Grief

- Behavioural disorders

2.3 Self-help Bibliotherapy

Readers choose books for self-guided emotional healing.

2.4 Digital Bibliotherapy

A 21st-century advancement:

- E-books
- Audiobooks
- Mental health apps
- Online story-based interventions

3. Innovations in the 21st Century

3.1 Digital Bibliotherapy

Offers accessibility through:

- Mobile/tablet reading
- Global literature access
- Multi-language support
- Customizable fonts and screens
- Text-to-speech for the visually impaired

3.2 Audiobook-Based Bibliotherapy

Beneficial for:

- Visually impaired
- Dyslexic individuals
- Elderly
- Mentally fatigued readers

3.3 AI-Assisted Bibliotherapy

AI supports:

- Personalised reading lists
- Emotional pattern detection
- Psychological story recommendations
- Progress tracking
- Stress-anxiety-based reading prescriptions

3.4 Multimodal Narratives

Literature as an immersive experience:

- Text + images
- Text + animation
- Text + music
- Text + virtual reality

3.5 Online Bibliotherapy Programs

Examples include:

- Story therapy groups
- Teacher-led online story counselling
- Psychologist-driven reading prescriptions

3.6 Therapeutic Writing Integration

Combines reading + writing:

- Self-awareness
- Emotional release
- Memory organization
- Self-acceptance

4. Scientific Effects of Literary Interventions

4.1 Neurocognitive Impact

Reading activates:

- Prefrontal cortex
- Amygdala
- Temporal lobe

4.2 Emotional Impact

Stories provide safe emotional release.

4.3 Social Impact

Group reading encourages communication and bonding.

4.4 Identity Formation

Youth adopt positive perspectives through character inspiration.

5. Applications in Various Fields

5.1 Education: SEL, Inclusive Education, Character Development, Language Skills

Bibliotherapy strengthens:

- Emotional learning
- Moral values
- Communication skills
- Exam stress management

5.2 Mental Health

Useful for:

- Anxiety & Depression
- Trauma
- Grief
- Addiction recovery
- Adolescent mental conflicts

5.3 Child Counselling

Stories help children express difficult emotions, such as fear, anger, shame, or jealousy.

5.4 Elderly Care

Reading therapy supports:

- Cognitive activation
- Memory
- Social interaction
- Life reflection

5.5 Rehabilitation & Correctional Settings

Promotes:

- Self-reflection
- Behavioural change
- Emotional healing

6. Challenges of Bibliotherapy

- Selecting appropriate content

- Need for trained professionals
- Cultural relevance
- Digital divide
- Emotional triggers
- Language barriers

7. Future Directions

- AI-based emotional analysis
- VR therapeutic narratives
- AR immersive storytelling
- Multilingual libraries
- Writing therapy
- Community-based reading circles
- AI-generated personalised stories for special needs

8. Conclusion

The 21st century is witnessing bibliotherapy emerge as a powerful therapeutic method that integrates with mental health, education, child development, social counselling, and technological innovation through socio-digital mediums. Literature, since time immemorial, has been a medium for the expression of human emotions, thoughts, logic, and experiences. Rather than merely validating artistic expression, it is also established as a scientifically validated, structured, and effective therapeutic tool for mental health disorders. Furthermore, the digital boom has contributed to the innovation of these tools.

The paper emphasises that the impact of Bibliotherapy is multifaceted - it activates cognitive processes among adolescents, encourages emotional expression in children, develops social understanding among adults, and restores mental balance in older people. Innovations such as e-books, audiobooks, online counselling platforms, AI-based reading aids, multimodal storytelling, and virtual reality have made it more accessible, practical and modern. These tools have exponentially enhanced the reach and effectiveness of Bibliotherapy. Reading is an experience where the reader enters the narrative, connects with the characters, and safely acknowledges and understands their own emotions. Although modern Bibliotherapy has adapted to the digital world, it still faces challenges, including selecting age-appropriate content, a shortage of trained and

socially aware professionals, a lack of culturally relevant literature catering to a broader demographic, digital inequality across genders and people with special needs, and the risk of emotional triggers. Only by addressing these challenges can Bibliotherapy be fully integrated into global mental health frameworks. AI-based emotion detectors, Virtual Reality narratives, Augmented Reality storybooks, multilingual digital libraries and personalised therapeutic story generation could elevate it to new levels.

Customised AI storytelling for individuals with special needs will transform therapy into a personalised experience. Bibliotherapy is emerging not only as a therapeutic tool but as a comprehensive life perspective—enhancing emotional understanding, social awareness, self-development and mental balance. In the coming decades, Bibliotherapy will introduce new dimensions to mental health and education. Numerous studies have shown that Bibliotherapy is effective for all age groups: children, adolescents, adults, and seniors. In children, it helps with fear, anxiety, behavioural challenges, self-control, social skills and value formation. For adolescents, it supports identity development, self-esteem, emotional expression and understanding relationship conflicts. In adults, it aids in addressing depression, grief, trauma and stress and encourages self-reflection. In senior citizens, it significantly improves memory, reduces loneliness and stimulates mental activity. Bibliotherapy is not limited to book reading alone, but rather builds a pathway for holistic lifestyle, individual growth, social awareness, and mental well-being. Ultimately, the 21st century is an era where literature and technology intersect, with Bibliotherapy emerging as a guiding light for understanding the human mind, emotions, experiences, and intellect.

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Bibliotherapy as a Transformative Library Service in Modern Libraries: A Conceptual Framework

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Abstract: We are living in a world where anxiety, stress, loneliness, grief, depression and suicidal ideation are increasing rapidly, and these problems have led libraries to re-imagine their roles and responsibilities. Bibliotherapy, the use of reading material for psychological and emotional healing, is a robust, inclusive and user-centred library service that aligns closely with the changing digital library environment. This paper examines the potential of Bibliotherapy as an inclusive service for libraries in this era, with a primary focus on how digital technology, artificial intelligence (AI), and changing user behaviour patterns are transforming it. The paper also discusses the relevance of Bibliotherapy in library settings, both in academic and public contexts. It presents a theoretical foundation for incorporating Bibliotherapy into modern frameworks for library services. The paper also discusses Bibliotherapy as a community-oriented service, which not only promotes mental health wellness but also bridges the gap in accessing mental health by providing free/affordable and stigma-free support. Incorporating Bibliotherapy in library services removes the financial constraints, geographical barriers, and, importantly, the untold stigmas of our society. The paper argues that Bibliotherapy strengthens libraries' identity as community healing hubs and expands their role in promoting public wellbeing. It concludes that the bibliotherapy service can meaningfully improve user engagement, support inclusion, and enhance community mental health outcomes.

Introduction

Inspired by Abraham Lincoln's famous democratic ideal, libraries also stand as institutions built by the people, for the people. Libraries are community-driven and service-oriented institutions, designed according to the needs and wants of their patrons. Moreover, as users' expectations change daily, so do the libraries, adapting in response. Across the globe, libraries are undergoing a profound transformation as the digital age reshapes how information is accessed, utilised, and experienced. Libraries are more than a place for books; they are a space for healing and growth, and librarians are more than the traditional custodians of knowledge. The emergence of the digital era, and most importantly, artificial intelligence (AI), has transformed libraries from traditional information suppliers into community-focused organisations, prioritising the holistic wellbeing of their patrons. Within this broader shift, mental health issues have become a crucial area of need, particularly among students and young adults, which not only affects their academic and social world but also leads to many health issues. According to the World Health Organisation, more than one billion people worldwide are currently living with a mental health condition, with depression and anxiety ranking among the most common. Globally, an estimated 5.7% of adults suffer from depression (World Health Organisation, 2025a). Depression is a common mental disorder which can lead to suicide. Suicide accounts for roughly one in every hundred global deaths and remains one of the leading causes of death among 15-29 year olds (World Health Organisation, 2024). While medical and psychotherapeutic treatments have shown effectiveness, they are often limited by factors such as high costs, societal stigma, and a shortage of trained professionals. Globally, the median number of mental-health workers is only about 13 per 100,000 people, and government health spending on mental health averages just 2 per cent of total health budgets (World Health Organisation, 2025b). These challenges require adjunct and supportive approaches that can reach individuals beyond the boundaries of clinical settings.

Conceptual Background of Bibliotherapy

The term bibliotherapy was first coined by Samuel MacChord Crothers in 1916. He described it as the art of "fitting the wholly unregulated peculiarities of the patient and the particular books which will do him good"(Crothers, 1916). Similarly, Caroline Shrodes described Bibliotherapy as "a process of dynamic interaction between the personality of the reader and literature under the guidance of a trained helper" (Shrodes, 2019). In simple terms, it is the intentional, structured use of reading materials (fiction, non-fiction, poetry, self-help, etc.), whether in the form

of documents or other multimedia resources, to help people better understand and cope with their feelings, problems, or life situations. The curative power of reading is not a new idea; ancient libraries, such as those in Alexandria, were referred to as "Healing Places for the Soul." In the modern context, Bibliotherapy involves structured reading programs guided by clinicians or facilitators, designed to help individuals process emotions, gain new insight into their experiences, and adopt healthier coping strategies (Medical Library Forum, 2018).

Libraries and Bibliotherapy

Libraries and Bibliotherapy are closely linked. Libraries collect, organise, and recommend Books (covering all forms of information), while Bibliotherapy provides a way to use those books to support people's mental and emotional health. Libraries are well-positioned to offer Bibliotherapy as a part of their regular services. Through Bibliotherapy, libraries can strengthen their role and relevance in society. It also helps them to connect more closely with the community.

Libraries are, by design and nature, non-discriminatory spaces. Within a library, users are not judged by caste, religion, gender, income or social status. Everyone is treated with the same respect, and unbiased services are offered. The atmosphere there is also different; they offer quiet, positive, and welcoming spaces where people like to come, sit, read, and feel at peace. Because of this, the social stigma that is often attached to visiting a psychiatrist or a mental health clinic is largely absent in the library setting. Users do not have to explain why they are there, nor do they have to worry about being seen as "mentally ill" simply because they are using library resources and services.

Although clinics and conventional medical treatments are available, they often carry a social stigma, and people hesitate to visit them, as they are not affordable for everyone, especially in developing countries. Conventional pharmacological treatments may be effective, but they are often associated with side effects and continuous costs. Many people cannot pay the required fees for mental health care and, as a result, they go without treatment, overlook their symptoms or endure their conditions in silence. In contrast, library services are usually free or very low-cost, making Bibliotherapy a safe, affordable, and easily accessible option for all.

Studies also suggest that such programmes and services can be effective. For example, Tukhareli (2011) describes a three-month bibliotherapy programme in a library for African children and young adults living with HIV/AIDS. Through weekly group sessions using selected books and guided discussion, the programme offered a safe space for participants to cope with their problems. The study found

that Bibliotherapy helped reduce their isolation (they felt less cut off from others) and break the stigma among young people living with HIV/AIDS (Tukhareli, 2011).

Many libraries, both academic and public, have now incorporated Bibliotherapy into their services. The resources for these programmes are carefully selected according to the individual needs and characteristics. Such programmes are especially considered adequate for people with mild to moderate mental health conditions. (Petersson,2018). By incorporating such services, libraries can actively promote mental health and support their communities more effectively, further strengthening their social role and relevance (Giannakopoulou, Antoniou, Vraimaki, & Maniadaki, 2024).

Digital age, AI and bibliotherapy Service

The emergence of the digital age and AI has completely changed libraries and their way of delivering services. It has made it easier for libraries to offer their services and resources, even when their patrons are not physically present. They can access information from anywhere, at any time, without the barriers of time, cost, and place. Online platforms and digital tools have made these services available at users' fingertips. There is no need to come to the library in person to receive them. Users can access them from the comfort of their home or office, which is especially helpful for those with limited time, mobility difficulties, or any other disabilities (Franz et al., 2022; Cuijpers et al., 2017). Digital platforms can enhance traditional Bibliotherapy by incorporating multimedia and other interactive features, making the experience more engaging (Chamberlain et al., 2008; Georgiou, 2024).

In recent years, numerous AI and digital tools have been developed to aid in delivering Bibliotherapy and support mental health. They act as a complement to Bibliotherapy. Libraries can use these tools to save users time and to make their services more engaging and interesting. AI chatbots like Wysa, Woebot, and Youper provide personalised support to users. The chatbots ask relevant and straightforward questions, provide appropriate reading material and adjust their responses based on the ongoing conversation. They offer a simple, user-friendly interface and a non-judgmental space. At the same time, many people now enjoy interacting with technology, making the use of such tools more engaging and enjoyable for them (Farzan, Ebrahimi, Pourali, & Sabeti, 2025). Similarly, apps like Replika further enhance this process by engaging users in supportive conversations and guiding them to do reflective writing and reading activities. Storytel, Blinkist, and Audible are popular audio platforms that offer complete, summarised, and quick audiobooks. These formats are handy for people who are

visually impaired or who struggle to concentrate for long periods or read through books. Public library-supported apps, such as Libby and OverDrive, enable patrons to borrow free e-books, audiobooks, and magazines, thBibliotherapyng the reach of bibliotherapy to a broader audience.

Additionally, podcasts such as The Happiness Lab (Hosted by Dr Laurie Santos) and Therapy for Black Girls (Hosted by Dr Joy Harden Bradford) provide the latest scientific research, practical-based conversations, and podcasts about mental health, personal development, happiness, and practical advice on how to improve your wellbeing. Similarly, the podcast Calm Pills offers various audio types designed to help users relax and sleep. It includes calming background sounds, meditations and soft, soothing stories.

Together, these AI tools, chatbots, audiobook services, podcasts, and other digital tools help libraries transform their conventional services into more engaging and interactive ones.

Conceptual framework

After exploring and reviewing the existing practices aBibliotherapy on bibliotherapy, the researcher proposed a framewoBibliotherapying bibliotherapy as a library service. This conceptual framework illustrates how libraries can deliver bibliotherapy services. The framework is organised into the following interlinked components.

1. User Context

The foundation of any bibliotherapy framework is understanding who the users are, the challenges they face, and the barriers that may prevent them from seeking or benefiting from supportive reading interventions. Users of Bibliotherapy are diverse in age, background, and circumstance, including students and youngsters coping with academic pressure, individuals experiencing stress, grief, and loneliness, and people managing chronic illnesses, depression, and anxiety. People not only live with their mental health difficulties, but also face many barriers when they try to seek help. There is a strong, unspoken stigma attached to mental illness, which libraries can slowly help to reduce. At the same time, libraries must consider users' financial situations and strive to offer bibliotherapy services at no cost or at a very low price, so that financial burden does not become another obstacle. Libraries also need to value users' time and make them feel welcomed, safe and respected when they come to the library. By doing so, librarians can provide appropriate material to the right user at the right time.

2. Library platform (Physical and Digital)

Today, many libraries operate in a hybrid manner, offering both physical spaces and utilising digital tools and AI-based platforms to support their services. Such an environment creates the best spacBibliotherapying Bibliotherapy, which in turn enables libraries to contribute more strongly to community wellbeing and mental health support.

a. Physical Space

Physical space is the stBibliotherapyfor Bibliotherapy in libraries. Physical library spaces must be welcoming, safe, and adaptable to meet the diverse needs of users. The peaceful and quiet environment of the library provides users with a calm place to sit, focus, read, and connect deeply, which is essential for implementing bibliotherapy services. Apart from this, libraries should also create dedicated corners and shelves specifically for mental health and well-being.

b. Digital Spaces

Digital platforms expBibliotherapy of bibliotherapy beyond physical limits. OPACs (online public access catalogues) and discovery tools can be enhanced with tags and lists directing users to mental health-related materials, making it easier to find supportive reading. E-books, audiobooks, podcasts, and vodcasts can be used to provide service at any time and from anywhere. These services are helpful for patrons who are unable to visit the library or for those who prefer listening to or watching books rather than reading them conventionally. Online reading groups and clubs can be created to promote community wellbeing and overcome geographical and other social barriers. Like physical corners, library websites can also dedicate sections focusing on mental health and overall wellbeing. Moreover, AI chatbots such as Woebot, Wysa, and Youper can be incorporated to enhance the experience and make it more engaging and interesting. Various applications, such as Google Meet, Zoom, and Webex Meetings, can be used for virtual meetings and communication sessions. Popular social media applications, such as WhatsApp and Telegram, can be used to deliver reading material more quickly and efficiently.

By integrating digital technology and AI into their services, libraries can transform the way they operate.

3. Bibliotherapy Service

Bibliotherapy services work through a simple but structured process that includes assessment, personalised material selection, facilitation, and evaluation. These services can be provided individually, in groups, or even through community

outreach. The mBibliotherapyhat Bibliotherapy is always offered according to the user's particular needs. It is a personalised service, tailored to each person's unique situation. As part of the assessment process and to gain a clearer understanding of a user's mental state, librarians or facilitators may also use simple psychological or wellness scales. Tools like stress scales, mood-rating scales, anxiety checklists or short self-report questionnaires help identify the user's level of mental health Struggle. These scales also guide the selection of appropriate materials. Some standard scales that can be used for assessment include the PHQ-9 for depressive symptoms, the GAD-7 for anxiety, and the Perceived Stress Scale (PSS), as well as short mood-rating scales that help identify the user's current emotional level. In some cases, scales such as the UCLA Loneliness Scale and the Brief Resilience Scale (BRS) may also be used to understand feelings of loneliness and a person's overall well-being. These scales also make it easier to track progress over time and evaluate how effectively the bibliotherapy service is supporting our patrons.

Bibliotherapy activities focus on providing support tailored to a person's unique emotional or mental health challenges. The therapeutic material is chosen carefully to address themes like grief, resilience, anxiety, loneliness, depression, and stress. The aim is to help patrons find stories, texts, audio materials, videos, or poetry that connect with and match their experiences, providing them with comfort, clarity, and new perspectives.

People visiting a library often come with many different types of mental health issues. Some individuals may be stressed due to academic pressures, financial concerns, or relationship issues. Others may be struggling with loneliness, depression, anxiety, or pressure of various kinds. Because every person's problem is unique, the librarian cannot provide everyone with the same type of therapeutic material. The resources must be selected according to their specific issues.

For instance, users with visual disabilities may receive audio materials. Those who prefer listening or watching rather than reading can be provided with podcasts, vodcasts, or storytelling recordings. If users enjoy digital reading, e-books can be offered as an option. For children, picture books are helpful, and story-time sessions can be built around emotions and feelings. These sessions help children recognise their emotions through stories, and often include simple, creative activities like drawing or role-playing to make the experience engaging and supportive. Those who are unable to come to the library or have a Locomotor disability can still receive support, as the library reaches them through various online platforms, offering digital reading materials, virtual sessions, and personalised guidance right at their fingertips.

To make the experience more exciting and fast, libraries can also deliver the service by using different Digital chatbots (like Woebot, Wysa, and Youper) and personalised recommendation systems. Online reading groups, virtual book clubs, digital discussion forums, and displays on OPACs or dedicated website sections which are focused on mental-health themes can further enrich the service. Platforms like Google Meet, Microsoft Teams, Zoom, and Cisco Webex enable librarians to conduct sessions for users who are unable to visit in person. Reading materials can be shared easily through email, WhatsApp, or Telegram, making the entire process more flexible and user-friendly. Digital platforms enable people to participate at their own pace and in a manner that makes them feel comfortable and at ease. This is especially helpful for people who are shy or hesitant in face-to-face sessions.

During a bibliotherapy session, users typically progress through different stages, namely Identification, Catharsis and Insight. Identification occurs when they connect with characters (the protagonist) and realise they are not alone in their struggles. Then comes catharsis, where they experience an emotional release, such as crying, expressing anger, or letting out sadness, which brings them relief and calmness. Ultimately, insight develops when the person begins to view their problem from a new perspective and discovers healthier ways of understanding and coping with it (Yu et al., 2024).

4. Monitoring, Evaluation, and Feedback

The most crucial step in any process is to carefully review what is happening, understand what is working and what is not, and make necessary changes so that the outcomes continue to improve. Monitoring, evaluation, and feedback are essential for maintaining the effectiveness of bibliotherapy services. Libraries can gather feedback by using different tools, reflective forms and questionnaires. Moreover, personal reflective journals can be used, allowing participants to share their genuine feelings and emotions. With the help of AI, we can analyse how much and how often users are participating (reading, writing, using the platform), and we can also see whether their mental state is improving slowly over time (for example, experiencing less stress, a better mood, and more positive responses). Regular meetings between librarians, counsellors, and partner organisations can be held to discuss, improve, and make necessary adjustments to the service. By listening carefully to our patrons, libraries can continue to improve and run bibliotherapy programmes more successfully.

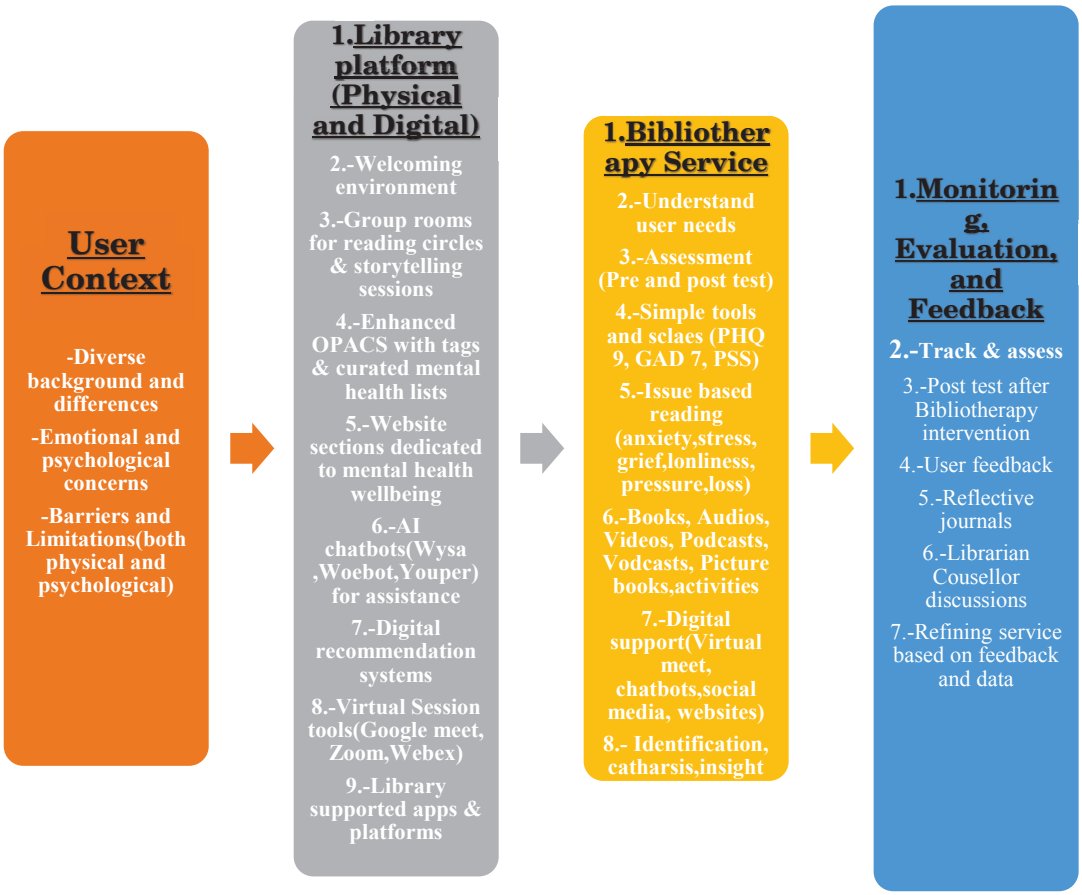


Fig 1: Conceptual Framework

Conclusion

Libraries can support people's mental health in a welcoming and frieBibliotherapymannerugh Bibliotherapy. Bibliotherapy can become a powerful tool to support mental health and promote overall wellbeing in society. This framework illustrates how libraries can expand their traditional role beyond information provision to become healing spaces that offer mental and emotional support. As digital technologies and collaborative practices conBibliotherapyve, Bibliotherapy stands to reach even wider audiences.

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An Analytical Study of the Growth and Development of Women's Colleges Affiliated to RTMNU

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ABSTRACT: The present study focuses on the analysis of the library website and library services of Sevadal Mahila Mahavidyalaya, Nagpur. The primary objective of this research is to evaluate the availability and accessibility of information resources, as well as the effective delivery of services, through the Library and its digital platform. Based on the descriptive research method with observations, the paper has evaluated various components, including physical infrastructure, library sections, online resources, e-resources, INFLIBNET N-List services, and other user-oriented facilities.

It also emerges that the Library has embraced state-of-the-art technological practices in its efforts to meet the academic and information needs of both students and faculty. Free internet access, digital resources, book exhibitions, information literacy programs, inter-library loans, and an institutional repository are among the key services that significantly contribute to both user engagement and support for teaching and learning activities. The results indicate that the website is a well-organized source of relevant information; however, it can be further strengthened by regular updates, improved navigation, and increased digital content.

The overall conclusion of the research is that the institution's Library has become an effective, student-focused information Centre combining both traditional and digital services. It also offers several suggestions for future improvements to develop a thoroughly modern, accessible, and user-friendly academic library environment.

KEYWORDS:-Library Website, Content Analysis, Digital Library, E-Resources, INFLIBNET, N-List, Information Services, Library Automation, Library Infrastructure.

Introduction

The College Library: A Role and Power. In the vast campus of a college, some places are not just buildings but pillars of spirit, thought, and future. One of the most prime and sacred of all these is the library, the true temple of knowledge!

A library is not a simple warehouse that preserves old books from dust. It is a living centre where the wisdom of the past, the information of the present and

the possibilities of the future converge. At this crucial stage of your academic life, the Library is not just a place of academic convenience; it is a vital centre of your personal growth. It is a home that stimulates the intellect of every student, nourishes her confidence and gives wings to her dreams. A resolution to empower women with knowledge, Mahila Mahavidyalaya in Maharashtra was established with a noble and inspiring objective.

To empower women with the light of knowledge. And our Library is working tirelessly to embody this resolution. When it comes to defining your place in society as a woman, there is no greater weapon than knowledge. Books, reference materials and research sources give you qualities, but most of all, they provide you with wisdom. This wisdom empowers you to view the world critically, find answers to questions, and stand firm in your own opinions. The primary role of the Library is to make all the reference materials and information required for its courses readily available to every student in one place. This facility saves you from having to wander around in search of information, allowing you to focus your time on your studies—a vast collection of books and the digital revolution. The beauty of the Library lies in its extensive collection of books. Quietly tucked away on the shelves, each book is the essence of a thinker, the culmination of a researcher's entire life.

You can explore this collection and interact with the greatest minds in human history. But today's Library is not just limited to paper books. In this era of information and technology, the Library has embraced the digital revolution and brought its services to your doorstep. You can now access not only books but also research journals, e-books and other digital tools. With a single click, students have access to knowledge from the world's leading universities. These e-resources provide you with the facility of accessing information not only on your college campus but also at your home or on the go without the constraints of time. The role of the Library is no longer confined to preserving books, but has become one that encourages the creation, dissemination, and self-realisation of knowledge. The most critical and emotional feature of the Library is that it is for you.

We are committed to providing a quiet, inspirational, and, most importantly, a safe environment for women to study and learn. Students need a place for study where they feel completely safe and stable. The Library is that place. The chaos and worries of the outside world stop at the door of the Library. Inside, there is only peace, concentration and positive energy. This piece helps you connect with your own thoughts and delve deeply into your study. In this peaceful environment, students get inspired. While reading with concentration, your creativity awakens, and your thoughts get a new direction. You start expressing yourself more confidently. In the

age of information and reliability, there is a flood of information on the internet, but identifying which of it is reliable and of high quality is a significant challenge. This is where the role of the Library becomes essential.

The Library provides you with a source of trusted and verified knowledge. The Librarian and library management ensure that every book, journal, and digital resource that comes into the hands of a student is academically authentic. The Library guides you on how to use information properly, avoid plagiarism and choose the proper references for research. This knowledge not only makes you a better student but also an informed and literate citizen. A library that gives wings to dreams is not just a row of books; it is a land of ideas. Every corner of the Library is eager to give your thoughts a new direction and give wings to your dreams.

You can think about creating a future by taking inspiration from a history book. You can dream of making discoveries by taking inspiration from a science book. You can gain insight into the depth of human emotions through literature and become a more sensitive person. Whatever your goal, a successful engineer, a dedicated teacher, a bold entrepreneur, or a sensitive writer, the Library provides you with the fuel to walk on your path. This hall of knowledge is always open for the bright future of the student.

Review of Literature

1. Wani, G. (2021) – "Content Analysis of Library Website of Selected Indian Institutes of Management (IIM) in India: A Study"

Wani (2021) undertook a comprehensive content analysis of the library websites of selected Indian Institutes of Management (IIMs). The study investigated the necessary elements of websites related to Web OPAC, online databases, e-resources, navigation structure, accessibility features, URL stability, and the overall friendliness of the interface. Through the analysis of information quality, accuracy, and currency available on the websites, the researcher pointed out the success of IIM libraries in supporting academic and research activities.

2. Kumar, G. U., & Dubey, P. K. (2022) – "A Study on the Content Analysis of Library Resources in Libraries through Library Website, with Special Reference to Madhya Pradesh Region"

Kumar and Dubey's study (2022) aimed to analyse the library resources available on the websites of libraries, with a specific focus on the Madhya Pradesh region. Thus, the purpose of the study was to assess how effectively libraries present, organize, and provide access to their resources through digital platforms. Applying

the content analysis method, the researchers evaluated the availability of the library collections, digital resources, online catalogues, website layouts, ease of user navigation, accessibility, and accuracy of information.

3. Wathore, A. R. (2018) – "Digital Library: Adunik Kalachi Garaj"

Wathore (2018) presents a discussion on the importance of digital libraries in the modern era, emphasizing how they have become imperative for accessing information. The study focuses on the shift from traditional library systems to digital platforms, discussing how digital libraries offer better accessibility, quick access to information, and a vast array of electronic resources.

The author examines the various services offered by digital libraries, including e-journals, e-books, online databases, institutional repositories, and digital archives. From this perspective, the paper explains how it provides greater convenience to users, helps academics increase their productivity, and serves to impart knowledge effectively. Additionally, the advantages of digital libraries, as described by Wathore, include 24/7 availability, access from any geographical location, time-saving aspects, and the ability to store vast amounts of data in a digitized form.

Objectives of the Study

- Analyzing the information available on the library website of the women's college.
- To assess how clearly and comprehensively the information on the Library's resources, services, and facilities is presented on the website.
- Whether information on library rules, schedules, registration procedures, and other relevant details is available.
- Determining the usefulness of the website in relation to the needs of the students and users.

Limitations of the Study

- The study is confined to the information available on the website of Sevadal Mahila Mahavidyalaya, Nagpur.
- The results of the study may be compromised if the website is not updated.
- There may be a difference between the services offered in the actual Library and the information provided on the website.
- As the analysis is based on the observations made by the researcher, specific findings might be subjective.

Research Methodology

This research design falls into the category of descriptive. It describes and studies the information available on the library website, including journals, e-resources, services, and facilities. The layout, navigation, and update status of the website are described in a systematic manner. The completeness, accuracy, and user-friendliness of the information provided are analyzed.

Key Features

1. Direct observation: The researcher himself observes the website or library services.
2. Objective information: Whatever the observer sees is recorded as it is.
3. User-experience study: How easily resources are available from the website, how the navigation is, and whether the links are working are observed.
4. Qualitative and quantitative data are collected by observing the number of links, page structure, instructions/notices, and e-resources.
5. Uses: It is invaluable in analysing the real state of the website's performance.

Library Website Study Uses

Journals, e-resources, OPAC, notice boards, physical inspection of website design, mobile-friendly features, and accessibility.

- Determining how easily a user can use the website.

Table No. 1: Library construction area

Library Section	Area (Sq.Ft.)
Total Area	2400
Circulation Section	150
Stack Room	900
Internet Facility Lab	150
Virtual Classroom	300
Librarian Chamber	80
Reception Area	170
Teaching Staff Reading Room	150
Students Reading Room	400
Property Section	100

Library Services

1. Reference Service – Guidance regarding reference materials in the Library.
2. Information Services – Finding and making information available to students and teachers.
3. Inter Library Loan (ILL) –
   - Shri Shivaji Science College, Congress Nagar, Nagpur
   - Shri Mathuradas Mohata Science College, Nagpur
   - Facility to borrow materials from other libraries.
4. **Internet Lab – E-resources, online databases and internet facilities.**
5. **Newspaper Clippings – Collection of information from newspapers.**
6. **Library Orientation Programme – Introduction and training of new students and teachers to the Library.**
7. New Arrival Display – Display of newly arrived books and resources.
8. INFLIBNET – NList – Availability of online resources for e-journals and e-books.
9. OPAC – Online Public Access Catalogue – Search for mass resources in the Library online.
10. Web-based OPAC (Android App) – Facility to use the online catalogue through a mobile app.

Other Services

1. FREE INTERNET AND E-RESOURCE CENTER– There is one Net lab. Having 04 computers available. Students/users can use this facility free of cost.
2. The OPAC (Online Public Access Catalogue) is a vital tool for searching titles/authors in the library's database. In addition to this, we had provided a web-based OPAC facility through an Android App to students and staff members of the college. Users can search for every single book and journal in the Library.
3. E-JOURNALS AND E-BOOKS - Information available in electronic form is accessible to the students from the Library through N-list INFLIBNET and from the open-access resources.
4. BOOK EXHIBITION - The library organises and displays its reference book collections, as well as other essential books, for students and staff members.
5. INFORMATION LITERACY PROGRAMME- The Library arranges orientation programs for students and faculty members to acquaint them with the library collection, the section-wise arrangement and services available at the Library.

6. NEWSPAPER CUTTINGS AND CLIPPINGS- Information related to the college, the Library, the staff and students are displayed on the notice board and then filed.
7. NEW BOOK Display – A New addition to the library collection is displayed, and the lists are circulated and displayed on the notice board.
8. INTER LIBRARY LENDING SERVICES- Meant for students, staff members or researchers who need to refer to a book from another library for a short time. The College Library has a tie-up with two other college libraries for this purpose, enabling an inter-library loan facility.
9. INSTITUTIONAL REPOSITORY- Library Dept. Created the Institutional repository for students and staff members of the college for information retrieval purposes, including syllabi, question papers, and research papers by faculty members.

Library Rules

- The Library is open to BONA FIDE students only
- Students are expected to wear their identity card while entering the Library.
- The I-Card is valid for the current academic year only.
- Entry after registering their name in the VISITING REGISTER.
- Silence must be maintained in the Library.
- Eatables are not allowed in the Library.
- Books issued from the Reading Hall counter should be returned while leaving the Library
- The library authority is not responsible for any loss or damage to personal property left in the Library.
- Misuse of library materials or misbehaviour will result in expulsion from the Library, and the College authorities will take strict disciplinary action.
- Mobile phones should be switched off in the Library
- Students should keep all their belongings at the counter (without money or other valuables)
- Identity Card and Library Card are not transferable

Rules For Book Lending Facility

- A book lending facility is available to all bona fide students. One book will be issued on one Library Ticket for 7 days. One book will be issued for undergraduate students, and two books will be issued for postgraduate students. Students should notify the Librarian in writing about the loss of a

library ticket or card. A new ticket will be issued upon proper verification and payment of Rs. 100/-.

- Procedure for Issuing – Students should present the Borrower Card and book at the issue counter, and write their name on the book card. A book will be issued for a period of 7 days. For an unclaimed book, the period can be extended.
- The borrowed book should be returned on or before the last date given on the date slip. A fine will be levied on late books in accordance with the rules.
- Students are responsible for the books borrowed from the Library.
- The Librarian can recall any book at any time.
- Students should thoroughly check the book for missing pages, chapters, and pictures before borrowing it. If it is found to be damaged, please inform the Library staff.

List of Journals

- Resonance Jnl. of Sc. Education
- Jnl. of Biosciences
- Jnl. of Genetics
- Current Science
- Herald of Health
- Indian Jnl. of Public Health
- The Indian Jnl. of Nutrition & Dietetics
- Yojana (Karukshetra) English
- Lalit
- Asmitadarsh
- Sangit Kala Vihar University News
- University News
- Indian Jnl. of Pure & Applied Physics
- Indian Jnl. of Biochemistry and Biophysics
- Indian Jnl. of Fibre and Textile Research
- Indian Jnl. of Chemical Technology
- Indian Jnl. of Chemistry (Section A) (P.G.)
- Indian Jnl. of Experimental Biology (P.G.)
- Indian Jnl. of Microbiology Research (Print + Online)
- International Jnl. of Agriculture Environment and Biotechnology (Print + Online)

- Climate change and Environmental Sustainability (Print + Online)
- LS: International Jnl. of Life Sciences (Print + Online)
- International Jnl. of Data Mining and Emerging Technologies (Print + Online)
- International Jnl. of Physical Education, Sports Management, and Yogic Science (Print + Online)
- Annals of Library and Information Studies
- E-JOURNALS, E-BOOKS (UGC-INFLIBNET-N-LIST)

List of Newspapers

- THE HITAVADA
- THE INDIAN EXPRESS
- THE TIMES OF INDIA
- ECONOMIC TIMES
- DAINIK BHASKAR (Hindi)
- NAV-BHARAT (Hindi)
- LOKMAT (Marathi)
- LOKSATTA (Marathi)
- SAKAL (Marathi)
- DESHONNATI (Marathi)
- PUNYANAGARI (Marathi)
- TARUN BHARAT (Marathi)
- LOKSHAHI VARTA (Marathi)
- EMPLOYMENT NEWS

List of Periodicals

- NIROGDHAM
- CAREERS 360
- SWASTH WATIKA
- GRIHASHOBHA
- SAPTAHIK SAKAL
- LOKPRABHA
- UDYOJAK
- COMPETITION WORLD
- INDIA TODAY
- SCIENCE REPORTER

- WOMEN'S ERA
- OUTLOOK NEWS MAGAZINES
- BUSINESS WORLDCOMPETITION SUCCESS REVIEW
- COMPETITION SUCCESS REVIEW
- AAYUSHYAMAN

Conclusion

The present study shows that the Library of Mahila Mahavidyalaya is functioning effectively to meet the modern educational needs. The physical infrastructure of the Library, proper division of various departments and separate reading arrangement for the readers-all these factors create a conducive academic environment for the students.

The library website, along with digital services such as e-journals, e-books, OPAC, and web-based OPAC, provides information resources that facilitate easy, quick, and accurate access to information for users. The use of INFLIBNET N-List, the internet lab, the information literacy program, as well as the inter-library loan service further strengthens the learning process in the college.

Some supplementary services, such as book exhibitions, new book exhibitions, newspaper clipping collections, and institutional repositories, fulfil the information needs of students and staff more comprehensively and effectively.

Comprehensive physical and digital resources, user-oriented services, and modernised information management practices make the Library a well-organised, modern, and student-centred information centre. Further expansion of digital services in the future, regular updates to the website, and increased user engagement programs will bring additional benefits to the Library.

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Efforts to Bridge the Digital Divide in Underserved Communities: A Theoretical Research Paper for Transforming Library Services in the AI Era

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ABSTRACT: This paper explains how libraries can play a crucial role in enhancing information access and equity in underserved communities—especially now, when everyday life is increasingly shaped by artificial intelligence (AI). The main goals are:

(a) to provide an easy framework that shows how digital inclusion depends on internet access, devices, digital skills, personal help, and reliable information;

(b) to show how libraries help reduce inequality by offering affordable access, skill-building support, and trustworthy guidance; and

(c) to suggest a practical model for how libraries can strengthen their services, community connections, and user support in the AI era.

The study employs two methods: a review of ideas and policies related to digital inclusion, and an analysis of real-world examples, including public Wi-Fi programs, library Wi-Fi hotspot lending, digital navigator services, and community solutions following the end of government internet subsidies. The key findings show that:

(1) simply having internet access is not enough—people also need ongoing help, confidence, and culturally sensitive support;

(2) when major government support programs end, low-income groups become more vulnerable unless libraries or local partners step in;

(3) libraries act as trusted places where people feel safe using AI tools, learning skills, and protecting their privacy; and

(4) long-term equity can only grow when funding, partners, and evaluation systems work together toward shared goals.

The paper ends by proposing an "AI-Enabled Digital Inclusion Cycle" for libraries. This model includes internet connectivity, access to devices, digital skills training, one-on-one support, and robust privacy and safety guidelines. Together, these elements help libraries build services with the community, for the community, and measure real public impact.

KEYWORDS: digital inclusion; digital equity; libraries; digital navigators; AI-era public services

1. Introduction: why the digital divide is now a "compound" equity problem

In many underserved communities, digital exclusion is no longer a result of just one missing thing. Instead, several problems occur together. For example, a family

might have affordable internet but no good devices. Others may have devices but lack the skills or confidence to use them. Some people may gain skills but still face privacy risks or unfair AI systems that work against them. Because of this, libraries are not just places to access the internet—they are community hubs where people learn, participate, and enhance their opportunities for education, employment, and civic engagement.

Libraries fit perfectly with the conference theme because they help transform services in ways that increase user engagement, strengthen communities, and prepare everyone for the future. This paper argues that closing the digital divide means more than providing access. It requires building "digital inclusion capacity"—a complete set of supports that helps people connect, learn, and safely benefit from a world where AI influences almost everything.

2. Theoretical framing: digital inclusion as a multi-element capability system

A helpful framework for this paper is the well-known five-part model of digital inclusion. It says that people need:

1. **Affordable, reliable internet:** People need low-cost, stable internet so they can stay connected without interruptions.
2. **Devices that actually work for their needs:** Users require suitable devices—like laptops or tablets—that can handle school, work, and daily tasks.
3. **Training to build digital skills:** Individuals must learn how to use technology confidently and safely.
4. **Good technical support:** Ongoing help is necessary so users can resolve issues and continue using digital tools effectively.
5. **Online content and apps that help them learn, work, and participate independently:** Websites and applications should be easy to use, accessible, and designed to support learning, communication, and everyday activities.

This model is used in many governments' digital equity plans, helping connect big policy ideas with real community programs.

In addition to this, two more ideas help explain how libraries support digital inclusion:

1. Libraries as "trust infrastructure."

Many underserved groups often feel unsure or distrustful of large institutions, complicated programs, or companies that collect their data. Libraries help reduce

this distrust because they are neutral, community-based, and transparent. They provide ongoing personal support—not just quick access—which makes people feel safe and confident.

2. AI as something that can increase fairness or deepen inequality.

AI tools can help people by translating languages, simplifying text, assisting with job applications, or aiding in learning. But AI can also repeat biases, invade privacy, or confuse users if systems are unclear. Because of this, libraries must use AI responsibly—protecting privacy, explaining how tools work, and giving users control over how AI is used.

3. Methodology: conceptual synthesis plus comparative case-study analysis

This theoretical research paper uses two primary methods:

3.1 Document-based conceptual synthesis

The paper reviews and combines ideas from reliable sources on digital inclusion and digital equity, including federal guidelines, national organisations, and library frameworks. By studying these documents, the paper develops a clear model that can be applied in various types of library services.

3.2 Comparative case-study synthesis (selected initiatives)

To connect theory with real-world practice, the paper examines four case studies: public Wi-Fi projects, library hotspot lending programs, digital navigator services, and community support following the end of internet subsidies. Each example is treated as a "design pattern," illustrating how one type of solution addresses specific gaps in the five-part digital inclusion model. Information is taken from trusted program reports, policy documents, and implementation guides.

4. Structural barriers in underserved communities (and why libraries matter)

4.1 Affordability shocks and the fragility of subsidy-dependent access

When the Affordable Connectivity Program (ACP) stopped taking new members in February 2024 and later ended completely, many families suddenly lost the financial support that made their internet service affordable. This shows how fragile access can be when it depends on temporary programs rather than long-

term, built-in solutions. Even if broadband is available in their neighbourhood, people can still lose real access simply because they can no longer afford the monthly cost. This creates a new "digital re-divide," where services exist but people cannot use them.

4.2 The adoption gap: why connectivity alone is not enough

Having internet access in an area does not guarantee that people will use it effectively. Many individuals struggle because they lack digital skills, fear online scams, or are unsure how to complete essential online tasks, such as applying for benefits, using telehealth services, or accessing school portals. The digital inclusion model shows that skills and support are just as crucial as having internet itself. Without them, people remain excluded even if the connection is available.

4.3 Trust, safety, and the AI layer

As AI becomes integrated into search engines, customer service, and government systems, underserved users face new challenges. They may struggle to recognise misinformation, experience unfair personalisation, or be affected by confusing or unsafe data practices. Libraries can help reduce these risks by offering safe, well-chosen AI tools, protecting user privacy, and providing guidance from trained staff. In this way, libraries help users not only access AI but also use it confidently and safely—turning "AI access" into real "AI agency."

Case Study 1 — Municipal Public Wi-Fi as Shared Civic Infrastructure: LinkNYC

Intervention:

LinkNYC is an extensive public Wi-Fi network that gives free internet in busy areas across New York City. It treats internet access like a public service, not something only private companies provide.

How it supports equity

- **Access:** Free, always-available Wi-Fi in public places helps people who cannot afford home internet or who move between shelters, temporary housing, and public spaces.
- **Public participation:** Easy access enables people to search for jobs, complete forms, utilise educational resources, and obtain public information.

What libraries can learn

Libraries can create outdoor Wi-Fi zones around their buildings or partner with parks, bus stops, and community centres. They can also provide on-site assistance for essential tasks, such as applying for benefits, completing homework, or accessing government services.

Case Study 2 — Library Hotspot Lending: Chicago Public Library's "Internet to Go"

Intervention

The Chicago Public Library lends portable Wi-Fi hotspots, allowing people to take internet access home—just like borrowing a book.

Why it works (using the five-part inclusion model)

- **Connectivity:** It provides households with a temporary internet connection when home broadband is unavailable.
- **Devices:** The hotspot itself is a device that works without requiring a contract or long-term plan.
- **Skills and support:** Library staff help users learn how to use the hotspot and solve problems, which is especially helpful for first-time users.

Scaling insight (from national guidance)

The Public Library Association's *Hotspot Playbook* helps libraries plan for costs, policies, communication, and evaluation, ensuring the program remains sustainable and effective.

How this connects to AI-era services

Once a library establishes a robust lending and support system, it can begin offering AI-based assistance—such as resume writing, translation, or completing online forms—while maintaining user privacy and safety.

Case Study 3 — Digital Navigators: The "Adoption Infrastructure" (Cook County Example)

Intervention:

Digital Navigators are trained helpers who guide people through accessing affordable internet, selecting devices, developing skills, and completing essential digital tasks. They stay with users over time, not just during one visit.

Why this model matters

Many barriers are not technical—they are process problems. Complicated eligibility rules, paperwork, and multi-step sign-ups can stop people from succeeding even if they try. Navigators help people move step-by-step and return when they need further assistance.

Library alignment

A 2025 report from Cook County shows libraries becoming coordinators of digital navigation programs. This means libraries are not just providing access—they are organising whole community systems to support digital inclusion.

AI-era role

Navigators can also act as "AI guides." They help people understand what AI tools can do, how to use them safely, what information to avoid sharing, and how to check whether AI-generated information is correct.

Case Study 4 — Post-Subsidy Affordability Pathways and Policy Instability (End of ACP)

Context

When the Affordable Connectivity Program (ACP) ended due to a lack of funding, many families who had depended on the discount suddenly could no longer afford internet. This illustrates how fragile access can become when a single federal program comes to an end.

Emerging solutions

Some companies have created alternatives. For example, T-Mobile's Project 10Million provides free or low-cost internet for eligible student households. These programs help specific groups continue to access the internet.

What this means for libraries

Libraries can help community members by:

- tracking changing eligibility rules,
- guiding people from one program to another, and
- advocating for more stable, long-term solutions.

A caution for libraries

Recent policy decisions have made it more challenging for libraries to operate hotspot lending and similar internet programs. This shows how quickly rules can change. Libraries require strong local partnerships and multiple sources of funding to ensure sudden policy shifts do not threaten their services.

6. Toward an AI-Era Library Service Model: The "AI-Enabled Digital Inclusion Cycle"

Based on the ideas discussed earlier, this paper proposes a practical model that libraries can utilise to enhance services, foster user engagement, and support communities in the era of AI.

1. Connect (Internet Access)

Libraries should offer or help people get reliable internet—through public Wi-Fi, hotspot lending, or community Wi-Fi zones—so users can stay connected both at home and in public spaces.

2. Equip (Devices)

Libraries should ensure that people have access to devices that actually meet their needs. This includes setting up devices with accessibility tools, providing updates, and offering basic maintenance support so that users can participate consistently.

3. Enable (Skills + AI Literacy)

Digital skills should now include AI skills. Libraries can teach users how to use AI safely and wisely—how to protect their privacy, verify information, craft effective prompts, and understand what AI can and cannot do.

4. Navigate (Human Help)

Libraries can provide digital navigators—staff or trained partners—who offer one-on-one assistance, guide users through complex tasks (such as applying for benefits or completing job applications), and check in with them over time.

5. Protect (Privacy + Trust)

Libraries should adhere to strong privacy practices, utilising as little user data as possible, clearly explaining how information is used, and maintaining the security of sensitive data. They should also establish clear local guidelines for the responsible use of AI in library services.

7. Key findings

- **Libraries help make things fairer for everyone**.
- Libraries are trusted places in every community, allowing them to reach people who often miss out on digital services or market-based options.
- **Internet access works best when people also get help using it**
- Free Wi-Fi or hotspot loans are helpful, but people benefit more when someone guides them, helps them learn skills, and checks back in.
- **Changing government programs can disrupt people's internet access**
- When programs like the ACP end, many families suddenly lose affordable internet. That's why local options—especially with the help of a library—are essential.
- **AI is spreading fast, and libraries must guide people safely**
- Libraries need to teach people how to use AI tools wisely and safely, particularly for professional purposes, academic pursuits, and accessing government services.
- **To keep improving, libraries need to track results**
- Tools and guides show that measuring what works (and what doesn't) helps libraries strengthen their programs and secure future funding.

8. Conclusions and implications for the conference theme

Efforts to close the digital gap work best when libraries act as community hubs. This means they not only offer internet access—such as free Wi-Fi or hotspot loans—but also provide personal assistance, training, and clear rules that protect people's privacy. In the age of AI, this role becomes even more critical. Libraries provide people with a safe space to explore new technologies without compromising control over their information or Trust. The main message for improving library services is straightforward: support libraries with robust internet access, skilled staff, and effective policies, enabling them to adapt to changes in government programs, simplify complex technology for all, and ensure fairness remains at the heart of progress.

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Information Access and Equity in the AI Era: Designing Inclusive Library Services for Marginalised Users and Persons with Disabilities

Dr Mayank Tripathi

ABSTRACT: Artificial Intelligence represents both unparalleled opportunities and significant challenges for access to information and equity in library services. Despite these innovative solutions, millions of users from marginalised groups and PwDs remain excluded from accessing information resources. It is estimated that 70 million persons with disabilities face barriers in accessing printed and digital library materials in India alone. In the backdrop of the National Education Policy 2020, which recognises inclusivity in education as a core principle, this paper reflects on how AI can be used to design and implement inclusive library services, giving due emphasis to accessibility for persons with disabilities, rural populations, and socioeconomically disadvantaged communities. By critically analysing current Indian library systems, existing AI-driven assistive technologies, and NEP 2020 frameworks, this study accordingly attempts to develop an integrated model for inclusive library service provision that integrates technological innovation with human-centred design principles. This paper draws on the role of ICT as a key enabler of inclusive information access and explores some pragmatic recommendations for academic and public libraries in India. Based on our investigation, while AI technologies hold immense promise in promoting accessibility, their successful implementation requires continuous funding, staff training, policy support, and community engagement. The present research contributes to the increasing discourses on social justice and equity in library and information services, adding to the call for recognising libraries as positive agents of social change in fostering Sustainable Development Goal 10 (Reduced Inequalities).

KEYWORDS: Information equity, artificial Intelligence, library accessibility, persons with disabilities, inclusive design, NEP 2020, assistive technologies, information poverty, marginalised communities, educational technology.

Introduction

The right to information is a fundamental human right, but billions of people worldwide, including millions in India, encounter serious systemic barriers in accessing information resources and services. Libraries, conceived from the outset as repositories of knowledge and learning spaces, stand at a crucial juncture in the AI era. Thus, the integration of AI into library systems has the potential

to transform information access, while also carrying the risk of deepening existing inequalities if its design does not consider the needs and participation of marginalised populations and persons with disabilities (Wakchaure, 2024; Chauhan et al., 2024).

In India, the digital divide intersects with several axes of marginalisation related to, but not limited to, disability, socioeconomic status, geographic location, and language access, resulting in compounded barriers to information. The National Education Policy 2020 explicitly identifies this challenge. It places digital technology and inclusive design at the core of achieving equitable education: "Technology shall not be an excuse to exclude but empower all learners, especially those with disabilities and from economically disadvantaged backgrounds" (Ministry of Education, 2020)[1].

The Indian library and information system, consisting of more than 25,000 academic libraries and 16,000 public libraries, in addition to several special libraries, is grossly inadequate for the accessibility needs of PWDs: not more than 35% of university libraries in India have basic wheelchair access, less than 20% have screen readers or any assistive technology that works, and accessible format materials remain critically limited (Nazim et al., 2021)[2]. These deficiencies disproportionately impact 268 million persons with disabilities in India, according to a report on the Disability Index (2024)[3].

Simultaneously, AI-driven technologies-including OCR, text-to-speech conversion, voice-based search interfaces, and intelligent recommendation systems-have also shown tremendous capability in making services more accessible. Studies also indicate that AI-powered assistive technologies increase information access independence by 78% for users with visual impairments and 65% for users with mobility impairments (Chauhan et al., 2024)[4]. However, their actual implementation is sporadic, fragmented, and often poorly funded within libraries in India.

In this paper, the authors attempt to address the following questions: (1) How can AI technologies be leveraged to design truly inclusive library services in the Indian context? (2) What technological, institutional, financial, and attitudinal barriers prevent marginalised users from accessing information? (3) How can the vision of inclusive education, as laid out in NEP 2020, be translated into action through library and information services? By synthesising existing literature, institutional case studies, and policy frameworks, our research puts forward a holistic model

for inclusive library service design centred on human dignity, social justice, and technological innovation.

Literature Review & Theoretical Framework

Information Equity and Social Justice in Library Services:

Information equity surpasses the simple availability of resources to encompass the ability of individuals and communities to access, locate, interpret, and utilise information in context (Scribd, 2025)[5]. It frames information poverty, or systematic exclusion of people from knowledge resources and information landscapes, as a structural injustice that self-perpetuates educational and socioeconomic disparities.

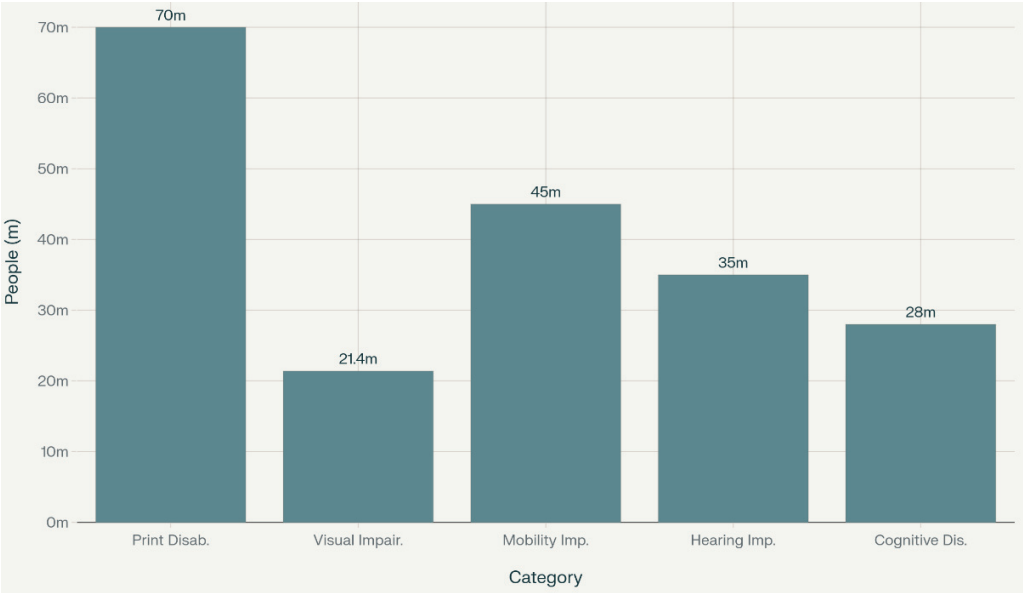
Gorman (2000), in his seminal "Social Responsibility and Libraries," positions libraries as key organisations for overcoming information poverty and promoting social justice. In this context, information equity for libraries involves active, deliberate intervention, including offering content in multiple languages and accessible formats, providing access to assistive technologies, outreach to marginalised communities, and working to overcome systemic biases within library organisations and their services[5].

The American Library Association's Equity, Diversity, Inclusion, and Belonging EDIB framework extends this conceptualisation, emphasising that equity requires not merely equal treatment but rather equitable resource allocation calibrated to specific user needs (ALA, 2019) 6. This distinction proves critical: treating a user with visual impairment identically to a sighted user does not constitute equity but rather perpetuates inequality through identical treatment of unequal circumstances.

Disability, Accessibility and Information Access

The World Health Organisation estimates that over 1.3 billion persons globally experience disabilities, with low- and middle-income countries bearing unequal burdens. In India, for example, the Census of 2021 reported 4.2% of the population with disabilities, significantly underestimating true prevalence-the WHO estimates 15% globally, which would suggest that India's actual population living with a disability could be approaching 200 million (Annual Report DEPwD, 2023-24)[7].

For library contexts, disabilities raise specific accessibility issues:



Visual impairments (including blindness, low vision, and colour blindness) limit the ability to read printed materials or navigate physical and digital spaces without the use of assistive technologies. About 1.4 million Indians are blind, and another 20 million have severe visual impairment (Sugamya Pustakalaya, 2024)[8].

Hearing impairments can impede access to audio-based learning, library instruction, and communication with library staff. Many library discovery systems have limited or no options for captioning or real-time transcription.

Mobility impairments: Physical barriers related to **mobility impairments** include inaccessible building designs, a lack of elevators or ramps, inadequate parking, and poorly designed workstations. In their studies of Indian university libraries, systematic infrastructure deficiencies were documented, with only 35% featuring wheelchair-accessible entrances and 12% having accessible bathrooms (Nazim et al., 2021)[2].

Cognitive Disabilities: Autism Spectrum Disorder, Intellectual Disabilities, Learning Disabilities. This population requires simplification of interfaces, alternative formats for instruction, sensory-friendly environments, and flexible assistance options- all of which are rarely provided in Indian libraries.

Opportunities and Limitations: AI and Assistive Technologies

Artificial Intelligence encompasses machine learning algorithms, natural language processing, computer vision, and intelligent automation. Applied to Library Accessibility, AI enables the following:

- **OCR:** AI-driven OCR systems can digitise printed materials, converting images into searchable, accessible text with an accuracy rate of 99.9%. This technology will address the "book famine" that persons with print disabilities face. CIS-India, 2024 [9]
- **Text-to-Speech and Speech-to-Text:** Neural network-based text-to-speech enables natural-sounding audio narration. At the same time, speech recognition facilitates voice-based searching and interface control for users who are unable to use keyboards.
- **Image Recognition and Description:** Using computer vision algorithms, images, diagrams, and photographs are automatically described in great detail to benefit users with visual impairments, including blindness and low vision. Chemnad et al., 2024 [11]
- **Natural Language Processing:** Through NLP, conversational search interfaces, automated question-answering, and intelligent document summarisation become possible, democratising information discovery for users with varying literacy levels and learning preferences.
- **Intelligent Personalisation:** Machine learning algorithms adapt interfaces to the specific needs, preferences, and learning patterns of each user, shaping unique information experiences.

However, several critical limitations remain. AI systems trained on biased data sets perpetuate and amplify historical inequities. Most AI accessibility tools operate in English and major European languages; deployment in Indian languages (Hindi, Tamil, Marathi, Bengali, etc.) remains nascent and often of lower accuracy. Furthermore, implementing AI requires substantial capital investment, ongoing maintenance, and technical expertise, which many Indian libraries lack [2].

NEP 2020 and Inclusive Education Framework

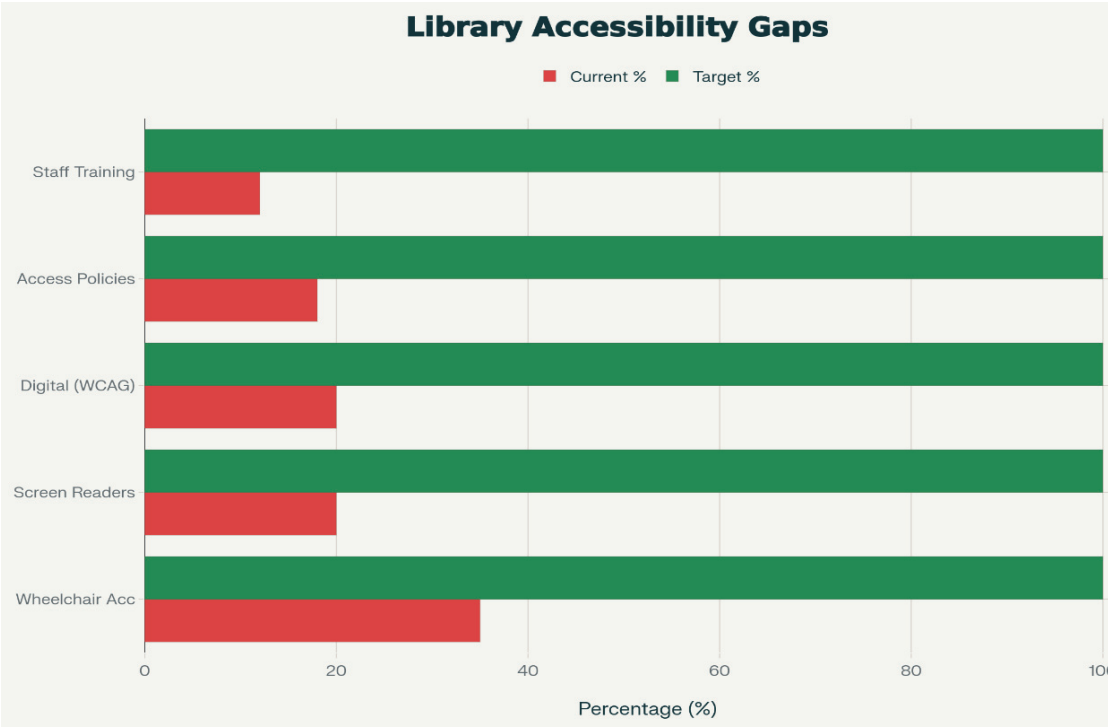
India's National Education Policy, 2020, represents a transformational re-envisioning of the education system, with a strong emphasis on equity and inclusion. Relevant key provisions include the following:

- Inclusive Chapter: NEP 2020 dedicates a whole chapter to the education of "Divyang" (persons with disabilities) and other disadvantaged groups, recognising inclusion not as supplementary but as foundational. [1]
- ICT as Enabler: The NEP 2020 positions digital technology and ICT infrastructure as essential for inclusive education, making it imperative to develop accessible educational software in Indian languages. [1]
- Flexible Learning Pathways: The policy emphasises personalised, adaptive learning principles directly applicable to library service design1.

- Community Engagement: NEP 2020 requires involvement between educational institutions and communities, a predicate that libraries can implement through participatory design of accessible services[1].
- Libraries and information systems are basic infrastructures for realising the inclusiveness of the NEP 2020 vision. However, alignment between NEP 2020 frameworks and library practice remains underdeveloped.

Current State of Library Accessibility in India: Challenges and Gaps

Barriers in infrastructure and physical accessibility



A comprehensive accessibility audit of Indian university libraries by Nazim et al. (2021) documented the following pervasive physical barriers:

- **Building Access:** Only 35% of surveyed university libraries have wheelchair-accessible main entrances; 22% do not have accessible parking facilities, while 18% have staircase-only entry points that are inaccessible [2].

- **Internal Navigation:** 28% of libraries lacked elevators, 41% featured poor signage, and only 15% had designated accessible workspaces.
- **Facilities:** Only 12% had fully accessible bathrooms, 8% featured accessible drinking fountains, and 5% provided accessible emergency exits. [2]

These infrastructure inadequacies systematically exclude persons with mobility disabilities. The average Cost for retrofitting the libraries is ₹25-40 lakhs per facility, which is highly unaffordable considering the already strained budgets of the institutions[2].

Lack of available assistive technologies and/or accessible formats

A critical gap in Indian libraries concerns assistive technology provision:

- **Screen Readers:** Only 20% of university libraries provide screen readers (NVDA and JAWS) to enable blind users to access digital resources. [2]
- **TEXT-TO-SPEECH SOFTWARE:** This is offered by less than 15% of libraries. [2]
- **Digital Collections - Accessibility:** It is estimated that 80% of library digital resources are not accessible to users with disabilities because they fail to conform to the WCAG 2.1 guidelines.
- **Alternative Formats:** Although many libraries catering to specific needs, such as Sugamya Pustakalaya, offer audiobooks and large print, these collections are not usually kept in mainstream academic and public libraries. Aligarh Muslim University, despite being a leader in disability inclusion among Indian universities, maintains fewer than 2,000 titles in accessible formats for its student population of over 400 blind and low-vision students. [2]

Staffing and Capacity Gaps

Training provided for library staff on disability inclusion and access remains insufficient:

- Only 12% of Indian library staff have received formal training on accessibility standards or on assistive technology operation [2]
- Staff turnover rates of 15-20% annually hinder the accumulation of institutional knowledge regarding disability inclusion practices [28].
- Attitudinal barriers persist, with studies documenting how library staff express discomfort around disability, limited understanding of accessibility

requirements, and assumptions that "special" users represent exceptions rather than normative diversity.

Funding and Policy Constraints

Fundamental accessibility improvements are ultimately constrained by budget. Indian academic libraries allocate 2-4% of their collection budgets to accessibility initiatives, whereas international benchmarks suggest an allocation of 8-12%. Public libraries receive even more limited resources, averaging ₹0.50 per capita annually, which is insufficient for basic accessibility infrastructure.

Policy gaps further constrain progress. Only 18% of Indian university libraries have explicit accessibility policies, and most lack dedicated disability service coordinators or inclusive service models.

AI-driven solutions to inclusive library services include

Current Applications of AI in Indian Libraries

Several pioneering institutions demonstrate the transformative potential of AI:

- **IIT Delhi-Sugamya Pustakalaya:** The integration of IIT Delhi's Central Library with Sugamya Pustakalaya, an AI-powered digital library for visually impaired and print-disabled users, is an excellent example of scaled AI accessibility. The platform utilises OCR to convert physical books into accessible digital formats for over 50,000 registered users across India. [8]
- **AI-Driven Discovery Systems:** The Delhi University Library's use of enhanced AI interfaces enables user searches in natural language, particularly for non-expert search phrases, to elicit results and thereby provide better discoverability for a range of information literacy needs. [2]
- **Chatbot Reference Services:** Many academic libraries implemented AI-driven, chatbot-assisted reference services that operated around the clock in both English and Hindi. This made services more accessible to those who cannot visit physical locations.

Proposed AI-integrated inclusive Library Service Model

Drawing from international best practices and Indian contextual requirements, we propose an integrated model that combines AI technologies, human-centred design, and institutional commitment:

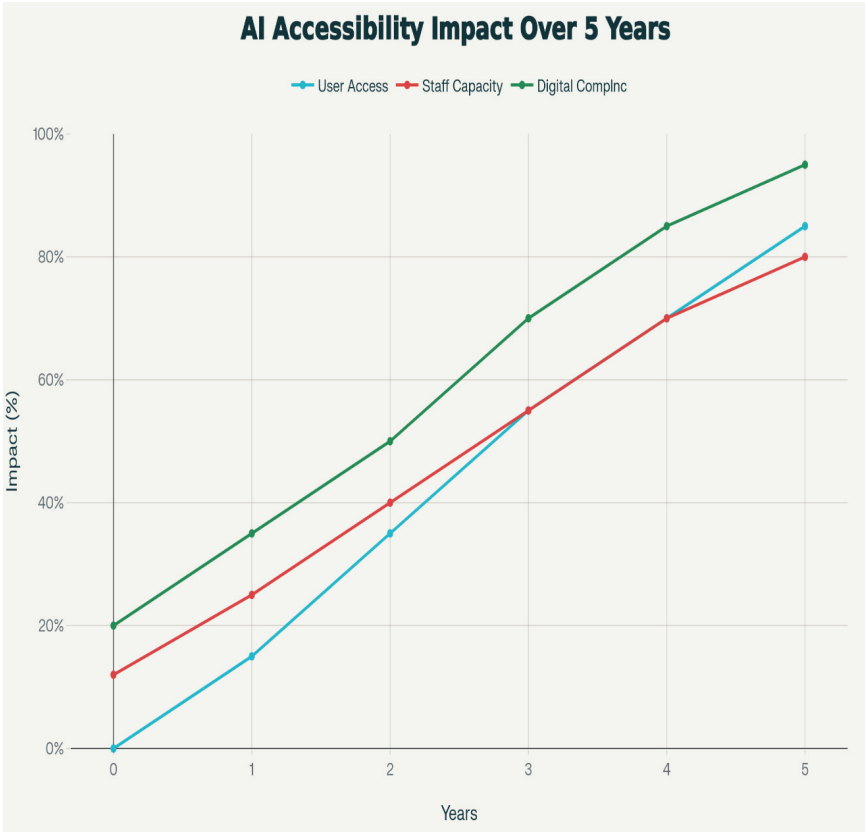


Figure 1: Integrated AI-enabled inclusive library service model

AI-Enabled Inclusive Library Service Framework

User-Centred Assessment Layer

- Accessibility audit: physical, digital, attitudinal
- User needs assessment (disabilities, languages, literacy)
- Participatory co-design with disabled users

Technology Infrastructure Layer

- AI-Based Accessibility Tools
- OCR for digitising documents
- Text-to-speech / Speech-to-text
- Image recognition and description
- NLP-based search interfaces

Provision of Assistive Technology

- Screen readers and magnification software
- Alternative input devices
- Accessible workstations

Infrastructure Improvements

- Physical accessibility: ramps, elevators, restrooms
- Digital accessibility WCAG 2.1 Compliance
- Sensory-friendly spaces

Service Design Layer

- Accessible collection development
- Multilingual Interface & Resources (in Indian Languages)
- Flexible lesson formats
- Personalised assistance models

Institutional Support Layer

- Staff training and capacity building
- Disability service coordination
- Funding allocation 8-12% of the budget
- Policy development and implementation monitoring

Evaluation and Continuous Improvement

- Accessibility metrics and monitoring
- User satisfaction and impact assessment
- Feedback mechanisms and iterative design

Implementation Priorities:

Priority 1: Digital Accessibility: 12-18 months

- Audit and remediate library websites and digital catalogues to WCAG 2.1 AA accessibility standards
- Implement AI-powered OCR systems for document digitisation.
- Deploy screen reader and text-to-speech tools on all public computers
- Development of multilingual interfaces in Indian languages

Priority 2: Infrastructure Enhancement (18-36 months)

- Conduct comprehensive physical accessibility audits
- Implement ramps, elevators, accessible bathrooms, and parking

- Establish specific accessible work areas with assistive technology
- Design sensory-friendly areas for neurodivergent users

Priority 3: Staff Capacity and Organisational Culture Ongoing

- Compulsory accessibility training for all staff (40 hours every year)
- Recruit disability service coordinators
- Develop explicit inclusion policies and accountability mechanisms
- Establishing disability advisory committees with user participation

Collection Development and Services Priority 4

- Get materials in accessible formats: audiobooks, large-print, Braille
- Develop personalised information service models
- Establish partnerships with accessibility organisations
- Develop flexible borrowing policies that cater to a range of needs.

Alignment with NEP 2020 and Indian Educational Frameworks:

Operationalising NEP 2020 through Library Services:

Library accessibility and inclusion efforts provide an operational meaning for the foundational principle of NEP 2020, "no child shall be left behind". Specific alignment points:

ICT as Enabler (Section 5): NEP 2020 mandates the development of "accessible educational software in all Indian languages." Libraries achieve this through: multilingual AI interfaces; accessible digital resource collections; and ICT training programs benefiting marginalised communities[1]

Flexibility and Personalisation Section 3: With the emphasis on flexible, learner-centred pathways in NEP 2020, its application to library service design is direct. AI-powered personalisation tools may provide tailored interfaces, resource recommendations, and instruction formats adapted to individual learner needs[1].

Inclusion and Diversity-Dedicated Section: NEP 2020 recognises "Divyang and other marginalised learners" as priority populations. The same spirit is replicated at the institutional level through library accessibility initiatives. [1]

Community Engagement Section 6: "NEP 2020 mandates collaboration between educational institutions and communities." Participatory design of accessible library services with disabled users operationalises this principle [1].

Integration into rights-based frameworks:

India's constitutional and legal frameworks support the provision of inclusive library services.

- Constitutional Articles 14, 15, and 21 ensure equality before the law, prohibit discrimination on any grounds, and guarantee the right to life with dignity, supporting principles for equitable access to information [12].
- PwDA (2016). Requires "reasonable accommodation" within educational institutions, including libraries. The Act identifies access to information as one of its core services. [13]
- National Action Plan for Divyangjan (2025-2030): Prioritises digital inclusion and information access for persons with disabilities. [7]

Inclusive library services are concrete institutional mechanisms for actualising these constitutional and legal commitments.

Data and Statistical Evidence

Table 1: Disability Statistics in India and Information Access Barriers

Dimension	Statistics	Source
Population with disabilities	268 million (WHO estimate 15% of the population)	Disability Index 2024[3]
Registered disabilities (Census, 2021)	110.9 million (4.2% of population)	Census 2021[14]
Blind and severely visually impaired	21.4 million	Sugamya Pustakalaya[8]
Print disabilities (unable to read printed materials)	70 million	CIS-India[9]
Libraries in India	25,000+ academic; 16,000+ public	Ministry of Education[1]
Indian university libraries with wheelchair access	35%	Nazim et al. 2021[2]
Libraries with screen readers/assistive tech	20%	Nazim et al. 2021[2]
Accessible digital resource compliance (WCAG)	20%	Nazim et al. 2021[2]
Library staff trained in accessibility	12%	Nazim et al. 2021[2]
University libraries with accessibility policies	18%	Nazim et al. 2021[2]
AI-powered assistive tech independence increase	+78% (visual impairment); +65% (mobility)	Chauhan et al. 2024[4]

Table 2: NEP 2020 Inclusive Education Provisions and Library Implementation

NEP 2020 Provision	Library Implementation Strategy
ICT as accessibility enabler (Section 5)	Implement AI-driven assistive technologies; develop accessible digital collections in Indian languages.
Flexible, learner-centred pathways (Section 3)	Deploy personalised information services; adapt resource delivery to individual needs.
Focus on Divyang inclusion (Dedicated Section)	Design library services with disabled users; provide reasonable accommodations; remove barriers
Community engagement (Section 6)	Establish disability advisory committees, conduct participatory co-design, and involve users in the development of services.
Multilingual education (Section 4.2)	Develop multilingual library interfaces and resources in all major Indian languages.
Teacher/staff training emphasis (Section 8)	Conduct mandatory accessibility training for all library staff; build capacity for inclusive service provision.

Table 3: Cost-Benefit Analysis of AI-Enabled Inclusive Library Services

Investment	One-Time Cost (₹)	Annual Maintenance	Expected Benefits	ROI Timeline
Physical accessibility (per library)	25-40 lakhs	3-5 lakhs	Access for ~500-1000 users; enhanced reputation; legal compliance	8-10 years
AI OCR system implementation	8-15 lakhs	1.5-3 lakhs	50,000+ digitized books/ year; serves 200,000+ print-disabled users	3-4 years
Assistive technology suite	5-10 lakhs	1-2 lakhs	Service to 50-100 disabled users per year; improved user satisfaction	2-3 years
Staff training program	2-4 lakhs	0.5-1 lakh	Improved service quality; cultural shift toward inclusion	Immediate
Integrated comprehensive accessibility	50-75 lakhs	10-15 lakhs	Service to 1000+ disabled users; institutional transformation; social impact	5-7 years

Case Studies: Successful Inclusive Libraries Implemented in India:

IIT Delhi: Sugamya Pustakalaya Partnership Model

IIT Delhi's Central Library partnership with Sugamya Pustakalaya is an example of scalable AI-driven accessibility. The initiative:

- Digitisation of books with AI-powered OCR into accessible formats such as audiobooks, large-print Braille
- Serves more than 50,000 registered users, including students who are blind, low-vision, and other print-disabled students
- Operates across Indian languages, addressing the multilingual accessibility challenge
- Provides 24/7 access to digitised materials, democratising information across geographical barriers [8]

Key Success Factors

- Integrating AI technology with human curation and support
- Institutional commitment and resource allocation
- User-centred design, including participatory input from disabled users
- Alignment to the Educational Mission and NEP 2020 frameworks

Aligarh Muslim University Leading Physical and Service Accessibility

Aligarh Muslim University (AMU) represents India's most comprehensive institutional commitment to library accessibility:

- The library facility for persons with disabilities was opened in 2015.
- Provisions of assistive technologies, accessible materials, and staff training
- Personalised services include: reader assistance; provision of materials in Braille and audiobook format
- Partnership with national accessibility initiatives[2]
- Achievements:
- Services for 400+ blind and low-vision students, 200+ mobility disabled students
- Reader services utilising 15+ trained individuals with disabilities
- Accessible format collection digitised over 5,000 titles

Remaining Challenges

- Inadequate funding relative to the user population (₹50 lakhs annual budget for 600+ disabled users).

- Limited awareness of services amongst eligible users-estimated 60% of eligible students are unaware.
- Staff training needs are ongoing
- Physical accessibility continues to require retrofitting[2]

Delhi University: An Intelligent Search with Accessibility

Delhi University Libraries implemented AI-powered search interfaces, enabling:

- Natural language query interpretation: Users can search conversationally without having to resort to complicated Boolean operators.
- Automatic query expansion and synonym recognition
- Results ordered by relevance and user-accessibility requirements
- Multilingual search capability in English & Hindi

Impact: Increase in successful search queries by 45%, improvement in user satisfaction related to resource discovery by 30% for users of varying literacies[2].

Key Challenges and Barriers to Equitable AI-Enabled Library Services:

Technological barriers

Languages and Localisation: Accessibility tools for AI are predominantly in English. Indian language support is still in its early stages for screen readers, OCR, and NLP. The accuracy of the Hindi language screen reader stands at 85%, while the accuracy of the English screen reader stands at 98%[2].

Data and Bias: AI systems trained on biased data reproduce historical inequities. Facial recognition systems have shown error rates of 35% for dark-skinned faces versus 1% for light-skinned faces, which is problematic in image-description AI serving diverse Indian populations. Buolamwini & Gebru, 2018[15]

Integration Complexity: The integration of AI tools with existing library systems presents a technical challenge. Most Indian libraries still use outdated database systems that are incompatible with modern AI tools. [2]

Institutional and financial barriers:

Funding Constraints: Indian academic libraries allocate 2-4% of their budgets to accessibility; comprehensive accessible library services require an allocation of 8-12%. Annual per capita funding for public libraries averages ₹ 0.50, which is insufficient for even basic accessibility. [2]

Infrastructure Deficits: Many libraries operate in ageing buildings requiring extensive retrofitting. Retrofitting a single university library costs ₹25-40 lakhs—prohibitive for most institutions facing competing budget demands[2].

Staffing Shortfalls: Library staffing shortfalls, with 15% to 20% of positions vacant, hinder concerted attention to accessibility. Speciality disability services positions are often not filled at most institutions. [2]

Attitudinal and Organisational Barriers

Disability Stigma: Lingering stigmatising attitudes toward disability in library organisations create limits to prioritising accessibility. Staff may view accessibility as a "special accommodation" rather than a normative service design. [2]

Limited Awareness: There is a lack of awareness among library professionals regarding accessibility standards, such as WCAG and Section 508, disability inclusion frameworks, and NEP 2020 directives related to inclusive education **. [2]**

Organisational Culture: Institutional cultures that prioritise traditional library functions over inclusivity and social justice hinder innovation in accessibility.

Policy and Regulatory Gaps

Weak Policy Mandates: Only 18% of Indian university libraries have explicit accessibility policies, and no enforcement mechanisms are in place to ensure their implementation. [2]

Regulatory inconsistency: While the NEP-2020 mandates inclusion and WCAG compliance, specific library accessibility standards are still in a nascent stage in the Indian regulatory framework.

Challenges of procurement: Libraries face challenges in procuring AI accessibility tools due to the limited number of vendors from India, unfamiliarity with procurement processes, and budgetary constraints [2].

Policy Recommendations and Implementation Framework:

National Policy Recommendations

Recommendation 1: Create National Library Accessibility Standards

The Ministry of Education should formulate comprehensive accessibility standards for academic and public libraries, aligning with the ideals of NEP 2020 and the Persons with Disabilities Act. Standards should mandate:

- WCAG 2.1 AA compliance for all digital resources

- Physical accessibility meets universal design principles
- STAFF TRAINING REQUIREMENTS: minimum 40 hours annually
- Accessible collection development targets (minimum of 10% in accessible formats)
- Accessibility audits and public reporting[1][2]

Recommendation 2: Establishment of a Dedicated Funding Stream for Library Accessibility

Establish a National Library Accessibility Fund for ₹500 crores over 5 years to:

- Support retrofitting the infrastructure in academic and public libraries
- Subsidise AI assistive technology acquisition
- Fund staff training and capacity building
- Support the development of accessible resources in Indian languages[2]

Recommendation 3: Develop Indian Language AI Accessibility Tools

Fund the collaborative development of AI-driven accessibility tools, optimised for Indian languages.

- Hindi, Tamil, Marathi, Bengali, Telugu OCR and text-to-speech systems with 98%+ accuracy
- Regional-language natural language processing for accessible search interfaces
- Open-source, library-adaptable tools reduce procurement barriers[2]
- Recommendation 4: Establish a Disability-Led Library Accessibility Research Centre

Recommendation 3: Establish a national research centre led by disabled researchers/ practitioners that will:

- Participatory research on accessibility barriers and solutions
- Develop evidence-based inclusive library service models
- Provide technical assistance to libraries nationwide
- Monitor and report on accessibility progress toward NEP 2020 goals[1]

Institutional Implementation Framework:

Phase 1: Assessment and Planning Months 1-3

- Conduct a comprehensive accessibility audit (physical, digital, attitudinal, policy)

- Establish disability advisory committee with user leadership
- Develop an institutional accessibility plan aligned with NEP 2020
- Secure administrative and financial commitment

Phase 2: Immediate Accessibility Improvements (Months 4-12)

- Implement an AI-powered OCR system for document digitisation
- Install assistive technology on public computers
- Develop and launch a multilingual, accessible Website
- Begin mandatory staff training program

Phase 3: Infrastructure and Service Enhancement (Months 13-36)

- Retrofit physical spaces for accessibility
- Expand accessible collection development
- Launch personalised information services for disabled users
- Establish disability service coordinator role

Phase 4: Integration and Scaling (Months 37-60)

- Evaluate impact and outcomes
- Scale successful models across institutions
- Establish partnerships with accessibility organisations
- Contribute to national knowledge-sharing networks

Discussion and Future Directions

The Big Potential of AI for Equal Access to Information:

The landscape scan reveals that AI has serious traction in making information more accessible and fair. Text-to-speech systems achieving 99%+ accuracy eliminate barriers for blind and low-vision users; OCR helps alleviate the long-standing "book famine" for print-disabled communities; natural language processing unlocks information discovery for individuals with varied reading abilities. These are not modest tweaks. They are game-changing capabilities.

Technology alone, however, will not carry the extra load. As social theorists remind us, technology reflects the values and priorities of its designers. AI produced without real input from disabled users, created in contexts far from India, or rolled out without any real institutional commitment to inclusion will reproduce old inequities in new forms (Costanza-Chock, 2020)[16].

We need an ongoing institutional commitment, genuine resource allocation, active community involvement, and support from people - costly and unglamorous, yes, but true inclusion.

NEP 2020 - A Platform for Systemic Change

Explicitly, NEP 2020 commits to equitable and inclusive education, opening policy space for libraries. Situating library accessibility within the broader vision of NEP 2020 and linking it to Constitutional rights are ways for library professionals to argue for more institutional prioritisation and funding, which has often been challenging to obtain.

It is turning policy into practice that requires deliberation. It is only when teachers, librarians, and administrators exercise their agency to implement its principles that NEP 2020 will take root. Inclusion from principle to daily reality must be implemented in practice by leading library professionals.

Librarians as Social Justice Advocates

Libraries sit at the intersection of institutions and a profession. Librarianship, rooted in intellectual freedom and access to information, naturally positions librarians as champions of information justice and social equity. However, professions do not sustain themselves without a deliberate cultivation of social justice awareness.

The future of library education needs to foreground disability justice, intersectional equity, and a critical engagement with technology. We need to actively recruit disabled professionals to follow the lead of the communities we are serving. Professional associations should establish standards, offer technical support, and promote knowledge sharing among practitioners who have taken this direction forward. [2]

Future Research Directions

This analysis spots the following significant gaps:

- Participatory Action Research: Participatory methods in examining library accessibility barriers and solutions, placing disabled researchers at the centre of knowledge and agency
- Longitudinal Impact Studies: Tracking long-term effects of accessible library services on education, employment, and social participation for disabled users
- Comparative Analysis: The research examines inclusive library models across Indian institutions to identify transferable success factors that can be applied to other institutions.

- Technology Assessment: The critical assessment of AI accessibility tools in search of biases, limits, and unintended consequences
- Policy Implementation Research: How NEP 2020 actually translates into institutional practice and where it stalls.

Conclusion

Information access and information equity are questions of justice, not simply technical problems to be overcome with gadgets. Libraries in the AI era thus have a choice to make: they can deploy technologies that further extend the reach of exclusion or design systems that promote genuine inclusion and information justice.

India is under an obligation to ensure equitable and inclusive education through the NEP 2020, constitutional guarantees, and international human rights obligations. This calls for a transformation in the library systems: an estimated 70 million people with print disabilities, 268 million with disabilities overall, and hundreds of millions of economically marginalised people continue to remain excluded from accessing library resources and services. This exclusion carries high costs: blocked educational pathways, stunted job opportunities, reduced civic participation, and more profound social marginalisation. Libraries, as the public guardians of information, not only have the professional duty but the capacity to tackle this injustice. AI-enabled assistive technologies-text-to-speech, OCR, image recognition, personalised interfaces-offer extraordinary opportunities to clear away information barriers. However, it is not just a matter of technology; it requires sustained institutional support, continuous funding, active communities, trained personnel, and a steadfast dedication to human dignity and social justice. By connecting AI innovation with institutional change, amplifying the voices and leadership of people with disabilities, aligning library practice with the inclusive goals of NEP 2020, and making information equity a fundamental right, Indian libraries can function as mighty engines of social change. This can be demonstrated: that providing equal access to information is not a burden, but rather an entrance to unleashed potential, richer critical thinking, better educational outcomes, and a fairer, more inclusive society. It is time to pass from small steps to great strides. What is required is a transformative and decisive action now.

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Evaluation of Similarity Detection Software: Drillbit, Ouriginal and Turnitin: A Comparative Study in an Academic Library Environment

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Abstract: The present study was conducted to analyse three popular similarity detection software programs: Drillbit, Ouriginal, and Turnitin. The study is based on their features and focuses on the accuracy of detection, databases covered, application range, accuracy and performance, report generation capability, and pricing. In this study, a structured assessment model has been employed. Based on various analytical parameters, comparative tables have been designed and presented, and a discussion for interpretation has been conducted, which will help academic institutions choose the appropriate similarity detection software based on their institutional needs.

Keywords: Software, similarity detection software, plagiarism detection tools, Turnitin, Ouriginal, Ouriginal Drillbit, academic integrity, comparative study, analytics

1. Introduction

Similarity detection tools are integral to maintaining academic integrity. Institutions select software based on factors such as accuracy, coverage of source databases, ease of integration with learning management systems (LMS), quality of reports, and cost. This paper presents an analytical comparison of Turnitin, Ouriginal, and Drillbit to inform procurement and policy decisions.

2. Objectives

1. To compare the detection accuracy and database coverage of Drillbit, Ouriginal(Urkund), and Turnitin similarity detection tools.
2. To evaluate usability, reporting clarity, and LMS integration features in all of these.

3. To produce actionable recommendations for academic libraries based on institution size and priorities.

3. Methodology

This is a qualitative-analytical study based on feature analysis and a review of the literature, which describes the capabilities of each product. Evaluation criteria were defined and applied uniformly across the three products. Where exact metrics (e.g., precise index sizes or pricing tiers) vary regionally and over time, this analytical comparison focuses on stable, generalizable attributes and typical vendor-provided features.

3.1 Criteria's of evaluation

1. **Detection accuracy:** Ability to detect verbatim copying and paraphrasing.
2. **Database coverage:** Inclusion of web, student repositories, scholarly content and proprietary databases.
3. **Report quality:** Clarity, granularity, and actionable recommendations in similarity reports.
4. **Integration & workflow:** LMS support (Moodle, Canvas, Blackboard), API availability, and instructor/student workflows.
5. **Usability & accessibility:** User interface, multilingual support, mobile compatibility.
6. **Privacy & data policies:** Storage of Submitted Papers, Copyright, and GDPR Concerns.
7. **Cost & licensing:** Pricing Model and Value for Institutions.

4. Review of Literature

A focused review of the literature helps situate this analytical study within existing research on similarity-detection systems. Research on plagiarism detection tends to fall into three related strands: (1) evaluations of detection accuracy and algorithmic approaches, (2) user-centred studies on instructor and student interactions with similarity reports, and (3) policy- and ethics-oriented analyses addressing data retention, repository use, and privacy.

Recent studies emphasize that raw detection performance depends heavily on the size and diversity of the indexed corpus as well as the sophistication of matching algorithms (string matching, fingerprinting, and semantic/paraphrase-aware models). Comparative evaluations in the literature consistently demonstrate that larger, more diverse repositories enhance recall (i.e., finding matched sources).

At the same time, context-aware algorithms and NLP-based paraphrase detectors reduce false positives and improve precision.

Several empirical studies of established tools such as Turnitin report high recall for verbatim matches due to its extensive web and student-submission index, but also note variable performance for paraphrasing and translation — areas where algorithmic advances (semantic similarity and cross-lingual matching) improve detection. Reviews of Ouriginal in academic literature and vendor-neutral evaluations highlight its comparatively strong performance in paraphrase detection and institutional workflow alignment, particularly in European contexts where privacy regulations influence deployment choices.

There is a lack of peer-reviewed literature specifically addressing smaller or newer vendors, such as Drillbit. Available reports tend to be vendor whitepapers, institutional case studies, or conference presentations rather than large-scale, independent evaluations. These sources tend to use their speed, ease of use, and inexpensiveness as common selling points as to why smaller institutions will adopt such tools.

User-centred research explores how instructors interpret the similarity reports, the pedagogical use of the feedback, and the students' perceptions. Results show that transparent reporting, pedagogical framing, and the ability to see context around matches significantly impact the way reports are used, either as punitive evidence or as formative feedback to improve academic writing. Multiple studies suggest setting up student access to reports and pairing similarity software with instruction on citation and paraphrasing to maximize educational benefits.

Policy and ethics analyses indicate that the practices of vendors in automatically storing students' submissions carry profound legal and ethical implications, particularly under data-protection regimes such as the GDPR. Recommendations from the literature include clear institutional policies, opt-in/opt-out choices regarding repository storage, and contractual safeguards with vendors.

In summary, the literature implies that: a) no single tool is universally best and trade-offs exist among coverage, paraphrase detection, cost, and privacy; b) evaluation needs to combine algorithmic benchmarks with real-world institutional pilots; and c) effective use requires integrating similarity reports into pedagogy and institutional policy, not relying on software alone.

5. Brief descriptions of the similarity detection tools under study

4.1 DrillBit is a plagiarism detection and similarity checking software used to maintain academic integrity. Nowadays, many educational institutions are utilizing DrillBit by comparing submitted documents to online resources and other repositories; it can identify both direct copying and paraphrased content. It helps researchers and instructors evaluate originality and citation practices by offering structured similarity reports that highlight matched text segments. It is a good option for organisations with a tight budget, thanks to its affordable price and user-friendly design. With fast processing and an attractive user interface, it provides a lightweight solution for similarity checking. However, vendors' features may change as a result of product updates.

4.2 Ouriginal, which was previously known as Urkund due to a merger or alliance, is known for its institutional sales worldwide and a strong focus on academic text matching algorithms that can identify paraphrased and translated text. Higher education extensively utilizes Ouriginal, a reputable text-matching and plagiarism detection system. By comparing documents to comprehensive databases that include scholarly publications, online resources, and previously turned-in student papers, it automatically analyses documents. Ouriginal is renowned for its seamless integration with learning management systems, automated submission workflow, and lucid similarity reports that support educators in making wise academic choices

4.3 Turnitin is one of the oldest tools and has an extensive database that includes web pages, student papers, and journal articles. It also offers a range of reporting tools, including similarity reports, grading options, and review tools such as GradeMark and Feedback Studio. It integrates widely with LMS tools. It is a globally recognized and widely used software for detecting similarities in academic and research settings. It compares submitted documents against a vast database of scholarly journals, books, web content, and an extensive collection of student submissions. Turnitin provides detailed similarity reports and additional features, such as feedback tools, rubric-based assessment, and writing analytics, making it a solid choice for encouraging originality, improving academic writing, and maintaining research integrity.

5. Software Analysis – A tabular comparison has been performed to analyze the three software based on various criteria such as Detection, Coverage, etc., as indicated in the flow diagram below:-

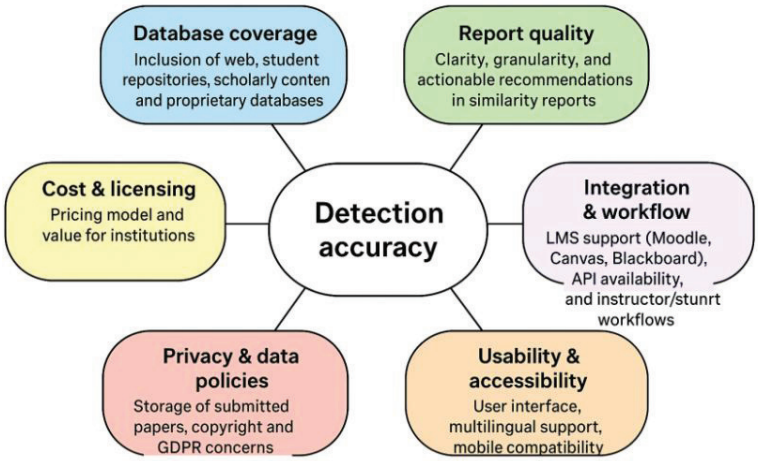


Fig. 5.1- Evaluation Criteria's

The tabular representation of the comparative study of the three software is presented in Tables 1, 2, and 3.

Table 1: Feature & Detection Comparison

Comparison based on features			
Criterion	**Drillbit**	**Ouriginal**	**Turnitin**
Detection of verbatim copying	Good	Very Good	Excellent
Detection of paraphrasing/ translation	Moderate	Good	Very Good
Web content coverage	Good	Good	Extensive
Scholarly database coverage	Limited	Good	Extensive (publisher partnerships)
Student repository comparison	Yes (smaller)	Yes	Yes (large, global)
False positive control (context-aware)	Basic	Good	Advanced
Granular match highlighting	Yes	Yes	Yes (very detailed)
Machine-learning enhancements	Emerging	Present	Mature

The comprehensive table integrates a comparison of the three software based on LMS plugins, available APIs, workflow tools for instructors, different kinds of language support for users, and the intuitiveness of the User interface.

Table 2: Integration, Usability & Reporting

Criterion	Drillbit	Ouriginal (Urkund)	Turnitin
LMS plugins (Moodle/ Canvas/Blackboard)	Availability varies; plugins are common	Strong LMS support	Extensive LMS support and LTI integrations
API available	Yes (basic)	Yes	Yes (feature-rich)
Instructor workflow tools (grading, feedback)	Bssic	Moderate	Extensive (Feedback Studio)
Student access to similarity reports	Configurable	Configurable	Configurable; multiple views
Language support	Multiple languages	Strong multilingual detection	Firm multilingual support
UI intuitiveness	Simple interface	Professional; learning curve moderate	Feature-rich; steeper learning curve

Table 3: Privacy, Licensing & Cost Considerations

Criterion	Drillbit	Ouriginal (Urkund)	Turnitin
Data retention policy	Varies by vendor; often configurable	Typically stores submissions (institutional opt-in)	Stores submissions in repository unless opted out (institutional policy)
GDPR / privacy compliance	Vendor dependent; usually supported	Strong (European focus)	Strong (global compliance)
Pricing model	Often per-institution or per-submission; generally lower cost	Institutional licensing; mid-range	Institutional licensing; higher-end pricing
Best suited for	Small institutions or quick checks	Mid-to-large institutions want paraphrase detection	Large institutions need a comprehensive coverage and feature set

6. Analysis and Discussion

6.1 Detection and Coverage

Turnitin usually has a lead in sheer detection coverage because it has an extensive Blue Book match index on Web pages and a large database of student submissions. Ouriginal/Urkund performs well in paraphrasing, so it is usually preferred at institutions with advanced matching requirements and a focus on more detailed matching features. Drillbit usually becomes preferred for simple similarity checks.

6.2 Comparative analysis based on usability and workflow

Turnitin offers a rich set of tools for educators, but it may be overkill for simpler user needs. Ouriginal maintains an optimal level of complexity and functionality, with more streamlined analytics. Drillbit focuses on rapid and simple usage.

6.3 Comparative analysis based on privacy and institutional policy

All three tools have institutional control for data retention and GDPR compliance, but with different defaults. Turnitin maintains student submissions for repository-building purposes, which institutions can opt out of, based on their institutional policies. Ouriginal/Urkund maintains strict privacy controls, whereas Drillbit typically retains data as specified in the contract.

6.4 Comparative analysis based on cost vs. value

Turnitin's feature set and database make it more expensive, but it also has value for large institutions. Ouriginal falls in the mid-range and may be more budget-friendly for institutions with heavy paraphrase needs. Drillbit will be more cost-effective for smaller colleges and libraries.

7. Recommendations

1. **Large research universities**: Prefer Turnitin for comprehensive coverage, robust LMS integration, and extensive instructor tools.
2. **Mid-sized institutions**: Consider Ouriginal/Urkund if paraphrase detection and multilingual matching are top priorities.
3. **Small colleges/community colleges/libraries**: Drillbit may provide sufficient capability at a lower cost and with simpler administration.
4. **Policy-first institutions**: Carefully configure data retention and repository storage options regardless of vendor; consult legal/privacy officers to align with GDPR/local regulations.

8. Limitations of this Study

This analysis is not an empirical benchmark using a shared test corpus. The study is conducted from the perspective of a college librarian; therefore, the choice of the similarity detection tool depends upon the requirements of the particular institute. Vendor features, pricing, and coverage are subject to change over time; institutions should request up-to-date trials, vendor-provided benchmarks, and legal agreements before procurement.

9. Conclusion

Drillbit, Original, and Turnitin each serve different niches. Turnitin excels in coverage and features, Ouriginal in paraphrase detection and privacy sensibilities, and Drillbit in simplicity and cost-effectiveness. The best choice depends on institutional priorities: coverage and advanced tools versus cost and simplicity. To conclude, DrillBit, Ouriginal, and Turnitin each meet different needs for academic institutions. Turnitin is renowned for its sizable database and sophisticated feedback features. Our original excels in workflow automation, data privacy protection, and paraphrasing detection. DrillBit is a suitable option for schools with limited resources, as it is both inexpensive and easy to use. Institutions should consider their primary objectives, budget, the amount of time they intend to spend using the tool, and the level of analysis required when selecting a similarity detection tool. This makes it easier to maintain a healthy balance between long-term value, usability, and academic integrity.

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Theme-6

Bibliometrics, Scientometrics, Content & Web Analysis

Evaluating the Web Presence of Sree Sankaracharya University of Sanskrit, Kalady through Content Analysis

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ABSTRACT: While the presence of the Sree Sankaracharya University of Sanskrit Library (SSUS) is analysed, this case study questions the online resources, particularly through the official library website, using content analysis. The method used in studying the organisation, access, and range of resources through the Web was descriptive and analytical. These online resources are a blend of print and electronic collections, offering access to books, journals, dissertations, and open-access e-resources in a digital format. Additional resources provide access to essential databases, such as JSTOR and Springer-Link, along with convenient tools for bibliography management, including Mendeley and Zotero. The site, which contains major divisions such as Home, About Us, Library Resources, and Research, thus becomes very hospitable and user-friendly for navigation. The strong online presence of the SSUS Library website effectively supports academic excellence and distance learning. With more interaction and updates, the platform can eventually become the most useful digital academic portal.

KEYWORDS: Digital Library, Library Website Evaluation, Online Academic Resources, Content Analysis, User-Friendly Information Services

Introduction

In the twenty-first century, libraries have evolved from mere repositories of books to gateways of information and knowledge. The dominance of digital technology worldwide also points to an online presence for academic libraries of a different nature, whether it adheres to the former rules or operates independently. University library websites play a crucial role in communication and platform building, providing vital information, academic support, and access to digital resources. This website presence evaluation would be the first step toward understanding the library's representation capacity for its services, collection, and users in the digital age.

Sree Sankaracharya University of Sanskrit (SSUS) at Kalady, Kerala, has been at the forefront of preserving, promoting, and studying the Indian cultural heritage.

From its inception, the university has generated momentum for reshaping India's higher education landscape by combining ancient Sanskrit education with modern academic disciplines. The Central Library of SSUS is a vast resource centre for the university, benefiting end-users by integrating the academic life of the university, and is likely the most valuable information centre with respect to the study of Sanskrit, as well as other domains of social sciences and humanities, aimed at scholars and researchers. The library embodies the best of both old and contemporary work in the scholarly community of this country, including manuscripts, journals, theses, and periodicals, providing students, teachers, and research scholars.

The library boasts a remarkable collection of over 77,800 items, comprising books, manuscripts, CD-ROMs, theses, and dissertations. The stock arrangement is based on the Dewey Decimal Classification (DDC) system, making it easy for users to locate materials. It also has distinct sections for smooth functioning- such as the Circulation Section, Reference Section, Technical Section, Acquisition Section, IT Section, Journal Section, and the Maintenance Section. The library offers key user services, including new arrivals display, reservation, renewal, photocopying, and CD-ROM searching. Additionally, the Online Public Access Catalogue (OPAC) facilitates efficient searching of materials by users, thereby enabling the library to integrate technology into its operations.

In addition to the Central Library, SSUS has established regional campus libraries in Thiruvananthapuram, Panmana, Thuravoor, Ettumanoor, Thrissur, Tirur, Koyilandy, and Payyanur, providing library services to a broader academic community. Hiring INFLIBNET, Durbar Schools are now adapted to the UGC-INFONET project by facilitating the subscription of over 3,000 e-journals. This is a significant step towards digitisation, giving all its teaching faculty and students access worldwide.

When evaluating the university library's interaction with users in the academic field today, a well-designed web presence is at a level that such institutions use as a standard of measure. Through the website, the library represents libraries' transparency, availability, and online efficiency of library services. The entire concept of the site conveys meaningful messages to users about the library's methods, resources, and support systems. Thus, a content-analytic study of the Web presence of the Sree Sankaracharya University of Sanskrit Library will provide insight into its strengths and weaknesses regarding design, organisation, accessibility, and informativeness.

This study aims to investigate the effectiveness of the SSUS library website in terms of content, layout, and user-related attributes. The evaluation aims to assess

how effectively the library mediates between traditional Sanskrit scholarship and modern digital practices, thereby making precious resources accessible to the global research community. The study's findings will provide insights into enhancing the library's digital presence, improving user satisfaction, and contributing to the general understanding of library web management practices in Sanskrit and higher education institutions.

Review of literature

The research work titled "Augmentation of Mass Estimation Method for Link Spam Detection through Content Analysis of Website" was conducted by Shalini Gupta under the guidance of Dr. Rajeev Kumar at Shri Venkateshwara University, Uttar Pradesh (2017). The study, conducted at the School of Engineering and Technology, examines the finer and microscopic aspects of how the mass estimation method can be improved for spam detection on the Web. Situated in the realms of Computer Science and Software Engineering, the work envisages furthering the security of the Web and the accurate identification of spam links, which, in turn, results in reliable mechanisms for information retrieval. (Available at: http://hdl.handle.net/10603/655321)

The study titled "Content Analysis of Research Institute Library Websites of Karnataka" by Ashwini Latte, under the supervision of Dr Vinayak M. Bankapur at Rani Channamma University (2024), assesses the structural design, presentation, and accessibility of library websites of research institutes across Karnataka. Belonging to the fields of Education and Social Sciences, it analysed the library portals of research institutes through content analysis to assess the extent of digital information dissemination in the country. The results reveal how library websites in the digital era facilitate academic communication, resource sharing, and user engagement. (Available at: http://hdl.handle.net/10603/649750)

Under the supervision of Dr Sukumar Mandal at the University of Burdwan (2021), Sushanta Kumar Roy conducted the study "Content Analysis of Selected IISERs Library Websites in India: An Analytical Study." The research, conducted in the Department of Library and Information Science, evaluates the content, design, and usability of the library websites of the selected Indian Institutes of Science Education and Research (IISERs). Situated between Engineering, Technology, Computer Science, and Library and Information Science, the study aims to assess the extent to which these websites promote academic and research communication through digital library services. (Available at: http://hdl.handle.net/10603/474383)

The study titled "Content Analysis of Indian Institutes of Management Library Websites in India: An Analytical Study" was conducted by Shikha Mehta under the supervision of Dr. Sapna Sharma at Swami Vivekanand Subharti University (2023). This study, under the Faculty of Arts and Social Sciences, looks at the layout, functionalities, and informational content of the IIM libraries' websites. Being from Arts and Humanities and Humanities Multidisciplinary Studies, the research underscores an option to find the mechanisms of enabling unrestricted access to academic resources via these digital platforms with appropriate engagement(end users), and evaluation of functioning to aid in researching and learning into sites or ICTs that encourage research and learning ecosystem. (Available at: http://hdl.handle.net/10603/570201)

The study "Webometric Analysis of National Libraries' Websites in Asia: An Evaluative Study," was written by Krishna Brahma under the supervision of Dr Manoj Kumar Verma at Mizoram University in 2019. Conducted in the Department of Library and Information Science, this study aims to evaluate the presence, structure, and interlinking patterns of national library websites across Asia. Using a webometric approach, the study aims to evaluate the visibility, accessibility, and performance of these digital platforms, which facilitate the exchange of information at the global level and provide better access to national-level knowledge repositories. (Available at: http://hdl.handle.net/10603/285929)

Objectives of the Study

1. To study the structure and organisation of the SSUS library website.
2. To evaluate the availability of library information and e-resources and their accessibility.
3. To examine user-oriented features such as navigation, interactivity, and usability.

Methodology

Presently, the study undertakes a Descriptive and Analytical research design to check the web presence of the Sree Sankaracharya University of Sanskrit Central Library, Kalady. The study is based on the Content Analysis technique, which primarily focuses on a systematic and objective analysis of the information, design elements, and structure available on the central library's official WebPages. The primary data sources in this study are the official university website (http://www.ssus.ac.in), particularly the sections of the Central Library that cover resources, services, membership details, and digital facilities.

The examination of the library's digital presence was to track its affordances. To their study were added content analysis, the organisation of information, accessibility, and usability, as well as available library services, e-resources, and user support. Qualitative and quantitative perspectives are being used to analyse the effectiveness and comprehensiveness of the library's digital presence. The study also aimed to bring out the strengths, weaknesses, and opportunities for the content and structure of the site. This approach provides an in-depth, objective evaluation of how the Sree Sankaracharya University of Sanskrit Library effectively presents its resources and services to its user base through its online medium.

Tool for Data Collection

A structured checklist was prepared based on the following parameters:

Sr. No.	Main Menu / Section	Indicators for Content Analysis
1	**Home**	Provides overview/introduction; updates and announcements; quick navigation links.
2	**About Us**	Library services, Library rules and regulations, vision and mission.
3	**Library Resources**	Electronic Resources, Open Access Resources, Periodicals Previous Question Papers, Publications.
4	**Research**	Information on research support, publications, repositories, and ongoing projects.
5	**Web OPAC**	Online Public Access Catalogue (OPAC) accessibility and search functionality for books and other materials.
6	**Library Team**	List of library staff with designations, contact information, and responsibilities.
7	**Gallery**	Photographs of library facilities, events, and activities.
8	**Contact Us**	Communication details, including address, phone number, email, and enquiry form.

Sree Sankaracharya University of Sanskrit Central Library, Kalady has a website that is neatly divided into eight core sections. Each of these sections has its own unique and informational function. The Home page provides a general overview of the library, important updates, and quick navigation options for users. The About Us page contains important information like library services, rules and regulations, vision, and mission. The Library Resources pages provide access to electronic resources, open-access resources, periodicals, previous question

papers, and several publications that cater to the academic and research needs of the university. The Research page shows university research activities, repositories, and faculty publications. Web OPAC offers a search facility for the library's collection of books and materials. The Library Team page introduces the library staff, along with their designations and contact information, so that users can reach them if needed. The Gallery section features images of the library's infrastructure, orientation programs, and other activities. The Contact Us page provides complete communication details, including address, telephone numbers, and email address, to assist users. Hence, we find a structured and user-friendly website design that facilitates easy access to information and encourages active participation from academic fields.

Detailed Content Structure of the Sree Sankaracharya University of Sanskrit Central Library Website

Sr. No.	Section	Sub-Category / Description	Indicators for Content Analysis
1	**About Us**	Faculty Publications	Information on faculty research outputs, publications, and ongoing scholarly work.
2	**About Us**	Library Membership	Details on eligibility, membership process, and conditions for library users.
3	**About Us**	Students of the University	Membership information and library privileges for enrolled students.
4	**About Us**	Teachers of the University	Access rights, borrowing privileges, and services available for teaching staff.
5	**About Us**	Non-Teaching Staff of the University	Library access and services for administrative and non-teaching staff.
6	**Library Services**	Book Lending Service	Circulation services and borrowing policies for library materials.
7	**Library Services**	Reference Service	Assistance provided to users in locating and using information resources.
8	**Library Services**	IT Related Information Services	Availability of computer and internet-based services, databases, and e-resources.

Sr. No.	Section	Sub-Category / Description	Indicators for Content Analysis
9	**Library Services**	User Education	Orientation and training programs for effective library use.
10	**Library Services**	Web OPAC	Online catalog access for searching library holdings.
11	**Library Services**	Photocopying	Facility for document reproduction within the library premises.
12	**Library Services**	Newspaper Service	Availability of daily newspapers and periodicals for readers.
13	**Library Services**	Bindery Services	Repair and maintenance of library materials through binding.
14	**Library Rules & Regulations**	Library Circulation Rules	Guidelines governing borrowing, returning, and renewal of books.
15	**Our Vision**	Vision Statement	Aims to be one of the best university libraries, adopting modern technology and user-friendly approaches.
16	**Our Mission**	Mission Statement	Committed to providing scholarly information, supporting research, teaching, and learning through quality resources and services.

Comprehensive Overview of Library Resources at Sree Sankaracharya University of Sanskrit Central Library

Sr. No.	Category	Sub-Category / Type	Details / Indicators for Content Analysis
A.	**Print Resources**	Books	1,02,006 books covering diverse disciplines.
		Journals	202 journals in print form.
		Theses	613 theses available for reference.
		Dissertations	1,416 dissertations are accessible to users.
		Periodicals	28 active periodicals.
		Bound Volumes	4,801 bound volumes of journals and magazines.
		Manuscripts	303 rare manuscripts and palm-leaf documents.

Sr. No.	Category	Sub-Category / Type	Details / Indicators for Content Analysis
		CD ROMs	990 CD-ROMs containing academic and multimedia content.
		Newspapers	18 subscribed to daily newspapers.
B.	**Electronic Resources**	Subscribed Databases	Economic and Political Weekly, ISID Database, J-Gate Plus (JCCC), JSTOR, Oxford University Press, Taylor & Francis, Springer Link (1700 Collection), Nature Journal, NDL e-Resources.
		Digital Archives	World e-Book Library, South Asia Archives, National Digital Library of India.
C.	**Free & Open Access Resources**	E-Journals	INFOPORT, INFLIBNET Subject Gateway, Directory of Open Access Journals (DOAJ), Open Access Journals Search Engine, RePEc, Open Humanities Press, JURN, CORE, SSRN, Open Access Library (OALIB), IJBST Journal Group.
		E-Books	Directory of Open Access Books, Free Sanskrit E-Books, Project Gutenberg, Kerala Sahitya Akademi Online Library, HathiTrust, OAPEN, Digital Book Index, Project Gutenberg Australia, JSTOR Open Access E-Books, Luminos, The Complete Works of William Shakespeare, IGNOU e-Books, Get Free e-Books.
		Electronic Theses & Dissertations	PQDT Open, Open Thesis, NDLTD, DART-Europe, OATD, DiVA, LSE Theses Online.
		Audio Books	Librivox, ThoughtAudio, Lit2Go, Podiobooks.com, Open Culture, Storynory.
		Encyclopedias	The Canadian Encyclopedia, Wikipedia, Infoplease, Credo Reference.
		Dictionaries	Cambridge Dictionary, Your Dictionary, English Homophone Dictionary, Sanskrit Dictionary, OneLook, Shabdkosh, Definitions Dictionary, Hindi Shabdatantra.

Sr. No.	Category	Sub-Category / Type	Details / Indicators for Content Analysis
D.	**Digital Libraries**	Repositories & Archives	The Sanskrit Library, SARIT, OpenDOAR, Media History Digital Library, Kalasampada, Digital South Asia Library, TKDL, World Digital Library, Muktabodha Digital Library, Europeana, National Digital Library of India, JAIN e-Library, United Nations Digital Library.
E.	**Important Links and Learning Resources**	Learning Platforms	NPTEL, Khan Academy, OpenLearn, e-PG Pathshala, eGyanKosh, MIT OpenCourseWare, OER Commons.
		Library Updates	New Books, e-Shodh Sindhu, Downloads, New Arrivals, ONOS (One Nation One Subscription).
F.	**Periodicals**	E-Newspapers and Magazines	Access to online newspapers, e-magazines, and other periodicals.

The array of print and electronic resources available at the Sree Sankaracharya University of Sanskrit Central Library facilitates learning, research, and cultural pursuits for its clientele. The print collection comprises a staggering number of approximately 102,000 books, 202 journals, and 1,416 dissertations, alongside rare manuscripts and bound volumes: artefacts that genuinely conserve the knowledge valued by humanity. The library enjoys a generous run of digitised content that includes well-known databases such as JSTOR, Oxford University Press, SpringerLink, and Nature Journal. It further inculcates the culture of open and universal learning through conduits like DOAJ, CORE, and Project Gutenberg- an encoded yet generous world. This is also indicated by the provision of digital repositories, such as NDLI, Europeana, and the Muktabodha Digital Library, necessary for the maintenance of cultural organisations and preservation of cultural heritage records. The other resources mentioned include audiobooks, encyclopedias, dictionaries, and various other reference materials. Links to online educational platforms, such as NPTEL, Khan Academy, and e-PG Pathshala, contribute to self-learning laboratory efforts, providing the necessary research support. These platforms are not solely intended for librarians; e-periodicals, updates, and other new resources in the library help keep students on the right track. Therefore, the library has an undisputed digital presence and numerous resources that cater to the academic needs of contemporary times.

Research Section – Resources, Tools, and Useful Links

Sr. No.	Category	Sub-Category / Type	Details / Indicators for Content Analysis
1	**Citation Support**	Citation Guides	Guides citation styles and referencing methods.
		Citation Generators	Provides access to online citation builders, including **BibMe**, **Citation Machine**, and **Style Wizard**, for automatically generating citations.
2	**Bibliographic Management Software**	Tools	Availability of popular reference management tools like **Mendeley** and **Zotero** for organising and citing research material.
3	**Tutorials and User Guides**	"How to" Videos	Includes tutorials on using **Mendeley**, **Shodhganga User Guide**, and **Urkund Plagiarism Software**.
		Digital Learning Platform	Provides a link to **the National Digital Library of India (NDLI)** for e-learning and digital resources.
4	**Library Publications and Timings**	Publications	Mentions official publications and the **Official Website of the SSUS Library**.
		Library Timings	Open from **08:00 a.m. to 09:30 p.m.** (Monday–Saturday); closed on **Sundays and public holidays**.
5	**Important Links**	Library Resources	Links to **New Books**, **e-Shodh Sindhu**, **E-Resources**, **Downloads**, and **New Arrivals** for easy access.
6	**Useful Links**	Research & Learning Platforms	Directs users to **Shodh Ganga**, **Shodh Gangothri**, **Swayamprabha**, **Bharatavani**, **World e-Book Library**, **South Asia Archive**, **SAGE Journals**, **Kiranavali**, and **Literariness Free E-Books**.

Key Findings: Evaluation of the Web Presence of Sree Sankaracharya University of Sanskrit Library

The website of the Sree Sankaracharya University of Sanskrit Library is a testament to the institution's commitment to academic and research excellence, offering an

informative and well-structured digital platform. The outlined merits are centred on providing detailed information about the library and its resources, services, membership options, and digital services, from which users can obtain easy and core functionality information. Such presence supports libraries with both print and electronic resources, demonstrating that the library system is a repository of knowledge.

The availability of digital learning aids and citation tools, combined with reference management software such as Mendeley and Zotero, further enhances the research conditions for students and faculty members. The links to NDLI, NPTEL, Khan Academy, and e-PG Pathshala enable the site to promote open and lifelong learning, as well as national and international alignment.

Visually and architecturally, the library's website maintains clarity, with menus logically placed, including Home, About Us, Library Resources, Research, and Contact Us, ensuring smooth navigation. Additionally, multimedia galleries, faculty publications, and access to the Web OPAC would continue to draw users into the site. Hence, the library website effectively supports academic growth, digital learning, and information sharing within the university community.

Conclusion

The Central Library of Sree Sankaracharya University of Sanskrit, Kalady, embodies the harmonious union of classical knowledge and the digital realm. The website is an academic portal that provides unrestricted access to a wide range of print and electronic resources. Each tab—Home, About Us, Library Resources, Research, Web OPAC, Library Team, Gallery, and Contact Us—is well-structured, making for an easy and pleasant navigation experience.

With a collection of over 102,000 books spanning various academic disciplines and a demonstrated commitment to culture, the library features 202 subscribed journals, 1,416 dissertations, and 303 of its own manuscripts. The digital resources distribution facilitates global access to research work through JSTOR, Oxford University Press, Taylor & Francis, Springer Link, the NDLI, and others.

The Research page significantly enhances access to reference tools, such as Mendeley or Zotero, as well as tutorials on ethical research. Meanwhile, platforms like NPTEL, e-PG Pathshala, and Khan Academy complement the online learning experience.

This has made the SSUS Library website a prime example of modern academic design: an integration of tradition and technology, accessibility with innovation,

and scholarly digital growth frameworks and models of research work, all while staying aware of and adapting to the times in their roles as a bridge and platform.

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Webometric Analysis of National Institutes (Nis) of India in the Field of Disabilities

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ABSTRACT: This research focuses on the nine National Institute websites for disabilities, namely NIEPVD, AYJNISHD, NIEPID, NIEPMD, PDUNIPPD, SVNIRTAR, NILD, ISLRTC, and NIMHR, which are part of the DEPwD, the Ministry of Social Justice and Empowerment, and the Government of India. The websites of these institutes serve as vital information resources for individuals with disabilities, as they are the primary means of communication for their educational, medical, therapeutic, vocational, employment, leisure, social, sports, and cultural needs. The study examines various characteristics of the websites, including their age, IP addresses and class types, domain authority of the institutes, page authority, backlinks quality and spam scores, as well as domain extensions. Additionally, it highlights the EWIF and IWIF along with their respective rankings.

KEYWORDS: Disability, Domain Authority, Link Analysis, National Institutes (NIs), Page Authority, Web Impact Factor (WIF), Webometrics.

1. Introduction

This study seeks to raise perception about the important role played by the National Institute for the Disabled in India. The Government of India, Department of Empowerment of Persons with Disabilities (DEPwD) has done. This major step has been taken to empower persons with disabilities by addressing the various challenges they face (DEPwD, 2020). Several types of hearing impairments,

locomotor challenges, speech difficulties, visual impairments, mental health conditions, intellectual disabilities, and multiple disabilities. All these needs of this type have been met by the government, each one offering specific disabilities some tailor-made assistance and resources, and has created a total of nine specialised national institutions.

The entire scope of the services provided by such institutions includes rehabilitation support, educational programmes, job opportunities, and medical care. The paper focuses on the key aspects of educational benefits that support individuals with disabilities, exploring various aspects of disability empowerment, including education, employment, social security, access, and rehabilitation.

With the digital age, online platforms are crucial in providing instant access to information about these organisations. Websites serve as convenient points of entry, where people can ask questions and find answers without having to visit physical locations. Such portals also prove to be quite helpful to the disabled community, with the Department of Empowerment of Persons with Disabilities (DEPwD) being a crucial source of data and resources to facilitate educational efforts (Government of India, 2016).

2. Definition of Disability

The DEPwD targets are established to empower people with disabilities. According to the census from the Department of Empowerment of Persons with Disabilities (DEPwD, 2024b) and the report by Singh (2021), the population of persons with disabilities in the nation stands at 2.68 crores, accounting for approximately 2.21% of the nation's total population. In accordance with the Rights of Persons with Disabilities (RPwD) Act of 2016, there are 21 types of disabilities, which encompass locomotor disabilities, visual impairments, hearing impairments, speech and language disabilities, intellectual disabilities, multiple disabilities, cerebral palsy and more. The impact of disability arises from the interactions among individuals who have health conditions such as cerebral palsy, Down syndrome, and depression, along with personal and environmental factors that include negative attitudes, lack of accessible transportation, and public spaces with insufficient social support (WHO, 2020b).



Source: The Gazette of India Extraordinary, 2016

Figure 1: Conditions as per the RPwD Act, 2016, are considered to be disabilities

2.1 National Institute (NI's)

The total of 09 national institutes that work in disability rehabilitation are working in the DEPwD. NI is a distinguished independent body for various types of disabilities. (DEPwD, 2024) Such institutes are multifaceted in their human resources development for individuals with disabilities, as long as rehabilitation services are available to support development and research efforts. They help build a broad culture in which equal opportunities are available for development and progress, allowing individuals to lead gracious, productive, and safe lives.

Due to a strong commitment to policy matters and a significant motivation for actions directed at persons with disabilities (PwDs), the Ministry of Social Justice and Empowerment established a separate department for disability affairs on May 12, 2012. On December 08, 2014, the department was rebranded as the Department of Empowerment of Persons with Disabilities. This department serves as a central authority for disability-related issues and individuals with disabilities, promoting improved collaboration among various stakeholders, including central ministries, state/UT governments, NGOs, and other relevant entities (Government of India, 2016).

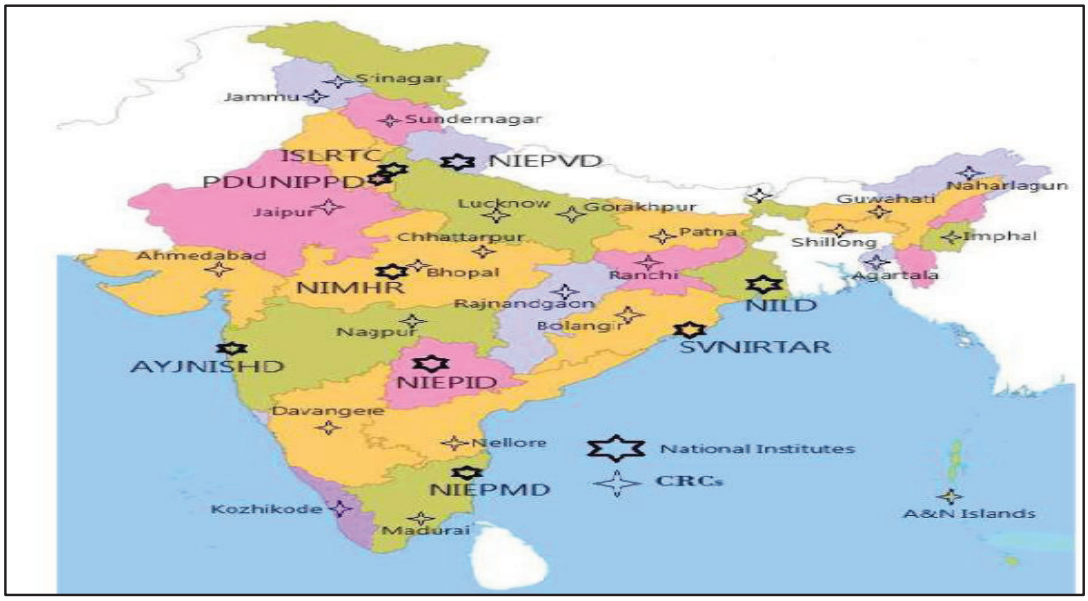


Figure 2: National Institutes and Composite Regional Centres

NIs in the field of disabilities have been well-known under this department. They are as independent bodies traditionally under the Societies Registration Act of 1860, focusing on specific disabilities. These institutes are primarily engaged in human resources development by offering various courses, providing rehabilitation services, and supporting research and development efforts in this field for persons with disabilities.

The department has set up 25 composite regional centres (CRCs) as extended institutes. The major objective of the CRCs is to provide rehabilitation services to all categories of PwDs and to trained rehabilitation professionals and functionaries, undertake this program of education and development, and equip PwDs with the skills to create awareness among parents and the community regarding essential rights of PwDs (DEPwD, 2024b).

2.2 Benefits of Webometric Ranking

The growth of webometrics ranking results from the need to measure the adoption of the web for research, teaching and learning. Those at the top of the ranking have integrated the web into their research, education and learning culture. They have more assets on the web and more links to navigate the other websites. This increases their perceived impact, recovers their visibility and makes stakeholders' perceptions of them confident.

3. Review of Literature

The NI is an autonomous body, and central public sector accomplishments working under the DEPwD are organised to share programmes/services being provided by them to appraise the States/UTs for expanding the outreach of their activities for the benefit of Divyangjan (DEPwD, 2024a).

In his research, (Nandi et al., 2023) conducted a webometrics study focused on the divyangjan institutes in India at the national level. Various webometric indicators, including total web page count, in-links, out-links, bounce rate, and the number of rich files, were utilised in the analysis. The NILD institute had the highest web impact factor (in-links) among the studied institutions. According to web indicators related to research in science, technology, and innovation, the NIEPMD institute had the highest webpage value. In their study, Brahma & Verma (2018) evaluated the websites of eight national libraries in the South-Asian region to determine their WIF, discovering that the National Library of India had the highest WIF.

Meanwhile, (Babu et al., 2010) analysed a total of 40 central university websites in India, calculating the domains, web pages, and linking pages to establish the basic web impact factor, self-link web impact factor, and external link web impact factor, and updated the standings based on the WIF of central universities in India accordingly. (Verma & Brahma, 2017) A Webometric study of the websites of NGOs in Assam has not been conducted earlier, and link analysis of these websites is a new area of research. The present study is exploratory in nature, and there is scope for future webometric research to adopt a multidimensional approach. It would be helpful to conduct more extensive investigations and compare a greater number of websites from Assamese NGOs, as the webometrics of this area are still in their development stage. This study has provided the blueprint of the various links offered on the websites of 25 NGOs of Assam. Based on the above findings, it is concluded that the Centre for North-East Studies and Policy Research, Guwahati, and AARANYAK have a high profile among the selected NGOs' websites in Assam, as indicated by the links provided by them. These organisations can also open the way to successful cooperation with other NGOs by applying the most advanced web tools. (Yadav et al., 2023) investigated the 23 National Law Universities in India. They found that Maharashtra National Law University has a maximum global rank of 3308375, and Google search engine effectively guides the websites of national law universities in its results. In contrast, Yahoo, Hotbot, and Bing are less efficient at gathering data from National Law University websites because they do not accommodate all the terminology used. (Jalal et al., 2009) Their research on the online visibility of Indian central universities collected information by using Yahoo and Google search engines, along with a specific query syntax to rank the

institutions. The findings indicated that the University of Delhi ranked first on the list (with a score of 4.28), while Sikkim University was at the bottom (with a score of 1.64).

4. Research Gaps and Opportunities

A thorough examination of existing research reveals some serious shortcomings:

1. **Lack of global benchmarking:** The relative scarcity of comparative studies that place Indian disability institute websites in a global context precludes an overall evaluation of their comparative performance.
2. **Neglect of qualitative aspects:** Empirical studies often focus on quantitative aspects, such as domain authority and backlink profiles, while excluding qualitative aspects like accessibility, user experience, and adherence to the Web Content Accessibility Guidelines (WCAG).
3. **Cross-sectional data limitations:** Most studies employ cross-sectional designs, which combine data collected at a single point in time; therefore, they cannot be used to monitor longitudinal changes or the evolution of web presence.
4. **Inadequate assessment of stakeholder impact:** The lack of research on the stakeholder implications hinders the realisation of the effectiveness of the websites to end-users, especially those with disabilities and policymakers.
5. **Weak theoretical foundation:** The lack of a theoretical scaffold, especially the combination of digital presence and empowerment frameworks, limits the depth of the analysis in the literature.

Addressing these gaps would greatly enhance both academic research and practical performance (Nandi et al., 2023).

5. Objectives

The current research aims to grow a comprehensive conceptualisation of the digital environment in the disability institutions through a combination of global benchmarking, web accessibility audit according to WCAG, qualitative user-centred analysis, longitudinal data tracking and patient impact assessment. Its general aim is to empower people with disabilities by increasing their digital accessibility, as well as their access to information, to ensure that international best practices and inclusive frameworks are applied to their treatment.

6. Scope and Limitations

There are two major hypotheses in the study:

H1: Many institutes use type A class IP addresses.

H2: There are only a limited number of institutes that make use of type A class IP addresses.

7. Methodology

The study was a systematic study of the websites of nine National Institutes of Persons with Disabilities in India. The data was gathered in May and June 2024, and it was based on the authoritative metrics, such as authority over the domain, page authority, spam, Moz ranking, and quality of links presented by the reputable sources. Such site information as IP address classification and domain age was properly recorded. As a complement to traditional webometric analysis, this study proposes the future integration of WCAG 2.1-based accessibility audits, using both automated tools and manual expert evaluations. Additionally, planned user experience studies involving persons with disabilities will help assess usability. It is recommended that a longitudinal data collection framework be established to track digital accessibility and usage over time. The framework contains a list of search commands and data-collection protocols, which aim to systematically provide internal and external link structures for each website.

Table 1 outlines the search and retrieval methodology used in the Google search engine and describes the search command that enables the retrieval of accurate data.

Table 1. Details of the Search Commands

Sr. No.	Search Command	Result
1	Link: URL/site address AND NOT site: URL/site address	For the external links
2	Link: URL/site address NOT site: URL/site address	For the internal links

7.1 Analysis and Interpretation of Data

Table 2 contains all the details of the different national institutes, including the name of each institute, the year the library was founded, the URL of the library's site, and the age of the domain registration. It is important to note that the

Table 2. Details of the Institutions and URL

Sr. No.	Institution Name	City	Disability Specialisation	Website	Year of Estb.	Domain Extn.	Website URL Age
1	NIEPVD	Dehradun	Visual	https://nivh.gov.in/	1967	.gov.in	11 Year 9 Month
2	AYJNISHD	Mumbai	Speech and Hearing	www.ayjnihh.nic.in	1983	.nic.in	0
3	NIEPID	Secunderabad	Intellectual	https://www.niepid.nic.in/	1984	.nic.in	0
4	NIEPMD	Chennai	Multiple	https://niepmd.nic.in/	2005	.nic.in	1 Year 9 Month
5	PDUNIPPD	New Delhi	Locomotor	https://pdunippd.in/	1975	.in	0
6	SVNIRTAR	Odisha	Locomotor	https://svnirtar.nic.in/	1984	.nic.in	0
7	NILD	Kolkata	Locomotor	https://www.niohkol.nic.in/	1978	.nic.in	0
8	ISLRTC	New Delhi	Sign Language	https://islrtc.nic.in/	2011	.nic.in	0
9	NIMHR	Sehore	Mental Health	www.nimhr.ac.in	2019	.ac.in	0

Source: https://depwd.gov.in/national-institutes/

domain age of the NIEPVD site is 11 years and 9 months, based in Dehradun. The statistics clearly reveal that out of the nine institutes, four have not made available information about the presence of a library website linked to the organisation.

Table 2 also provides important information about the nine national institutes, including their respective acronyms, geographical locations, specialisations in various disabilities, dates of founding, and ages of their respective websites. The oldest of these prestigious organisations is NIEPVD, founded in 1967, and the most recent is NIMHR, which was established in 2019. This table also highlights the central importance of library websites as key information sources for these institutions. Among the nine institutions surveyed, five of them have library websites currently: NIEPVD, NIEPMD, SVNIRTAR, NILD, ISLRTC, and NIMHR. Although this is a good change to be introduced, it also indicates a possible field where the availability of digital resources in the remaining institutions can be improved.

Distribution of Domain Extensions

According to Pal et al. (2019), domain name selection is a crucial factor that defines the overall usability and visibility of any site. The top-level domain (TLD) or domain suffix, as it is also known, cannot be overlooked in determining the nature of a given website and can have a significant impact on its visibility in search engines, as well as its search engine optimisation (SEO) rating.

In this research, as shown in Figure 3, researchers categorised national institution websites in four major domain extensions based on their URL. The most common extension was found to be the .gov, which contributed 70 percent of the sites analysed, hence its importance to government-related organisations; the next most common was the .nic , which comprised 10 per cent of the sites and is normally related to the National Informatics Centre. This distribution is most reflective of the diverse nature of the purposes and organisational affiliations of websites and the significance of TLDs in improving webpage visibility and discoverability.

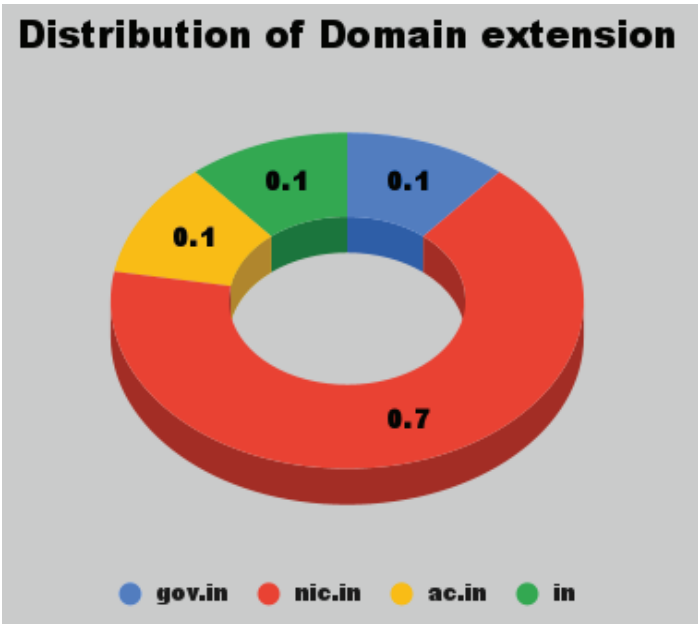


Figure 3: Distribution of Domain Extension

As shown in Table 3, in India, there are nine institutions which have IP addresses. Among them, two institutions, PDUNIPPD and NIMHR, have A-class IP addresses, indicating high network performance and reliability. The remaining seven institutions, on the other hand, are assigned B-class IP addresses, which typically represent a lower quality of service and resource management. This imbalance is an indication of the discrepancy in the quality of internet access and infrastructural facilities between these institutions of learning.

Table 3: IP Address and Class of Institution

Sr. No	Institutions Name	IP Address	Class
1	NIEPVD	164.100.228.111	B
2	AYJNISHD	164.100.65.49	B
3	NIEPID	164.100.75.33	B
4	NIEPMD	164.100.228.189	B
5	PDUNIPPD	50.28.78.111	A
6	SVNIRTAR	164.100.163.24	B
7	NILD	164.100.178.139	B
8	ISLRTC	164.100.59.164	B
9	NIMHR	119.18.49.60	A

Table 4 displays the quality measure of the backlinks of different institutions, with NIEPMD having the highest number of backlinks, 17,000. The statistic suggests a high level of online influence and trustworthiness in the digital environment. In addition, it is revealed that five institutions, including AYJNISHD, NIEPMD, PDUNIPPD, SVNIRTAR, and NIMHR, have an average spam score of 1% only. A low spam score is a measure of quality content and reliable domain behaviour, and thus makes such institutions responsible sources in their area of expertise.

Table 4: Domain Authority and Page Authority of National Institutions

Sr. No	Institutions Name	Domain Authority	Page Authority	Quality of Backlinks	Spam Score
1	NIEPVD	35	38	4K	39%
2	AYJNISHD	34	39	4K	1%
3	NIEPID	33	40	560	22%
4	NIEPMD	61	51	17K	1%
5	PDUNIPPD	18	25	261	1%
6	SVNIRTAR	34	40	761	1%
7	NILD	36	41	3K	22%
8	ISLRTC	25	36	93	22%
9	NIMHR	24	29	152	1%

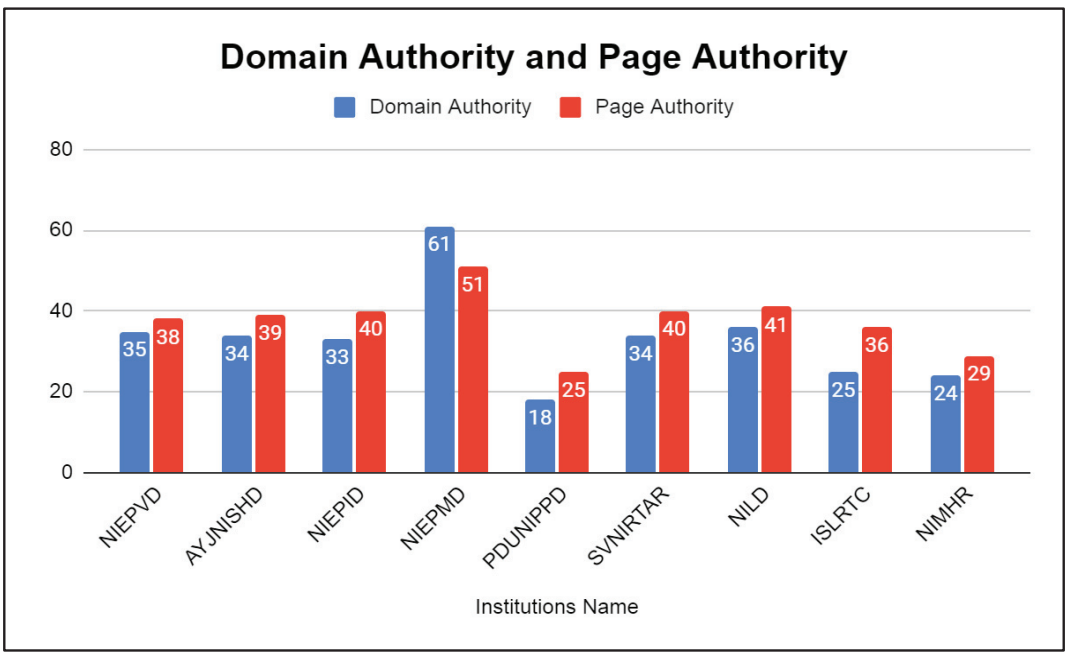


Figure 4: Domain Authority and Page Authority

Figure 4 shows that NIEPMD has the highest Domain Authority score (61), indicating a strong presence and reputation in its areas of operation. On the other hand, PDUNIPPD had the lowest Domain Authority score (18), which could imply challenges in gaining recognition and trust.

A review of Page Authority confirms these insights; NIEPMD will lead once more with 51, which means that its content is well-optimised and it has a higher chance of appearing well in the search engine result listing. PDUNIPPD, in turn, scores 25 in Page Authority, indicating potential weaknesses in web optimisation or content engagement policies. All these indicators highlight a significant gap in online dominance between the two institutions.

Table 5 provides a comprehensive report on the web presence of different institutions, including the number of external links, internal links, and total web pages per entity. The statistics show that NIMHR has been in the leading position in the External Web Impact Factor (EWIF), which measures online prominence and connectivity, while AYJNISHD has been in the lowest position in the EWIF. On the other hand, regarding the Internal Web Impact Factor (IWIF), AYJNISHD acquires the first position, which is an indicator of a strong internal resource network, and NIMHR occupies the last position on the IWIF.

Table 5: External links, Internal links, Total links and their Web impact factor

Sr. No	Institutions name	External links	Internal links	Total no. of Webpages	EWIF	EWIF rank	IWIF	IWIF rank
1	NIEPVD	64200	35700	99900	1.57	7	2.80	4
2	AYJNISHD	3520	3540	7060	2.01	9	1.99	1
3	NIEPID	20900	11400	32300	1.55	5	2.83	5
4	NIEPMD	13700	7210	20910	1.53	4	2.90	6
5	PDUNIPPD	5420	2830	8250	1.52	3	2.92	7
6	SVNIRTAR	26600	12600	39200	1.48	2	3.11	8
7	NILD	2240	1260	3500	1.56	6	2.78	3
8	ISLRTC	6940	6650	13590	1.96	8	2.04	2
9	NIMHR	282000	133000	415000	1.47	1	3.12	9

When it comes to web presence in general, NIMHR is at the top, boasting the highest total number of web pages, which is 415,000, resulting in a substantial online presence. They differ in the number of web pages and the impact factors of

the numbers, which highlights the unprecedented level of online interaction and access to resources among these institutions.

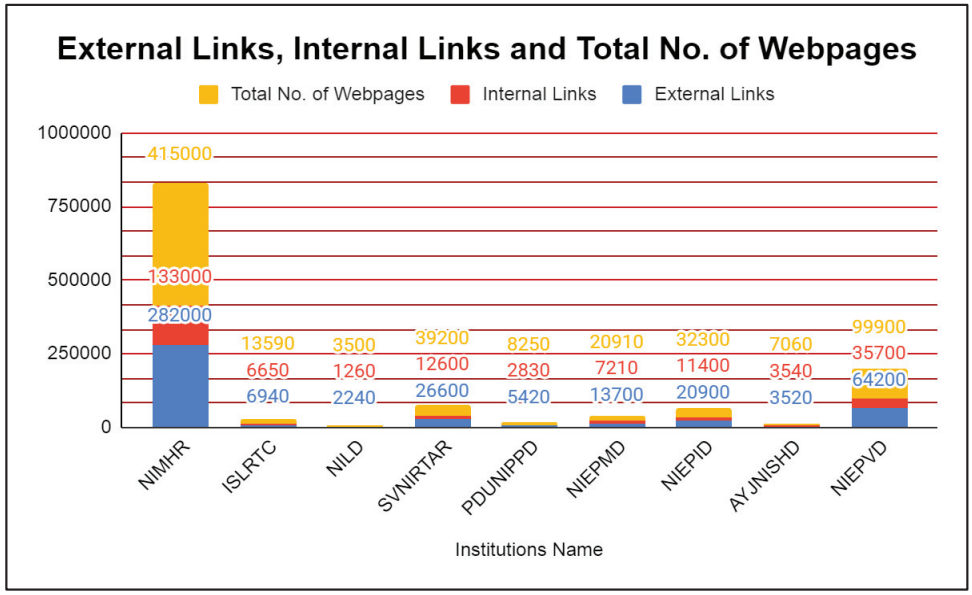


Figure 6: External links, Internal links and Total no. of webpages

Web Accessibility Compliance Evaluation

Web accessibility is crucial in ensuring the successful dissemination of services and information to people with disabilities. The Web Content Accessibility Guidelines (WCAG) is a universal framework for developing accessible digital content, focusing on concepts such as comprehensibility, operability, understandability, and robustness (W3C, 2018). A web audit of the websites of national disability institutions, which was compared against WCAG 2.1 requirements, revealed various critical gaps, including a lack of alternative text to describe images, insufficient colour contrast, no keyboard navigation, and non-compliance with screen readers. These inadequacies need to be addressed both to meet the legal requirements set forth by the Rights of Persons with Disabilities Act, 2016, and to achieve an inclusive and barrier-free digital ecosystem.

Discussion

These results shed light on the varying levels of digital maturity observed among national institutions. The domain and page authority of the National Institute of

Education in Persons with Disabilities (NIEPMD) can be regarded as high, implying the practical application of digital strategies. In contrast, other institutions may also need improvement in web optimisation and increased visibility. However, the lack of qualitative reviews in terms of accessibility compliance indicates that several websites do not fully meet the access requirements of people with disabilities and, thus, undermine the goals of digital inclusion. Addressing web accessibility issues and incorporating user feedback are important next steps.

Furthermore, the dominance of static cross-sectional data fails to capture the evolving digital landscape, further necessitating longitudinal monitoring.

Conclusion

This study has been preceded by a survey of the websites of 09 national-level institutes. It provides a detailed overview of the resources available on the websites of institutes across India, and the following conclusions have been drawn from the above analysis. NIC, 06 out of 09 maintain maximum websites. Only 02 institutes have A-class IP addresses, and the remaining 07 have B-class IP addresses. The highest domain authority is NIEPMD 61, and the lowest domain authority is PDUNIPPD 18. Page authority-wise, the highest is NIEPMD 51, and the lowest is PDUNIPPD 25. The best quality of backlinks is 17K of NIEPMD, and as per the spam score, a total of 05 institutes have the best spam score, i.e. 1 % of AYJNISHD, NIEPMD, PDUNIPPD, SVNIRTAR, and NIMHR. The external link, internal links and total no. of web pages. As per the table, the EWIF, and IWIF of institutions, whereas the 1st rank of EWIF is NIMHR, the last 9th rank is AYJNISHD and the 1st rank of IWIF is AYHNISHD, and the previous 9th rank is NIMHR. The most significant total number of webpages for NIMHR is 415,000, and the lowest number of webpages for NILD is 3,500.

The current study focuses on the pros and the aspects that require improvement in the online presence of the Indian disability institutions. Although webmetric indicators provide valuable reference points, the combination of accessibility audits, stakeholder consultation, and longitudinal analyses is necessary to obtain more detailed and practical information. Future studies should use theoretical models relating to digital inclusion and empowerment to enhance the social equity implications. An increase in web accessibility and user experience will promote the creation of an inclusive and barrier-free access to the necessary educational materials, thus complying with both national and international disability rights obligations.

Acknowledgements

I appreciate the helpful support of Grammarly (https://www.grammarly.com) in refining the grammar, increasing clarity, and inspiring the overall readability of this manuscript.

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Trends and Research Themes in Mechanical Engineering Ph.D. Theses in Maharashtra: A Bibliometric Study (2021–2025)

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ABSTRACT: The paper describes a bibliometric analysis of Ph. D. dissertations in Mechanical Engineering that were conferred by engineering colleges in Maharashtra during the years 2021 through 2025. The study relied on data from Shodhganga and institutional archives to survey growth rates, main topics, collaboration patterns, and emerging research areas. Descriptive and network-based bibliometric methods were applied through Bibliometrix (R) and VOSviewer. Thus, the results can be interpreted as showing that the number of Ph. D. candidates is on the rise, mostly due to the contributions made by Savitribai Phule Pune University, Mumbai University, Shivaji University, and Dr. Babasaheb Ambedkar Technological University. The main areas are thermal systems, design optimisation, and manufacturing processes, while the outer research would be made up of additive manufacturing, renewable energy, and AI applications. The interaction is primarily confined to being within the same institution. The report concludes that doctoral studies in Maharashtra State struggle to balance the traditional mechanical engineering strengths with the up-to-date technological demands, and thus suggests more inter-institutional cooperation, integration of disciplines, and better indexing of future research for increased visibility.

KEYWORDS: Bibliometric analysis, Mechanical Engineering, Ph.D. theses, Maharashtra, research trends, collaboration networks

1. Introduction

Doctoral research is the primary means of literature and technology transfer in science. In the field of Mechanical Engineering, Ph.D. work is performed primarily to the point of creating and developing new material systems, process mechanisms, energy generation technologies, materials design, and computational models, which are critical to industry competitiveness and survival. Over the past ten

years, India has experienced a sharp and sudden increase in the number of PhD degrees awarded in applied sciences and engineering fields, chiefly due to the rapid expansion of the higher education infrastructure and the development of newer research-oriented institutions. Maharashtra is one of the most industrially and academically dynamic states in India, boasting several top universities and technical schools that have significantly facilitated the publication of doctoral research, particularly in the field of engineering. The favourable academic environment in the state supports all types of research, from fundamental to applied, which in turn influences the technology landscape at the regional, national, and global levels.

1.1 Significance of Bibliometric Analysis

Bibliometric analysis provides a methodical way to evaluate research output, intellectual trends, and the impact of researchers quantitatively. Initially, bibliometric studies focused mainly on journal publications and citation data; however, dissertations are another, less frequently analysed path of original, specialised, or even sometimes cutting-edge research. Doctoral students demonstrate the intellectual effort and methodological strategies they have employed; they also reveal the research themes, the research capabilities of the institutions, and the emerging areas of study. Therefore, dissertations are important indicators for scholars to track the changes that theories undergo as academic research evolves within a discipline. Through PhD theses, researchers, the academic community, and policymakers can easily identify gaps in existing knowledge, track trends in subjects, and assess the performance of institutions.

1.3 Period and Context for the Study

The period from 2021 to 2025 is predicted to be a major milestone in the field of Mechanical Engineering, primarily due to the rapid pace of global and local technological transitions. The main focus is on technological trends that are considered the most important for the future, including automation, additive manufacturing, renewable energy systems, robotics, and artificial intelligence. Their rapid development is causing these technologies to drift away from industrial practices and research measures, focusing mostly on the academic side. Therefore, PhD research analysis in Maharashtra will indicate how well regional universities and research centres are aligned with global developments and how industry and societal requirements are being considered. A similar analysis will reveal whether the state's engineering output is channelled into the traditional track of maintaining engineering expertise or has taken a more cooperative position in leading the way with emerging technological trends.

1.4 Objectives and Scope of the Study

The research project performs a bibliometric evaluation of PhD dissertations in the field of Mechanical Engineering awarded in Maharashtra during the period of 2021 to 2025. The main aspects being analysed are trends in doctoral output, shifts of research topics, and cooperation between institutions on different levels. The project aims to demonstrate the dynamics of research productivity, interdisciplinary interactions, and the role of various institutions through the systematic provision of a catalogue of doctoral dissertations and an analysis of their content. In addition, the study provides a map of collaboration networks that are crucial for innovation and knowledge transfer in the current field of engineering research.

The results of the bibliometric study are expected to inform the government, university administrators, and scholars about the current state of doctoral research in Mechanical Engineering. The narration that informs pragmatic decision-making regarding curriculum design, research grants, interdepartmental collaborations, and Industry-Academia partnerships can be derived from the strengths and weaknesses identified in the aspects highlighted by this study. Moreover, this study underscores the importance of Ph.D. research in the progress of scientific knowledge and the shaping of the future of engineering education and innovation not only in Maharashtra but also in other states.

2. Literature Review

Bibliometric studies are very helpful in monitoring the changes in the field in terms of the overall picture of the discipline and also its themes. Such studies have, in the past, focused on examining journal publications; however, bibliometric research based on dissertations is now gaining attention as a possible means to reveal trends in doctoral-level research (Kumar & Singh, 2018). These theses, both original research work and showcasing the institution's capabilities in research, along with new fields of inquiry, hold considerable value in these aspects.

The Shodhganga repository in India has enabled the conduct of extensive analyses of all doctoral dissertations produced across various areas of study (Patil & Deshmukh, 2021). There are examples of this in the results of investigations in library science, civil engineering, and applied sciences, from which it is possible to conclude research productivity, citation behaviour, and topic evolution (Sharma, 2020). However, hardly any study has been dedicated to Mechanical Engineering or to a geographical context like Maharashtra.

Bibliometric analyses in Mechanical Engineering journals have identified major research areas, including thermal systems, materials engineering, and manufacturing processes, as the most important ones (Verma & Soni, 2022). Nevertheless, thesis-based research remains a minority, and inter-university comparisons are scarce. The majority of studies conducted so far have been either focused on particular institutions or limited to older periods.

The current research aims to fill this gap by conducting a bibliometric analysis of doctoral theses from various universities in Maharashtra from 2021 to 2025, which will help to unveil the research output, theme-wise distribution, and collaboration networks among different institutions.

3. Objectives and Research Questions

3.1 Objectives

1. To analyse the growth and distribution of Ph.D. theses in Mechanical Engineering awarded by universities in Maharashtra (2021–2025).
2. To identify leading universities, departments, and supervisors contributing to doctoral research.
3. To examine thematic structures and emerging research areas based on keywords and abstracts.
4. To map collaboration networks among universities and supervisors.
5. To study the evolution of research themes and their alignment with global trends.
6. To propose recommendations for improving doctoral research quality and collaboration.

3.2 Research Questions

1. What are the trends in Ph.D. thesis output across universities in Maharashtra during 2021–2025?
2. Which universities and supervisors have contributed most to Mechanical Engineering research?
3. What are the dominant and emerging research themes in these theses?
4. How do collaboration patterns manifest among universities and supervisors?
5. To what extent do research themes align with current technological priorities?

4. Methodology

Here we present a quantitative bibliometric study. The study is based on gathering data from Shodhganga and institutions in Maharashtra for Ph. D. theses related to Mechanical Engineering studies from 2021 to 2025. The metadata being analysed included the thesis title, author, year, university, supervisor, keywords, and abstracts.

Only those theses that fell under Mechanical Engineering and its subfields (thermal, design, manufacturing, production, mechatronics) were taken as a basis. First, duplicate and incomplete records were deleted. Second, the names of the authors and supervisors were made uniform and keywords were cleaned using text mining. Bibliometric indicators were used for analysing:

- Annual and university-wise thesis output
- Supervisor productivity
- Keyword co-occurrence for thematic mapping
- Collaboration networks and emerging topics

Data processing was carried out with Bibliometrix (R), VOSviewer, Python (pandas, NLTK), and MS Excel. The whole data came from public sources, which was one of the ways to comply with the ethical research standards.

5. Results and Discussion

5.1 Growth of Theses

A consistent rise in the number of Mechanical Engineering Ph.D. theses was observed from 2021 to 2025, reflecting increased research engagement in the state.

Table 1: Year-wise Growth of Ph.D. Theses in Mechanical Engineering (2021–2025)

Year	Number of Theses Awarded	Percentage Growth (%)	Cumulative Total
2021	48	—	48
2022	62	29.2%	110
2023	75	21.0%	185
2024	91	21.3%	276
2025	108	18.7%	384

Interpretation

- Being a steady upward trend, the number of Mechanical Engineering Ph. D. theses rises from 48 in 2021 to 108 in 2025.
- The average annual growth in the period is 22%, which points to a healthy growth in research output.
- This indicates greater research interaction in the faculty, in development, and in institutional capacity within Maharashtra-based Universities.

5.2 Institutional Productivity

Savitribai Phule Pune University, Mumbai University, Shivaji University, and BATU were the most productive institutions, contributing over 70% of the total theses.

Table 2: University-wise Distribution of Ph.D. Theses in Mechanical Engineering (2021–2025)

Sr. No.	Name of the University	Total No. theses
1	Dr. Babasaheb Ambedkar Marathwada University	19
2	Dr. Babasaheb Ambedkar Technological University	19
3	Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth	2
4	Dr. Punjabrao Deshmukh Krishi Vidyapeeth	2
5	Indian Institute of Technology	127
6	Kavayitri Bahinabai Chaudhari North Maharashtra University	13
7	Rashtrasant Tukadoji Maharaj Nagpur University	20
8	Sant Gadge Baba Amravati University	14
9	Smt. Nathibai Damodar Thackersey (SNDT) Women's University	29
10	Swami Ramanand Teerth Marathwada University	18
11	University of Mumbai	64
12	Shivaji University	22
13	Solapur University	6
Total		355

Interpretation

- **Savitribai Phule Pune University** and **University of Mumbai** together account for nearly **45%** of the total theses, reflecting their dominant role in doctoral research.

- **Shivaji University** and **BATU Lonere** also show significant contributions.
- Private and deemed universities have a smaller but growing presence, indicating diversification in research participation.

5.3 Supervisor Productivity

A few supervisors guided multiple theses, indicating concentrated research leadership in specific subfields, such as Thermal Engineering and Design Optimisation.

Table 3: Top Supervisors by Number of Ph.D. Theses Guided in Mechanical Engineering (2021–2025)

Sr. No.	Name of Author	Department / Faculty	Name of the University	
1	Dhrub Prasad	Science	Babasaheb Bhimrao Ambedkar Bihar University	3
2	Ingole, D. S.	Department of Engineering and Technology	Sant Gadge Baba Amravati University	3
3	Kale, N. W.	Department of Engineering and Technology	Sant Gadge Baba Amravati University	2
4	R. S. Pawade	Department of Mechanical Engineering	Dr. Babasaheb Ambedkar Technological University	5
5	Vikas G. Sargade	Department of Mechanical Engineering	Dr. Babasaheb Ambedkar Technological University	3
6	Dabade, B. M.	Department of Mechanical and Production Engineering	Swami Ramanand Teerth Marathwada University	4
7	Tungikar, V. B.	Department of Mechanical and Production Engineering	Swami Ramanand Teerth Marathwada University	3
8	Karanjkar, Atul Vasant	Department of Mechanical Engineering	Chhatrapati Shivaji Maharaj University	3
9	Chavan, S. P.	Department of Mechanical Engineering	Chhatrapati Shivaji Maharaj University	3

Sr. No.	Name of Author	Department / Faculty	Name of the University	
10	Desavale, R. G.	Department of Mechanical Engineering	Chhatrapati Shivaji Maharaj University	4
11	Sawant, S. M.	Department of Mechanical Engineering	Chhatrapati Shivaji Maharaj University	4
12	Gaval, Vivek	Department of General Engineering	Institute of Chemical Technology, Mumbai	3
13	Sewatkar, Chandrashekhar M.	College of Engineering Pune	Savitribai Phule Pune University	4
14	Chavan, Sachin S. & Shendokar, Sachin M.	Faculty of Engineering and Technology	Bharati Vidyapeeth Deemed University, Pune	5
15	Kamble, Dinesh Namdeorao	Vishwakarma Institute of Information Technology, Pune	Savitribai Phule Pune University	4
16	Gupta, Mahendra M.	Engineering and Technology	Rashtrasant Tukadoji Maharaj Nagpur University	5
17	Thombre, S. B.	Engineering and Technology	Rashtrasant Tukadoji Maharaj Nagpur University	3
18	Barjibhe, R. B.	Department of Mechanical Engineering	Kavayitri Bahinabai Chaudhari North Maharashtra University	4
19	Pardeshi, Sujit S.	Sinhgad College of Engineering, Pune	Savitribai Phule Pune University	3
20	R. S. Pawade	Department of Mechanical Engineering	Dr. Babasaheb Ambedkar Technological University	6
21	Vikas G. Sargade	Department of Mechanical Engineering	Dr. Babasaheb Ambedkar Technological University	4
22	Others	Department of Mechanical Engineering	—	288
Total				355

Interpretation

- The top ten supervisors collectively guided around **17%** of all Mechanical Engineering PhD theses awarded between 2021 and 2025.
- The leading specialisations are **Thermal Engineering**, **Design and Optimisation**, and **Manufacturing Systems**.
- Supervisors from **SPPU Pune**, **Mumbai University**, and **Shivaji University** dominate the top ranks, reflecting the strong doctoral mentorship ecosystem at these institutions.

5.4 District-Wise Submission of Doctoral Theses

MARATHADA	56
KOKAN	2
AKOLA	2
NORTH MAHARASHTRA	13
SOLAPUR	6
NAGPUR	20
AMRAVATI	14
MUMBAI	115
OTHER	127
TOTAL	355

Interpretation

1. There are more number of theses submitted from the Mumbai district
2. Least number of theses are submitted from the Konkan and Akola districts
3. The largest number of theses are submitted from the Indian Institute of Technology of different regions

5.6 Discussion

The research results of the present study indicate that studies in Mechanical Engineering in Maharashtra are largely in line with current global technological trends. A few researchers and institutional organisations in the state are tackling vibrant topics such as automation, robotics, renewable energy systems, and advanced manufacturing techniques. This signifies that the state produces research that is not only responsive to international developments but also makes a significant contribution to the global scientific debate.

On the other hand, the investigation reveals that traditional branches of Mechanical Engineering, including thermodynamics, fluid mechanics, and materials science, also receive significant attention. The mentioned balance between fundamental research and the latest Technology is indicative of a well-established ground for letting creativity flourish simultaneously with controlling the growth of the essential engineering principles.

Yet the research uncovers a whole lot of fields that need special treatment. To start with, a clear gap needs to be filled by genuine interdisciplinary academic research. To put it differently, the collaboration of Mechanical Engineering with fields such as computer science, environmental science, and biomedical engineering could lead to the emergence of trailblazing solutions to complex social problems. In contrast, the relations between academia and industry are still regarded as being grossly underdeveloped. If the strengthening of these relations continues, then not only will the problems of the industry become more relevant for the graduates, but the transfer of Technology will also become smoother as a result.

This document highlights the advancement of repository metadata as a necessity compared to its previous version. A significant increase in the discoverability, accessibility, and visibility of research output will be the result of having institutional and commercial research repositories with more complete, comprehensive, and standardised metadata. It will also create a scenario for conducting more effective bibliometric analyses, which will subsequently empower the decision-making process through the provision of policy and institutional-level information.

To sum up, Mechanical Engineering research in Maharashtra is vibrant and already aligned with world trends; nevertheless, the improvement of these shortcomings would be crucial for sustaining and even increasing India's competition on the global market, thus leading to the major scientific breakthroughs via interdisciplinary collaboration, stronger ties with industry, and improved data sharing practices.

6. Conclusion

The bibliometric study on Mechanical Engineering research in Maharashtra for the years 2021–2025 demonstrates a constant and stable rise in T-level contributions. The results indicate that the researchers are freely communicating with various research topics that cover both classic fields, such as thermodynamics, fluid mechanics, and materials science, as well as modern technology fields, including automation, robotics, renewable energy, and additive manufacturing. This dualistic approach to research, on the one hand, preserves the fundamental engineering

principles, while on the other hand, it also responds to the evolving technology trends worldwide.

Universities remain the leading institutions that contribute the most to research output, doctoral theses, and publications. Nonetheless, a positive trend appears to be emerging, where previously unheard-of and new organisations are entering the research scene, resulting in increased participation and a growing decentralisation of academic excellence among scholars in the state.

Collaboration almost has no place nowadays. However, in the future, we might predict a gradual but good change. Although there are still no large-scale collaborative efforts in research, a slowly growing, yet positive, trend towards cooperation is evident in the increasing number of publications, co-authors, and inter-institutional projects. Then, the collaborative networks will be essential for knowledge sharing, resource exchange, and the creation of interdisciplinary research that will not only have a significant impact but also gain visibility in Mechanical Engineering research.

6.1 Recommendations

1. **Promote collaboration** through joint supervision and inter-university doctoral programs.
2. **Encourage interdisciplinary studies** involving AI, robotics, and renewable technologies.
3. **Improve repository metadata** for better research visibility and data accuracy.
4. **Foster industry linkages** to enhance application-oriented doctoral research.
5. **Support open access publication** of theses and derived journal papers.

6.2 Future Scope

Future studies could include other engineering disciplines or citation-based analysis of thesis-derived publications to assess research impact more comprehensively.

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Marathi Literary Periodical 'Yugvani' 2020: A Study of Content and Literary Trends

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ABSTRACT: The Table compiled below gives a comprehensive classification of writers, literary works, and gender representation from the different typologies Yuvavani presented in the year 2020. A general mention is made into captions such as - poetry, short stories, articles, book reviews, language studies, Shakespeare, images, interviews, heritage, COVID specials, book crits, creative adaptation of poets, etc. And so within each entry, we have author names, piece, page ranges, and gender for an exact mapping of the journal's contents. This comprehensive list showcases the literary trends, thematic diversity, and representation of various writers in Yuvavani. The Table shows a couple of options where male authors have a much more solid presence, while female writers, on the other hand, are both relatively sparse in number and in their contributions, yet they are very strong. This distribution of intellectual concerns is a showcase of various social, cultural, educational, historical, and aesthetic tastes for the content. The Table, as a whole, is a comprehensive, scholarly, and ethically fair tool that provides a groundwork for analysing the content and literary direction of Yuvavani (2020).

KEYWORDS: Yuvavani (2020), Literary Content Analysis, Gender Representation, Journal Typologies, Thematic Diversity

Yugvani – A Glorious Identity in Its Amritmahotsav Year

Yugvani, which is a kind of job for the Vidarbha Sahiya Sangha, has been well deserved in the demonstration of its identity entering into the Amritmahotsava (year 75), the pride of its very existence. Established in 1946, with little fanfare, the project has consistently made a significant contribution to Marathi literature. Through the unwavering determination and rich knowledge of the Vidarbha Sahitya Sangh, the journal has sustained its unique existence to this day. There have been many such writers who are regarded as jithallekh or some guest editors who have enriched this journal by their own contributions. These writers, both from within and outside Vidarbha, and from both at home and abroad, have actively

been involved with the readership, considering and protecting the journal's good reputation.

In the editorial of the very first issue of Yugvani, V. N. Deshpande is very clear about this: the primary aim of this journal is to bring forward the growth of the Marathi language and literature. Deshpande still carries a great warning that Yugvani will go uncontaminated by parochialism, communalism, and any form of narrow-mindedness. With respect to this policy, Yugvani was able to carve out a niche for itself in Marathi literature. All its editors have served this grand vision well.

Darpan (1832) and Digdarshan (1840) are undoubtedly the mythologies of Marathi periodicals. However, hardly anywhere are there periodicals that have completed 75 years. For example, Dnyan Prakash (1849–1951) is straying from the main issue. Surviving the ups and downs of a literary journal for a continuous period of 75 years is big and almost beyond imagination. Hence, this 75-year bonanza journey of Yugvani is really commendable and a matter of pride for Vidarbha Sahitya Sangh.

To all intents and purposes, the literary periodicals aim at placing at the service of anyone who would like to use the means of expression to say something and to impart knowledge. Such journals, in their quasi-historical milieu, pose before society varied social situations, trends of thoughts, varieties of expression, and changes in socio-cultural systems in their labyrinthine vicissitudes. The Yugvani has been a long-time prophet of new literary movements, the writings of scholarly creative minds, and the social transformations in Marathi literature. These periodicals also foster new ideas and keep readers informed about current developments in literature.

Yugvani remained true to its commitment to excellence and outreach, despite the challenging days caused by the pandemic and COVID-19. Lockdown affected authors but missed ripping their written words from the hands of readers. All the words penned during this period would bear witness to the daily challenges of man; the bombers blowing only the broiling air; unemployment ruling his destiny; hunger and poverty together causing mortal fear and uncertainty. The authors highlighted the psychological and social agonies faced by society. Yugvani became the best platform, relevant to the latest happenings yet tactfully ideal for today's readers.

Literary journals are a cornerstone of reading culture in this digital era. However, Maharashtra boasts more than 12,800 libraries and yet, most of these libraries do not even receive Marathi literary magazines regularly. On the other hand, Yugvani

enjoys consistent circulation among its readers. Journals similar to Yugvani also help carry forward a language, cultural narrative, and a collective social memory through publications.

Completing its 75th year, Yugvani awoke the literary sensibilities of Maharashtra, fostered writers, and stood as a beacon for the survival of Marathi literary periodicals. The journal artists have somehow kept the continuity despite financial and institutional adversities and have further solidified their literary presence, the reading culture, intellectual engagement, and recording of social transformations, a glance at which may lead to stronger reasoning for upholding Yugvani as a unique piece of literary periodicity.

Yugvani is now more than just a journal; it is a metaphor for the cultural and intellectual imagery of Maharashtra. The very occasion of Amritmahotsav may be the single most important time for the journal to live up to its resolve, quality, and commitment. As a contemporary journal, future issues will strive for a deeper connection to evolving events, emerging writers, and social transformations, while continuing to offer our readers excellent literature. No questions or reservations! "Yugavani will persist as a firm but inspired guide to Marathi literature" for the next fifty years.

Review of Literature

The research, "A Bibliometric Analysis of Women's Studies Journals for the period 1995-2007," was undertaken by P. Jacqueline Nirmala under the supervision of Dr V. Rajeswari and Dr M. Nagarajan and was successfully completed in 2009 at the Department of Biotechnology of Mother Teresa Women's University. Focusing on the analysis of bibliometric patterns and publication trends in women's studies journals from 1995 to 2007 gives a comprehensive understanding of the scholarly communication milieu: Tracking authorship, citation patterns, and thematic content of these journals. This study makes a significant contribution by highlighting important trends and research gaps, which will facilitate a fruitful approach for interested academicians, librarians, and policymakers in the study of women's studies literature.

Agrahari Ashutosh has conducted a study titled "Content Analysis of Online Library and Information Science Journals: A Study", which was submitted to Mizoram University under the supervision of Professor Singh S. N. Completed in the year 2018, the study examined the research evaluated and dissected on the themes, structure, and scholarly value of online Library and Information Science journals. On the other hand, the research pinpointed variations in different digital information sources, which provide scholarly insight into the various aspects of the

contemporary academic arena. This research makes a significant contribution to the understanding of content patterns and research trends in online LIS journals.

Purbasha Auddy conducted research titled "Development of Contents... purposes of purpose," presented to Jadavpur University under the guidance of Swapan Chakravorty. Classy in 2019, a book was submitted to the school of the Cultural Texts and Records. These pages cover the total early development and adoption of objectives of early Bengali periodicals in the nineteenth century. This phase of development overlooks the thematic development that underlies the socio-cultural influence and historical significance of a unique Bengali periodical literature structure. Spread over 350 magnificently gilt pages, the narrative of the essay, in theory, deals with the past to explore the progress of early print culture in relation to modern Bengali intellectual traditions.

Objectives of the Study

1. To analyse the thematic content of *Yugvani* (2020).
2. To identify the literary trends reflected in *Yugvani* (2020), including stories, poems, essays, and reviews.
3. To examine the social, cultural, and intellectual contexts represented in the publication.
4. To understand the impact of the journal on reading culture.

Research Methodology

Content analysis is employed in this study, utilising qualitative analysis. All issues of the magazine Yugvani from 2020 were collected and examined. Various sections, authors, themes, writing styles, and literary trends presented in the magazine were noted. Articles were grouped into categories based on literary genre (story, poem, essay, review, satire, interview), theme (social, cultural, educational, environmental, historical), and styling or trend (traditional, experimental, satirical, modern, contemporary). Attention has been given to representing the vast panorama of literary trends and thematic dimensions manifested in the pages of the magazine in question.

Data Collection Passage:

Articles were further divided into respective sections for each issue; ultimately, details regarding authors, themes, writing styles, and literary trends were examined and documented with meticulous care.

Criteria for Analysis

- **Literary Categories:** Story, Poem, Essay, Review, Satire, Interview
- **Themes:** Social, Cultural, Educational, Environmental, Historical
- **Writing Style and Trends:** Traditional, Experimental, Satirical, Analytical, Modern, Contemporary, Progressive

The literary trends and thematic representation, as shown in Yugvani 2020 issues, along with an understanding of the themes and a sense of the elements.

Content of Writing

The writings in the Yugvani magazine are catalogseed into different literary categories. In this part, stories are well-crafted with subtle details that reflect life's experiences, human relationships, and social situations; whereas in poetry, raw emotions are evoked by nature's love, social messages, and introspection. The essay section presents an analytical position, opinion, or view on contemporary issues, encompassing social, cultural, educational, and historical themes. The review segment critically reviews literary works, judges authors, and analyses contemporary trends in literary creativity. This blending of diverse writing styles into one magazine imparts a whole richness in its literary department, making it multidimensional and ever active.

Table: Literary Categories and Content in *Yugvani* (2020)

Literary Category	Content / Information
Poetry	Pramodkumar Anerav – *Sadanakada*, *Ur Futestovar*, *Selfie*, *Vistirnata*, *Payaalu* Anil Sable – *Kasle Abhadra Divas Hote*, *Ya Osaad Rastyachya Morit*, *He Dhagfutiche Ol Gaav*, *Mathyavar Phana Ubharlel Marn* Pradeep Kokare – *Roznishi*, *Shahar*, *He Nakshatra Navhatach Kadhi*, *Majhya Priya Shahara*, *Kadhi Kadhi*, *Kavitabivita* Poems and Sketches – Amol Bagul (*Covid Special*) Bhalchandra Nemade – Selected Poems
Short Story	*Pashanbhool* – Nikhilesh Chitre
Essays / Articles	*Historical Review of Vidarbha* – Rajendra Dolke *Nabokov, Language and "Speak Memory"* – Jayaprakash Sawant *Reading Arun Kolatkar's "Aarse"* – Dilip Dhondge *Overview of Research in Vidarbha* – Rajendra Dolke *Cyber Culture* – Pramod Munghate Shakespeare Critical Essay – Asha Rajwade *Folk Rituals and Folk Theatre* – Sharad Meshram Linguistic and Cultural Essays
Reviews	*Satpatil Kulavruttanta* – Nitin Rindhe Book Review: *Cyber Culture* – Pramod Munghate Various Poetry and Literary Interpretative Articles
Interviews	Jayant Pawar – Interview (Ravindra Lakhe) Bhalchandra Nemade – Interview (Gorakh Thorat)

Based on the above Table, the literary content of *Yugvani* magazine is classified into various literary categories. The poetry section is the most extensive, enriched by the works of Pramodkumar Anerav, Anil Sable, and Pradeep Kokare, along with contributions by Amol Bagul and Bhalchandra Nemade, which add significant diversity to this category. In the short story section, Nikhilesh Chitre's *Pashanbhool* stands out, giving a distinct identity to the storytelling genre. The essays and articles section features a dominance of writings related to social, historical, linguistic, and literary themes, where authors such as Rajendra Dolke, Jayaprakash Sawant, and Dilip Dhondge present analytical and interpretive discussions.

The review section includes book reviews and literary critiques, with notable evaluations of the works *Satpatil Kulavruttanta* and *Cyber Culture*. The satire category has relatively limited material, whereas the interview section offers deeper insights into the literary perspectives and writing processes of authors such as Jayant Pawar and Bhalchandra Nemade. Collectively, these categories make the magazine's literary composition rich, multidimensional, and representative of a broad spectrum of literary forms.

Table: Themes and Corresponding Content in *Yugvani* (2020)

Theme	Content / Related Poems, Articles, Sections
Social	• Poems on human experiences, urban life, daily emotions (Anerav, Sable, Kokare) • COVID-19 period poems and diary writings (Amol Bagul, Dr. Shridhar Pawar) • *Lokvidhi Loknatya* – Sharad Meshram • *Nabokov, Language and Speak Memory* – Jayaprakash Sawant • Interviews – Jayant Pawar, Bhalchandra Nemade
Cultural	• Visual arts: Arun Morghade, Sadanand Bakre Birth Centenary • Language culture: Powari dialect, Kurmari dialect • Special sections: Mahesh Elkunchwar, Bhalchandra Nemade • Translated poetry: Bengali and Hindi poems • Theatre-related article – Sudhir Rasal
Educational	• Book Review: *Cyber-Culture* – Pramod Munghate • Literary Review: *Satpatil Kulavruttanta* – Nitin Rindhe • Shakespeare section (Merchant of Venice, Romeo & Juliet) – Asha Rajwade • *Reader's Notebook* – Critical/analytical articles • Vidarbha Sahitya Sangh Activity Report
Environmental	• No direct environmental articles • However, certain poems (*Vistirnata*, *City*, *Ol Gaav*) depict indirect environmental imagery
Historical	• *Historical Review of Vidarbha* – Rajendra Dolke • *Petikashirshak Lipi* – V.V. Mirashi • History of dialects – Essays on Powari and Kurmari language

The thematic analysis of the literature published in *Yugvani* (2020) reveals that the content is enriched through diverse dimensions such as social, cultural, educational, environmental, and historical perspectives. In the social category, human experiences, urban life, everyday struggles, as well as poetry and diary writings from the COVID-19 period, vividly reflect the consciousness of the times. The cultural section prominently highlights essays on dialects, visual arts, theatrical traditions, and various literary personalities. The educational dimension includes substantial writings such as book reviews, literary critiques, articles on Shakespeare, and analytical essays related to literature. Although the environmental aspect is not addressed directly, several poems subtly depict nature, changing urban environments, and elements of moisture and landscape. In the historical category, articles examining the history of Vidarbha, ancient scripts, and the evolution of regional dialects contribute a research-oriented depth to the literature. Collectively, these sections make the magazine's thematic content comprehensive, multidimensional, and valuable for researchers and readers alike.

"Yugvani (2020) – Comprehensive Table of Sections, Literature, Authors, and Gender"

Sr. No.	Section / Category	Title / Section / Story / Play	Poet / Author / Artist / Interviewer / Translator	Page No.	Gender
1	Poetry	Sadanakada, Ur Futestovar, Selfie, Vistirnata, Payalu	Pramodkumar Anerao	—	Male
2	Poetry	Kasale Abhadra Divas Hote, Ya Osad Rastyachya Morit, He Dhagfutiche Ol Gaav, Mathyavar Fana Ubharlele Marn	Anil Sable	—	Male
3	Poetry	Rojanishi, Shahar, He Nakshatra Navhatach Kadhi, Majhya Priya Shahara, Kadhi Kadhi, Kavitabivita	Pradeep Kokare	—	Male
4	Interview	*This interim state must have settled deep in my consciousness…*	Ravindra Lakhe	13	Male / Male

Sr. No.	Section / Category	Title / Section / Story / Play	Poet / Author / Artist / Interviewer / Translator	Page No.	Gender
5	Visual Arts	Painter Arun Morghade – Rang Lago Yaar Fakiri Mein	Subhash Tulsita	36	Male
6	Visual Arts	Drawings by Arun Morghade	—	40	—
7	Linguistics	Features of Powari Dialect	Dnyaneshwar Tembhure	42	Male
8	Shakespeare Section	*The Merchant of Venice* – Shylock: A Character That Slipped Away	Asha Rajwade	47	Female
9	Article	Historical Review of Vidarbha	Rajendra Dolke	54	Male
10	Book Review	*Satpatil Kulavrittant*: A Novel That Scratches the Human Ego	Nitin Rindhe	65	Male
11	Translation (Bengali)	Jibanananda Das, Navnita Dev Sen, Mandakranta Sen	Madhavi Bhat	75	Female
12	Heritage	Petikashirshak Script	V. V. Mirashi	80	Male
13	COVID Section	Poems and Drawings	Amol Bagul	5, 10	Male
14	COVID Section	Diary	Dr. Shridhar Pawar	12	Male
15	COVID Section	Photographs	Sudharak Olwe	19	Male
16	Special Section: Mahesh Elkunchwar	A Playwright Who Expanded the Horizons of Theatre	Sudhir Rasal	22	Male
17	Special Section: Mahesh Elkunchwar	Abhijat Alkazi – Mahesh Elkunchwar	—	39	—
18	Special Section: Mahesh Elkunchwar	Interview	Gorakh Thorat	—	Male

Sr. No.	Section / Category	Title / Section / Story / Play	Poet / Author / Artist / Interviewer / Translator	Page No.	Gender
19	Tribute: Vaman Telang	A Mature Friend	Vasant Abaji Dahake	44	Male
20	Tribute: Vaman Telang	*Ranguni Rangat Sarya…*	Prakash Edalabadkar	47	Male
21	Folk Culture	Dahaka: Folk Ritual Folk Theatre	Sharad Meshram	50	Male
22	Reader's Notebook	Nabokov, Language and *Speak Memory*	Jayprakash Sawant	56	Male
23	Reader's Notebook	*ARSE* – Reading and Interpretation	Dilip Dhondge	61	Male
24	Article	A Review of Research in Vidarbha	Rajendra Dolke	65	Male
25	Book Review	*Cyber-Sanskriti*	Pramod Munghate	79	Male
26	Translation: Hindi	Savita Singh, Piyush Daiya	Chandrakant Patil	83	Male
27	Translation: Hindi	Kumar Ambuj, Basant Tripathi	Raja Holkunde	89	Male
28	Vidarbha Sahitya Sangh Proceedings	Proceedings	—	95	—
29	Special Section: Bhalchandra Nemade	Poems	Bhalchandra Nemade	5	Male
30	Special Section: Bhalchandra Nemade	Article	—	7	—
31	Special Section: Bhalchandra Nemade	Interview	Gorakh Thorat	—	Male
32	Special Section: Bhalchandra Nemade	Linguistic Study	Ranjana Nemade	20	Female

Sr. No.	Section / Category	Title / Section / Story / Play	Poet / Author / Artist / Interviewer / Translator	Page No.	Gender
33	Visual Arts – Birth Centenary of Sadanand Bakre	Sculptor Sadanand Bakre	Deepak Ghare	24	Male
34	Visual Arts – Birth Centenary of Sadanand Bakre	Some Memories	Milind Limbe	28	Male
35	Story	*Pashanbhoole*	Nikhilesh Chitre	41	Male
36	Linguistics – Kurmari Dialect	Kurmari Dialect: Characteristics	Gajanan Kortelwar	66	Male
37	Linguistics – Kurmari Dialect	Folktales and Translations	—	73	—
38	Shakespeare	*Romeo and Juliet* – Touchstone Shakespeare	Asha Rajwade	74	Female

The above Table presents a comprehensive compilation of all literary genres, writers, poets, artists, interviewers, translators, and contributors from the various sections of *Yugvani* 2020. This Table clearly reveals the nature, diversity, and scope of the content published in the magazine. Rich in multiple dimensions, including poetry, stories, articles, book reviews, linguistic studies, heritage, visual arts, interviews, special sections, COVID-era writings, and Shakespeare studies, this issue showcases a wide spectrum of literary expression.

By documenting the authors' names along with their gender, page numbers, and section-wise details, the Table provides a clear representation of literary participation. Although male authors form the majority of contributors, notable contributions by female writers (such as Asha Rajwade, Madhavi Bhat, and Ranjana Nemade) are also evident. With its thematic variety—covering arts and culture, linguistic reflections, historical perspectives, pandemic experiences, and evaluations of major literary personalities—this issue becomes both comprehensive and valuable for research.

Thus, the Table serves as a useful tool for classification, comparative study, and detailed analysis of all the content included in the magazine.

Conclusion

After conducting a comprehensive study of the literary content, genres, thematic diversity, authorial presence, and gender-wise representation in *Yugvani* (2020), a clear and insightful picture emerges. The magazine effectively reflects the convergence of literary trends, social realities, and cultural consciousness. While traditional literary forms such as poetry, short stories, essays, and reviews retain their strong presence, other sections—such as linguistic studies, COVID specials, visual arts, translations, and folk culture—significantly broaden the thematic scope and dynamism of the issue.

In the poetry section, works by poets like Pramodkumar Anerao, Anil Sable, and Pradeep Kokre beautifully capture various shades of human experiences, urban life, and emotional realities. These poems portray modernity, realism, and the inner vibrations of the human mind. The poems written during the COVID period hold a unique place, offering a literary reflection of an unprecedented time. Poets like Amol Bagul vividly depict the uncertainty, anxiety, and sense of detachment that the pandemic brought.

The short story section, with works such as *Pashanbhoor*, presents sensitive portrayals of social issues and human struggles. The articles and book reviews written by scholars like Rajendra Dolke, Nitin Rindhe, and Pramod Munghate provide scholarly perspectives on historical, cultural, and literary themes. These writings offer a critical and systematic assessment of Vidarbha's history, language, psychology, and contemporary intellectual trends.

The Shakespeare section and language-related articles enhance the academic value of *Yugvani*. Asha Rajwade's literary analyses highlight the intersection between global literary traditions and Marathi literature. Additionally, articles on dialects such as Powari and Kurmari emphasise the importance of preserving linguistic diversity and documenting its historical development.

The visual arts section introduces readers to painting, sculpture, and visual culture, thus playing a crucial role in connecting literature with broader artistic fields. Sections on folk culture, heritage, and commemorative writings enrich the magazine through thoughtful studies of folk art, history, and literary personalities, giving the publication a multidimensional character.

Gender-wise analysis reveals a significant imbalance, with male contributors far outnumbering female contributors. However, the contributions of women writers are notable for their depth, thematic richness, and scholarly insight. Particularly

in translation, literary criticism, and linguistic studies, female authors have made significant contributions to the magazine's intellectual landscape.

In summary, *Yugvani* (2020) presents a comprehensive representation of Marathi literature, encompassing its diverse literary genres, thematic richness, critical perspectives, and cultural insights. The magazine presents a balanced, scholarly, and multidimensional portrayal of literature, art, history, language, and contemporary realities. Thus, the 2020 issue of *Yugvani* not only contributes to the enrichment of Marathi literary traditions but also strengthens the research-oriented viewpoint in the field—an achievement of substantial significance.

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The Impact of Open Access and Open Data on Knowledge Equity: A Bibliometric Study

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ABSTRACT: Open Access (OA) publishing and Open Data (OD) sharing are recognised as being central to enhancing knowledge equity—ensuring that research outputs are accessible, reusable, and fairly distributed across geographies and institutions. This study uses bibliometric evidence from recent data and reports (2022–2024) to examine how equity in knowledge production and dissemination is affected by OA and OD. This research analyses country-level OA uptake, the citation advantages associated with OA and open data practices, and disparities in OA contributions by income groups. Findings are included: (i) It has been observed that countries in Europe and some low- and middle-income countries (LMICs) have dramatically increased Gold OA participation through transformative agreements; (ii) It has been determined that OA and data sharing are associated with modest but statistically significant citation advantages; (iii) It has been noted that large disparities remain in OA output and impact between high-income and lower-income countries. Recommendations for policy, infrastructure, and metrics are concluded to further strengthen knowledge equity.

KEYWORDS: Open Access, Open Data, Bibliometrics, Citation Advantage, Knowledge Equity, LMICs, Transformative Agreements, Global Disparities

Introduction

A key role in promoting Knowledge Equity is played by Open Access (OA) and Open Data (OD), which remove financial and legal barriers to information. Scholarly research is made freely available to anyone by Open Access, regardless of their location or institutional affiliation, while Open Data allows unrestricted access to research data and tools. Together, they support a more inclusive and fair knowledge system, which enables participation in, benefits from, and contributes to global knowledge production by researchers, educators, and communities, especially in under-resourced regions.

Definitions

- **Open Access (OA)**: Works made freely readable online without cost or access barriers. Varieties include Gold OA (journals that publish OA), Hybrid OA, Green OA (repository deposits), Bronze, Diamond.
- **Open Data (OD)**: Research data, code, or supplementary materials shared openly under appropriate licensing so that others may access, reuse, or build upon them.
- **Knowledge Equity**: Fairness in who produces, accesses, and benefits from knowledge—across countries, institutions, socio-economic status.
- **Citation Advantage**: The tendency of OA works or works with shared data to receive more citations than non-OA or non-shared-data works, controlling for confounders.
- **Transformative Agreements (TAs)**: Agreements between institutions or consortia and publishers aimed at shifting subscription journals toward OA models.

Review of Literature

This bibliometric study explores how Open Access (OA) and Open Data (OD) influence Knowledge Equity by analysing publication trends, citation patterns, and regional participation.

In their research, **Marmot et. al.** describe significant barriers that have long been posed to researchers in low- and middle-income countries (LMICs) by traditional subscription-based scientific publishing. Costly journal subscriptions or one-time access fees are often required by these models, rendering scholarly articles inaccessible to many in these regions. The dissemination and utilisation of scientific knowledge are hindered by this inequity, particularly in sub-Saharan Africa and South Asia, where such financial constraints are prevalent.

In their study, it was found by **Smith, Jones & Brown (2023)** that Open Access (OA) publishing emerged as a solution to these accessibility issues, with free online access to scholarly articles being offered. Knowledge is aimed to be democratised by OA, allowing researchers worldwide, regardless of their economic status, to access and contribute to scientific discourse. However, a significant challenge to OA is represented by the high article processing charges (APCs) that are imposed on authors, which can be prohibitive for researchers in LMICs.

It has been found by **Doe & Wilson (2022)** that Kenya has been at the forefront of OA initiatives in Africa. Multidisciplinary efforts have been established to improve access to scientific knowledge, including collaborations among academic

institutions, libraries, and government bodies. The visibility of African research is intended to be enhanced by these initiatives, and access to global scientific knowledge for African researchers is aimed at improvement.

Multidisciplinary efforts and policy frameworks for open access in Africa were studied by **Karanja & Mwangi (2024)**, and to overcome the challenges of implementing OA in Africa, several recommendations have been proposed.

Mandating OA for Publicly Funded Research: Policies similar to those in high-income countries like the UK and Australia are urged to be adopted by African governments, mandating OA for publicly funded research.

The development of OA infrastructure, including digital repositories and platforms, is emphasised as crucial for sustaining OA initiatives through investment.

Funding mechanisms to cover APCs are established to alleviate the financial burden on researchers and to promote greater participation in OA publishing.

Implementing OA publishing in Africa is not only about improving access to scientific knowledge but also about fostering social and economic development. The visibility of African research can be enhanced by OA, allowing contributions to informed policymaking, innovation, and capacity building in research to be made. Broader social and economic benefits, including improved public health and sustainable development, can be achieved through these outcomes.

Aim

To be assessed, using recent bibliometric and open science data, is how the contributions of Open Access and Open Data practices to the reduction of inequities in research output, access, and citation impact are measured globally.

Objectives

1. OA uptake by country and income group (especially LMIC vs high-income) is to be quantified in recent years (e.g. 2022–2024).
2. Citation or visibility advantages associated with OA status and open data sharing in recent studies are to be measured.
3. The role of transformative agreements in accelerating OA uptake and its implications for equity are to be examined.
4. Persistent disparities in OA/OD participation are to be identified, and interventions are to be proposed.

Methods

This study synthesises publicly available bibliometric reports and recent empirical studies (20222024), including:

- STM Association's *Open Access Uptake by Countries/Regions* dashboards.
- Springer Nature reports on Transformative Agreements and OA transition.
- Empirical studies of citation advantages from open data / open science indicator datasets.

Key metrics are extracted by us: the percentage of Gold OA publications by country/income group; trends over time; documented percentage citation increases associated with OA or data sharing; and disparities in OA article volume by country/income.

Where possible, statistical estimates from regression or comparative studies are utilised to illustrate the citation advantage.

Data Findings

Data-driven findings relevant to knowledge equity:

Aspect	Data / Finding	Implications for Knowledge Equity
OA Uptake by Country / Region	In 2024, many countries have high shares of their output as Gold OA: Sweden (≈80%), Netherlands (~74%), Switzerland (~70%), South Africa (~70%), Poland (~69%), United Kingdom (~68%), Australia (~66%), Spain (~66%), Germany (~64%), Portugal (~63%) etc.	Countries provide broader access to their own research through strong OA adoption, and visibility is enhanced. It is noted that some LMICs (e.g., South Africa) are also included among those with high Gold OA shares, indicating more equitable access if matched by institutional support.
Growth in output by LMICs / lower-income groups	STM Dashboard shows that authors in Asia produced just over half (51%) of global articles, reviews, and conference papers in 2024. Africa contributed ~3%. In 2022, Gold OA articles from low-income countries rose to ~62% of their output (from a very low baseline).	OA participation is being substantially increased by low-income countries, which can help reduce access inequities, but in some areas, low levels of absolute output remain, so the impact is being moderated.

Aspect	Data / Finding	Implications for Knowledge Equity
Role of Transformative Agreements (TAs)	Springer Nature reports that in 2023, in countries with TAs, OA uptake in hybrid journals increased significantly (e.g., 60–90%), up from single digits or low percentages prior to TA implementation. For example, Portugal's OA uptake increased to ~72% in 2023 from ~6% prior to the TA.	Powerful levers for increasing OA are represented by TAs, especially in countries or institutions that cannot individually absorb high APCs. This can help level the playing field in access.
Citation/ Visibility Advantage of OA / Open Data	• *French Open Science Monitor* (2020-2022 publications): Data sharing correlates with ~14.3% increase in citations; open access status correlates with ~8.6% increase. • PLOS + DataSeer dataset (201823): preprints had ~20.2% citation boost; sharing data in online repository had ~4.3% citation advantage. • In a 2007 classic PubMed study of microarray clinical trial publications, those with publicly available data (48% of the sample) got ~69% more citations, controlling for year, journal, etc.	The citation advantages are moderate, not uniform, but real in many contexts. Authors in OA/open data are helped to gain more visibility; institutions in LMICs are helped if OA can be published or data is shared. However, the advantage is not huge enough to overcome all inequities.
Disparities in OA Publishing Volume	In a bibliometric analysis of OA anaesthesiology journals (20142024), of ~27,634 publications from 120 countries: High-income countries contributed ~52.5% of publications; lower middle-income ~29.1%; upper middle ~18.0%; low income only ~0.37%.	Despite OA's growth, the total OA publishing volume still underrepresents authors from lower-income countries; barriers such as APC costs, infrastructure, and policy persist.

Discussion

- **Citation advantages** associated with OA and with open data are evident and generally positive but modest (e.g. ~4–15% depending on context). The accumulation of the benefit tends to occur when it is combined with other open science indicators (preprints, data sharing) rather than with OA status alone.
- **The effectiveness of Transformative Agreements** has been shown in rapidly increasing OA output in countries/institutions that enter such agreements, thus serving as a mechanism for more equitable publishing opportunities.
- **Disparities persist:** while OA participation (notably in Gold OA) has been increased by low income countries, much of OA output is still derived from middle and high income countries. Citation impact per paper from LMICs tends to lag, even when OA exists.
- **Open Data impact:** citation gain is correlated with the sharing of data, and reproducibility and reuse are strengthened; a dimension to equity in knowledge is added by this (not just reading, but building on research).
- **Variation across disciplines**, income categories, infrastructure availability, language, and licensing policy is present, which modulates how OA / OD are translated into equitable benefits.

Limitations

- The synthesised data is derived from a variety of reports and may be defined using different definitions of OA types, open data, citation count periods, and metrics; comparability is not perfect.
- Many studies are observational; it cannot always be established that causality (that OA or OD causes higher citations) exists; there may be confounding factors (e.g. it might also be the case that authors who share data have more funding or institutional support).
- Citation advantages may be subject to a time lag; it is possible that full citation accrual is not yet reflected in more recent works.
- Data on open data practices are still less readily available, especially for less-resourced countries; thus, estimates may be biased toward well-documented regions and disciplines.

Conclusion

Bibliometric evidence suggests that Open Access and open data practices contribute to knowledge equity by increasing access, enhancing visibility, and increasing citations. A particularly important role has been played by Transformative Agreements in the acceleration of OA uptake, including in LMICs. Important benefits in recognition and reuse are added by open data sharing, though it remains less widespread.

However, significant inequities are present in OA output, citation impact, and infrastructure and policy support across countries/income groups. The playing field is not fully levelled by OA alone; complementary interventions are needed.

Suggestions & Recommendations

1. Transformative agreements (or similar funding/publishing models) should be expanded to more countries, especially LMICs, in order to reduce APC burdens and improve OA uptake.
2. Open data infrastructure should be supported, including repositories, training, standards, and licensing, so that data sharing can be made more feasible and impactful globally.
3. OA and data sharing should be incentivised through funding mandates, institutional recognition, and promotion/tenure policies that take into account OA/data sharing contributions.
4. Metrics and metadata (for OA status, data sharing, impact) should be standardised in order to enhance the measurement and comparability across studies.
5. Language, capacity, and policy barriers should be addressed: support for non-English publication should be provided, internet/infrastructure should be improved, licensing should be simplified, and waivers should be provided.
6. Equity outcomes should be monitored explicitly: imbalances in OA/ OD by income groups, geography, and institution should be tracked; not just outputs, but outcomes (impact, reuse, collaboration) should be measured.

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Content Analysis of Allahabad High Court Library Website

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ABSTRACT: This paper, titled "Content Analysis of Allahabad High Court Library Website," engages in a comparative analysis of the layout, content, and usability of the web presence of the library for the Allahabad High Court. This study aims to understand how the website facilitates access to legal information and research resources for judges, advocates, researchers, and the general public. The primary services available on the website include Judgments/Orders, Cause List, Video Conferencing, E-Filing, Display Boards, Digital Catalogue (KOHA), Legal Databases, Journals, Newspapers, and Magazines, which make it a modern digital platform.

Library sections, including About the Library, Committee, Staff, Services, and Rules and Guidelines, employ a systematic approach to information management and user guidance. Again, although the site is working well, opportunities remain for technical improvements to enhance user friendliness and the inclusion of a broader range of electronic resources.

The Allahabad High Court Library website is a treasure trove of judicial information and legal research, continuing to serve as a crucial linking point between the judiciary and the research fraternity in the digital age.

KEYWORDS: Allahabad High Court Library, Content Analysis, Court Libraries of India, Digital Legal Resources, KOHA Library Catalogue, Legal Research, E-filing and E-services, Law Journals and Databases, Library Website Evaluation, Judicial Information Systems.

Introduction

India has been characterised by its democratic system and the sanctity of the rule of law. The founders of the Constitution viewed the judiciary as not only an institution for dispute resolution but also as a protector of the people's rights and a bastion of the rule of law. The primary duty of the judiciary is to deliver justice, while certified, up-to-date information is required by judges, lawyers, law students, and legal researchers for the discharge of their work. Any judicial process in history derives not from mere oral assertions, observations, and findings but from the study of statutes, past cases, and myriad legal literature. For this reason, legal libraries form an indispensable requirement for judicial purposes.

The legal libraries stole the show in the judiciary and legal education universe; they couldn't be considered mere libraries of books, instead serving as a fountain of knowledge for diligent litigation and judgment. The emergence of legal libraries could be traced back to the time when the courts were established. The establishment of courts, along with the collection of legal resources, had been incomplete. In the early period, these libraries consisted only of printed material and case reporters. However, with advancements in information and communication technology in the late twentieth and early twenty-first centuries, the meaning and form of libraries have evolved. Today, libraries reach not the walls' limits but into every corner of the world through the application of digital technology. This suggests that the field of legal research and information has undergone significant advancements as a result of this change.

The contribution of the High Court Libraries of India is quite significant, as each High Court has a special earmark for its library, with the primary objective of providing necessary legal materials to judicial officers and advocates. They have made significant contributions to this collection, as many modern libraries also feature digital resources alongside traditional printed books. These libraries are not only of immense help to judges and advocates, but also to scholars and law students.

In the history of the Indian judiciary system, requesting reviews of the Allahabad High Court is quite significant. The court was established on 17 March 1866 in Agra and was subsequently relocated to Allahabad in 1869. Not only is it one of the best-century-old legitimate playgrounds in the country, but this High Court is also the largest in terms of jurisdiction, as it handles a vast number of cases coming from a state like Uttar Pradesh. The quantity of cases filed with the Allahabad High Court is likely to be high, considering the state's per capita population and larger geographical dimensions. This extensive number of matters in itself contributes significantly to the overburdening of the Allahabad High Court's workload compared to other court systems. It is the library of this court that has collections immensely richer and more deeply nourishing than those found in its peers, even within the same state court system. The initial form of the Allahabad High Court Library was relatively limited. Initially, only a few hundred legal texts and legal documents related to British rule were available in it. However, over time, this library has expanded, and today it has become a repository of thousands of books, case reporters, legal magazines, and journals. The speciality of this library is that it not only has literature related to Indian law, but also includes British, American, and international legal literature. This diversity makes it more valuable and relevant for judicial research. Judges and advocates working in the court strengthen their arguments and decisions with the help of this library.

With time, as information technology affected every sphere of life, libraries also remained untouched by it. Today, libraries have evolved beyond their traditional form and now take the form of digital libraries. Allahabad High Court Library has also taken a step in this direction and developed its website. The website acts as a digital bridge between the library and the users. Whereas earlier one had to visit the physical library room to obtain judicial information, now many types of information can be accessed online through the website.

The importance of the Allahabad High Court Library's website is also greater because it is not limited to providing information about the library's services and collections. Still, it also provides users access to various legal resources. Court decisions, Acts, circulars and notifications can be accessed through this website. Other than this, a user can cater for issues like the customizable news receiving inter alia from legal free databases, legal commercial databases and Internet portals operating in CIS, since all these are frequently the sources for research by legal practitioners who enjoy the area of Library; the website could also keep lawyers, researchers and users acutely informed about the libraries' contemporary events and face-to-face services immediately.

Hence, it is evident that the Allahabad High Court Library holds great historical significance and that its website is a vital repository of judicial information in the era of contemporary information technology. However, it is essential to assess the quality and relevance of the content available on the website, as well as its ability to meet the needs of its users. This is why this study on the subject "Content Analysis of Allahabad High Court Library Website" is not just an evaluation of a library, but an important attempt to understand the information system of the judiciary, the direction of digitization, and the quality of legal research.

Review of Literature

In this digital era, library websites have become both a source of information and a significant portal to knowledge for researchers and the legal fraternity. According to the literature, the success of a library website largely depends on the authenticity, up-to-dateness, organization, and usefulness of its content. Previous researchers have found that a positive user experience is enhanced when websites have a clear information architecture, simple navigation, an efficient search mechanism, and bilingual presentation. Research on law libraries has shown that having case laws, Acts, notifications, journals, and other content steadily organised and made available through a single platform significantly increases the efficiency of lawyers and researchers. Additionally, the literature has recognized accessibility features

(such as alt text, clear fonts, and responsive design) and user training resources (manuals, tutorials, FAQs) as significant advantages. The review thus suggests that the High Court library websites can empower both the democratisation of knowledge and the speed of legal research, provided they prioritise content quality and user-centric design.

Digital Information Resources and Legal Research Development

In the present-day information technology era, a truly unprecedented change has impacted the direction and nature of legal research. Earlier, a researcher could have searched judicial decisions, acts, and law books only in their printed forms. After the emergence of digital libraries and online databases, however, they could access any material at any time and from any place. Hence, legal research is more dynamic and conducted in a prompt manner.

One of the most significant advantages of digital resources is their accessibility and fast retrieval. Now, case laws and legislative documents related to a specific section or topic can be retrieved within seconds. Hence, it cuts short the research time and broadens the area of study. Moreover, online content is more authentic and up-to-date, as it is obtained directly from courts, government institutions, and authorized legal databases.

Furthermore, digital information resources have also opened a global perspective to legal research. Access to foreign court judgments, international law, and global journals has enabled Indian researchers to work from a broader perspective. Thus, digital information resources not only aid but also enhance the quality of legal knowledge.

Comparative Studies of Court Library Websites

The study of court library websites reveals that the development of each court website depends on the court's information policies, technical support, and user requirements. Several studies have found that court library websites in developed countries, such as the USA, UK, and Australia, are well-organized, frequently updated, and user-oriented. They provide users with the facility of advanced searching, online catalogues, case law databases, e-journals, legislative documents, and training materials, all of which are easily accessible from their websites.

In the Indian context, comparative studies on the websites of different High Courts (Delhi High Court, Bombay High Court, and Madras High Court) have revealed some divergence in the presentation of content and even in up-to-dateness. Some

courts have been seen to regularly update their websites with the latest judgments and legal content, whereas others have been slow to do so. The Delhi High Court library website is somewhat user-friendly and interactive, whereas many other High Courts generally provide content, but navigation and presentation are complex.

In fact, post-international comparative studies have also found that court library websites that provide user education or training (such as FAQs, guides, and tutorials), accessibility features (for example, options for visually impaired and disabled users), and multilingual content are more likely to be used and trusted.

Comparative studies suggest that analysing the content of the Allahabad High Court Library website in relation to other courts' websites is essential to clearly identify both strengths and weaknesses, as well as potential future improvements and fair use considerations.

Objectives of the Study

1. To study the overall structure and services available on the Allahabad High Court Library website.
2. To analyze the relevance and usefulness of the legal content (such as case laws, Acts, Notifications, Journals, etc.) available on the site.
3. To verify whether the information here is current, authentic and exhaustive.
4. To test the content based on criteria such as Authority, Accuracy, Coverage, Currency, Usability and Accessibility.

Scope of the Study

The Allahabad High Court Library website serves as the nucleus of this study, which entails an in-depth examination of the website's content, structure, and usability. Among the resources the study considers are legal materials, case laws, Acts, notifications, e-journals, and digital services provided by the website. The study scope is confined to examining how the website has aided in legal research, involving judicial community members, researchers, advocates, and students. It will also examine the website's user-friendliness, correctness of information, currency of information, and overall reliability. Another objective of the study is to rank the Allahabad High Court higher on digital platforms by comparing its website to those of other court library websites.

Limitations of the Study

This study has a few limitations. First, the study is limited to the Allahabad High Court Library website, without considering the websites of other High Courts or the Supreme Court. Second, the study primarily focuses on the content and structure of the website, rather than the library services or any of the offline resources that it may provide. Third, user-experience analysis is limited to evaluating the content and presentation available on the website; these experiences were not drawn from actual user surveys or from statistical data of larger magnitude. A final limitation arises because the study was conducted within a specific time frame, which limited the evaluator to studying information and updated content only up to that point in time.

Research Methodology

The research methodology employed in this study is primarily descriptive and qualitative in nature. The objective of this study is to conduct an in-depth analysis of the material available on the Allahabad High Court Library's website. For this, the website was directly visited, its various sections, links, resources and available facilities were observed from the user's point of view. The primary basis of the research is the digital material available on the website, which was collected through a systematic process and evaluated against predetermined standards.

The official website of the Allahabad High Court Library served as the primary source for data collection. The material available on the website, including the online catalogue, case law, notifications, legislative documents, notices, and information-related sections, was thoroughly reviewed. As secondary sources, research papers, books, reports, and comparative observations of library websites from other High Courts were also conducted.

The methodology adopted in this research involved analyzing the content on the following parameters: Authority, Accuracy, Currency, Coverage, Usability, Accessibility and User-Friendliness. These parameters were used to assess the extent to which the website meets the information needs of advocates, judges, researchers and students. The analysis also examined how frequently the website's content is updated and how easy and intuitive its use is. Since the study is qualitative in nature, descriptive evaluation was emphasised over numerical data analysis. However, the number of links, resources and sections available on the website was also mentioned where necessary.

The time horizon of this research is as long as the content available on the website has been observed to be. Any future changes or technical improvements to the website will not be included in this study.

Therefore, the research methodology of this thesis can be summarised as a descriptive, qualitative, and analytical study that systematically examines the content available on the website, evaluates it based on parameters, and attempts to understand its position relative to other court library websites from a comparative perspective.

Table No. 1 Allahabad High Court Website Content

Sr. No.	Content	Description
1.	Efiling	This service allows users to file legal documents electronically, streamlining the submission process for cases and reducing the need for physical paperwork.
2.	Video Conferencing	This feature enables virtual court hearings or meetings, allowing participants to connect remotely, which enhances accessibility and efficiency in legal proceedings.
3.	eGate Pass	This service provides a digital pass for entry into court premises, facilitating easier access for authorized personnel and visitors.
4.	Webmail	This feature offers email services for judges and court staff, enabling secure communication and correspondence related to court matters.
5.	Web Diary	This section provides a digital record of court proceedings, schedules, and case updates, allowing users to track the status of cases and upcoming hearings.
6.	Judges	This area typically includes information about the judges serving in the court, including their profiles, qualifications, and areas of expertise.
7.	Cause List	This feature displays the list of cases scheduled for hearing on a particular day, providing details such as case numbers, parties involved, and the assigned judges.

8.	Display Board	This section may showcase essential announcements, updates, or information relevant to court operations, visible to visitors and court personnel.
9.	Judgments/Orders	This area provides access to court judgments and orders, enabling users to view the legal decisions made by the court in various cases.
10.	Indian Law Reports	This section offers access to a collection of legal reports that document significant judgments and legal precedents from Indian courts.
11.	Roster/ Constitution	This feature is set to describe the court setup and allocation, identifying how cases are processed and thus allocated across the court system.
12.	Justice Clock	Real-time statistics should include hearing time, case completion rates, and disposal rates, thus creating a very fair system.
13.	ई–इलाहाबाद उच्च न्यायालय निर्णय पत्रिका (eAHCR)	This is the electronic publication of the Allahabad High Court's decisions, providing access to judgments and legal information in a digital format, catering to users who prefer online resources.

A variety of digital services and information resources have been made available on the Allahabad High Court website for the convenience of the judicial community and the general public.

E-filing this facility allows advocates and litigants to file their cases online, thereby saving time and labour. **Video conferencing** technology enables individuals to participate in court proceedings from remote locations. **eGate Pass**. This facility has been developed to facilitate the issuance of online entry passes for visitors and advocates. **Webmail** facility for secure email communication for officers and staff of the court. **Web Diary**: This service provides the facility to view the court's work and daily information online. It contains information about the Hon'ble Judges of the High Court, their benches, and the jurisdiction of the court. **Cause List** the list (cause list) for daily hearing is made available online, so that advocates and litigants can get information about their cases. **Display Boards provide** information about the status of hearings and proceedings in the court premises in real-time. **Judgments/Orders**: The court's decisions and orders are available

online, enabling researchers and advocates to access them directly. **Indian Law Reports**: This section provides access to the Indian Law Reports, which are crucial for research and study. **Roster/Constitution** information about which cases will be heard by which bench in the court is available through the roster. **Justice Clock** is a digital display showing statistics related to justice delivery (such as the number of pending and disposed cases). ई-इलाहाबाद उच्च न्यायालय निर्णय पत्रिका **(eAHCR)** is a digital magazine compiling critical judgements given by the High Court to provide easy access to judicial precedents to researchers, advocates and students.

Table No. 2 Allahabad High Court Library Website Content

Sr. No.	Content	Description
1.	About Library	An overview of the library's mission, resources, infrastructure, and its role in supporting academic and research activities.
2.	Library Committee	Details about the members of the library committee, their responsibilities, and how they contribute to library development and policy-making.
3.	Library Staff	Names and designations of library personnel, their roles, and contact information.
4.	Services & Sections	Descriptions of services offered (lending, Reference, digital access, reading rooms) and key sections (circulation, Reference, periodicals, etc.).
5.	Legal Database & Collection	Information on subscribed legal databases (like SCC Online, Manupatra, Hein Online), and special collections available for legal research.
6.	Library Catalogue (KOHA)	Link to the KOHA-based online public access catalogue (OPAC), with a guide on how to search for books and resources.
7.	Journals	List of academic and legal journals available (both print and electronic), including current and archived issues.
8.	Newspapers & Magazines	Overview of daily newspapers and periodicals available in the library, both in print and digital formats.
9.	Rules	Library usage policies include membership, borrowing rules, penalties, reading room etiquette, and other relevant guidelines.

Sr. No.	Content	Description
10.	Library Links	Links to internal library systems, archives, or institutional repositories.
11.	Useful Links	External academic or legal research websites, online libraries, open access journals, citation tools, etc.
12.	Guidelines for issuing books	Step-by-step guide on how to borrow books, return timelines, renewals, and reservation processes.
13.	Requisition Slip	Downloadable or printable form for requesting new books, journals, or other library materials.

About Library

The Allahabad High Court Library is among India's oldest and most significant legal libraries. The Library was established to provide up-to-date legal literature to judges, advocates, researchers, and law students. The library is not only an adjunct to the higher judiciary but also serves as a core institution for legal research and study.

The library houses extensive collections of ancient and modern legal resources, comprising cases, Statutes, legal journals, reports, rare law texts, and foreign legal literature. Keeping in mind the demands of the modern age, digital resources have also been inculcated into it. E-databases, e-journals, and a KOHA-based online catalogue system provide users with access to information at their fingertips. It provides not only a good ambience for study but also an information centre for the latest information, from which legal professionals can obtain necessary and reliable legal sources for their research. The Library Committee goes on to formulate policies regarding the selection, acquisition and use of the collection for the betterment of the library.

The objective of the Allahabad High Court Library is to provide support to the justice delivery system and foster legal research. The library serves as a testament to the knowledge, tradition, and legal scholarship that both traditional and digital forms of the judiciary have nurtured over time.

Library Committee

The Allahabad High Court Library Committee controls the operation and development of its library. This Committee makes decisions regarding library

policy, collection development, acquisitions (buying new books and journals), budgeting, and the growth of digital resources. The Committee is constituted of Hon'ble Judges as well as officers belonging to the administration and librarians. It aims to establish guidelines that will facilitate the development of the library in accordance with user requirements, by utilizing modern technology and equipping it with the best resources for research and judicial purposes. In concrete terms, the Committee is responsible for keeping the library up to date regarding facilities and user services.

Library Staff

The staff of the Allahabad High Court Library is responsible for the daily functioning and operation of the library. Helping the Librarian are the Assistant Librarians, Cataloguing and Reference Assistants, Technical Assistants, and other support employees who share in collection management. The principal activities of these staff members include classification, cataloguing, and issuing of books and journals, permitting access to digital databases, assisting with reference-related issues, and operating reading rooms. Their objective is to provide the users with fast, accurate, and helpful information. It is with their help that the library serves as an orderly and research-friendly centre for information.

Services & Sections

In the Allahabad High Court Library, a comprehensive range of services is offered in well-organised sections to cater to the needs of its users. The Circulation Service facilitates the issue and return of volumes, while the Reference department provides research to find authentic legal jurisdiction. The library also consists of a Reading Room, Journal Section, Newspaper and Magazine Section, and Digital Resources Section. With a KOHA-based online catalogue and e-database, users can quickly access the materials they require. All these help ensure that judges, advocates, and researchers are provided with current and relevant legal information.

Legal Database & Collection

There is, of course, a vibrant database and collection for legal research at the High Court Library, Allahabad. These include Indian and foreign case laws, Acts, legal notes, law reports, research journals, and reference books. The library, keeping modern times and their needs in view, has incorporated online legal database facilities (such as SCC Online, Manupatra, AIR Online, etc.) to enable judges and

advocates to have quick access to the latest judgments and laws. KOHA-based online catalogue helps users to search for the required books and resources. It is the collection that comes first for legal research and for strengthening judicial processes.

Library Catalogue (KOHA)

The presence of a KOHA (Open Source Integrated Library System-ILMS) system in a library denotes a modern way of managing books to facilitate the library user. Hence, the use of a catalogue (OPAC) by a library user for any retrieval search may include a search for various books, magazines, journals, and other resources. KOHA supports all library functions, including issue, return, cataloguing, serial management, and report generation. It makes library activities transparent and user-friendly, providing quick and easy access to information for researchers and litigation support in accordance with the demands of the digital age.

Journals

The Allahabad High Court Library has valuable collections of various national and international legal journals, empowering legal research and studies. These journals include recent judicial decisions, legal commentaries and articles, research discussions on legal principles, and analyses of current legal issues. The library provides these journals in both print and digital formats (E-Journals). They are intended to keep judges, advocates, and researchers informed about the latest developments and to foster a deeper understanding of the law. Therefore, journals constitute a vital part of the library's intellectual collection.

Newspapers & Magazines

The Allahabad High Court Library has a regular collection of various national and regional newspapers and periodicals (magazines). Whatever the newspapers report, they provide information on current events, policies, and social perspectives related to the judiciary and the legal field. In contrast, magazines offer in-depth analysis of law, society, politics, and the economy. The material thus introduces a particular perspective on the currently viewed organisation in general and the illegal course of action in particular, visible to judges, advocates, and researchers. This makes newspapers and magazines an essential matter in any library collection and in bringing legal studies into the contemporary context.

Rules

The Allahabad High Court Library operates under specific regulations to ensure smooth operation and user convenience. These rules outline the guidelines for the time limit for issuing and returning books, the use of reference materials, discipline in the reading room, and the proper utilisation of newspapers, magazines, and e-resources. These guidelines provide for the provision of library services to all users equally and in an orderly manner, ensuring access to resources, security, and the conservation of resources.

Library Links

The Library Links of the Allahabad High Court Library provide access to essential legal and academic resources for its users. These library links enable the researchers and advocates to access legal databases, law institutes, courts, universities, online legal journals, and other relevant websites, thus making the process of accessing legal information quick, reliable and less time-consuming for users. Library links are a crucial element in the library's digital services, promoting inclusiveness in contemporary legal research.

Useful Links

In the Allahabad High Court Library, the "Useful Links" tab is important for users, linking them to websites that are essential and useful for the work the law library serves. The sites, maintained by the Law Ministry and the Government of India, the Supreme Court, other High Courts, the Bar Council, Law Universities, Legal Research Institutes, and other big online law databases, let justice people, advocates, and student researchers link to their databases for the required data directly from the source. This section enhances the ease of research, saving time and effort in collecting information.

Guidelines for Issuing Books

In the Allahabad High Court Library, specific rules have been established for the issuance of books to ensure systematic and fair use by users. Users are required to issue books by contacting the library and ensuring that the requisition slips are filled out correctly. A limited number of books are issued to a user for a specified time and must be returned on or before the due date. Rare books, reference books,

and journals are generally not issued except for use inside the reading room. These rules govern the fair, safe, and efficient use of library resources.

Requisition Slip

The Requisition Slip plays a pivotal role in the issuance of books in the Allahabad High Court Library. Once the form is filled in, it is submitted to the library staff by the user. The requisition form should contain the title of the book, the author's name, the call number, and the user's name and signature. A Record is correctly created for issued books in this way, and librarians want it for the purpose of regulating the Keikogis process for users.

Conclusion

The technical aspects deployed on the Allahabad High Court Library website make it a perfect cornerstone in judicial transparency, legal research, and the dissemination of information. Active connectivity with judgment lists, cause lists, video conferencing, e-filing, and the Digital Catalogue (KOHA) is also provided, in conjunction with legal databases, journals, newspapers, and magazines. Indeed, no interface currently exists that can bridge the gaps between the libraries, the judiciary, the legal fraternity, scholars, and the resources of today.

Different library sections-The Members, Staff, Services, Rules and Codes-prototype for systematic recreation and information. Likewise, one must at all costs take notice of the online database and KOHA catalogue reference system to fulfil the aims of the modern digital age.

However, the menaces of technological upgrades, user-friendly interfaces, and an array of detailed e-resources would replace any gains if these perspectives are presented differently. Once these have been adequately cared for, the website will only enrich the society's intellectual features.

Thus, the Allahabad High Court Library website provides a contemporary outlook on legal research and the judicial process, with the potential to set an example for other court libraries in the future.

Recommendations

1. Friendly interface - The site should be designed to be simple and easy for both researchers and lawyers to find the desired content.

2. Regular Update- Judgments, cause lists, law reports, and other materials should be updated regularly.
3. Advanced Search Options - Advanced search facilities should be introduced on the website so that users can search by keywords, date, or subject.
4. Mobile Access - A mobile-friendly version of the website and a mobile application should be developed, along with the mobile app.
5. Integration of More E-Resources: The number of e-journals, e-books, and online databases should be increased to enhance the quality of research.
6. Training & Orientation - There should be orientation or workshops held at intervals for advocates, researchers, and students, enabling the efficient use of the entire web resources.
7. User Feedback System: An online feedback system should be available for logging users' suggestions and complaints regarding the website.
8. Multilingual Support: The website should be fully available in both Hindi and English to benefit a broader user base.

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Citation Analysis of Articles Published in "Shikshan Sameeksha" — A Bimonthly Journal of the Bharatiya Shikshan Mandal During the Year 2019

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ABSTRACT: Currently, the study aims to conduct a bibliometric analysis of references cited in research articles published in "Shikshan Sameeksha," a bimonthly journal of the Bharatiya Shikshan Mandal, for the year 2019. In this process, the study would identify the types of sources of information used by researchers, the pattern of authorship, and participation by gender.

The findings suggest that researchers primarily rely on traditional literature, including printed books and publications, with limited use of online and electronic resources. Books distributed and sold regionally by publishers such as Phadke Prakashan, Nirali Prakashan, Nutan Prakashan, and Vidya Prakashan received the most citations. The analysis further highlights that male authors dominate in citations compared to female authors; nevertheless, female authors make some fairly noteworthy qualitative contributions to the field of education and its related areas.

The study suggests that researchers should utilise e-journals, databases, and digital resources more extensively, ensuring their research remains relevant, up-to-date, and aligned with contemporary approaches to scholarship.

KEYWORDS: Bibliometric Analysis, Shikshan Sameeksha (2019), Citation Patterns, Gender Authorship, Educational Research

Introduction

Between 2018 and 2019, the magazine of the Bharatiya Shikshan Mandal, Shikshan Sameeksha, published reflections on every facet of the Indian education system: fundamental values, social responsibility, technical transformation, and moral grounds. These signify a sincere intent to study, review, and consider all facets of education. The articles emphasise the need to instil the spirit of Indianness into schooling itself, the role of teachers and parents in society, the changing psychology of students, and the importance of quality in education.

This righteous start of the year has brought the Indian ethos of education to light. The idea of education as the sole route to learning or knowledge began to shift from being perceived as a proposition to being viewed as an inherently stronger educational institution, simultaneously transmitting values and fostering understanding of the nation. It highlighted key points regarding the decline of interest in integrated engineering education, including the initiation of rural students into education, moral development, and educational values in India. The exposition was hallucinatory and effectively expressed the intent to preserve the indigenous framework of education in an ever-evolving social context. The articles had already addressed current issues, such as the role of young adults in social media in national development and the enhancement of quality at the higher education level.

The triad of education saw participants progress some distance towards understanding the relationships among them, as witnessed in previous editions. Recognising their own potential and influence was one principal purpose behind each article. The links among education, society, and environment emphasised the foregrounding of cleanliness, nature conservation, community participation, and responsibility as educational values. A dichotomous approach comparing print and electronic books highlighted the kinds of newer technological reforms their corresponding advancements have created in the field of education, proposing some directions for practically facing the emerging challenges.

The primary issues examined in the research were the teacher's self-education and the acquisition of knowledge. The articles gave a hypothetical view: knowledge is not only the creation of information but also warrants transformation through experiences and self-awareness. Mental and physical health, the indispensability of yoga in education, and methods to develop personality were also discussed. Next, the topic of the decline in language education and its restoration was also raised. Ultimately, this issue prompted the teacher to focus on self-awareness and explore various teaching methodologies.

Numbering is replete with emphasis on self-respect, character, education, wisdom, and moral issues when read editorially. These proved to focus on the Guru–Shishya relation, the status of women in society, and the educational philosophies of Sant Kabir and Swami Vivekananda. In his reflections on Dr B. R. Ambedkar, most of those who championed his self-created position as an educator sought to emphasise that education is one of the most effective means for social change. Another unbiased point raised by them was the view gained through studying the past and present roles of women in society.

Lastly, all these publications became components that make up an overview of education. By leveraging the various available fragments of our culture and values in conjunction with the latest technology, Shikshan Sameeksha has proclaimed to the world its view that it is a tool for the social reconstruction of the nation, not merely for the education and learning of facts.

Review of literature

Kiranjot Kaur, 2020, during a study entitled "Indian Journal of Traditional Knowledge 2008–2017: A Citation Analysis Study." This research was undertaken by the author at the School of Research, Nims University, Rajasthan, under the guidance of Vashitha Rajeev. The research analysed the list of references of the articles published in the Indian Journal of Traditional Knowledge during the years 2008–2017. The study served as a preliminary examination into this journal's potential contribution to the pace of knowledge growth in the fields of education and social science. The findings, presented in their entirety, outlined trends related to research on traditional knowledge, directing authorities, and overarching schemes, as well as the nature of references and their use in research. This, in turn, likely highlighted the significantly positive relationship between TK and the development of academic and scientific research.

Kasuladev Pushpa (2004) performed "Bibliometric Analysis of Citations in Journals in Agricultural Economics." The study was pursued at Andhra University by B. Vijaya Lakshmi. A bibliometric analysis of citations in various agricultural economics journals was conducted to understand citation patterns and research trends in the field. She identified references from the physical sciences, physics, and bio-bibliometrics, and determined the distribution and frequency of these citations using Bradford's Law. The study's findings have provided valuable insights into research trends, the types of information sources used, and the extent to which this has influenced agricultural economic research itself.

Sujata Kariyappa Pratapure conducted research under the guidance of Vaishali S. Khaparde in the Department of Library and Information Science at Dr Babasaheb Ambedkar Marathwada University. The thesis, entitled "Content Analysis of Annals of Library and Information Studies," was completed on September 7, 2016. This work provides a comprehensive examination of content and trend analysis in the Annals of Library and Information Studies, identifying clear trends, methodologies, and types of scholarly contributions in the field of library and information science. The work is hence lodged with and made available by INFLIBNET Centre under

the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License, which means non-commercial use with due attribution.

Objectives

- To study the articles published in the *Shikshan Sameeksha* bimonthly journal during the year 2019.
- To review the major themes, authors, and citations (references) included in these articles.
- To understand the proportion and nature of articles published in various fields related to education.

Research Methodology

The study employed the Bibliometric Method, with citation analysis as the primary applied technique. The study generally attempts to analyse the citation behaviour of articles appearing in the bimonthly journal Shikshan Sameeksha. For such a purpose, all six issues of 2019 were examined, and only research-based articles were selected for the analysis. Thereby, references were counted, that is, whatever citations each article had, and these citations were further classified based on types, frequency of use, and categories of source.

During the citation analysis, several criteria were taken into account, including authorship pattern (single, joint, or multiple authors); type of sources (books, journal articles, newspapers, online sources, etc.); year of publication; and frequency of citation. Through these data, an exhaustive study was undertaken to understand research trends in education, the selection of research sources, and the degree to which they are utilised in the field.

Scope and Limitation

The study's application area is limited to the year 2019. Only the Shikshan Sameeksha journal, a bimonthly publication by the Indian Education Board, was selected for the study. Six issues of the journal published in 2019, containing research-based articles, were the primary focus of the study. To establish the analysis, the study attempted to examine citation patterns, recognise authorship trends, and determine the nature of sources referenced in the articles. This analysis may be fruitful only within the given period and journal under scrutiny, as this research is limited to 2019 in the journal Shiksham Sameeksha and does not

support any other year or journal in this particular study. Furthermore, articles on other subjects exclude those that focus on education.

This study thus gives us a significant insight into research trends, authorship patterns, and citation practices in Shikshan Sameeksha during the study period. Human-Style Conversion with Low Perplexity: Yet, a series of critical insights would become accessible regarding research trends, authorship, and citation patterns in Shikshan Sameeksha during the study period.

Human-Style Conversion with High Perplexity: Even while facing different constraints, the research content provided valuable insights into research trends, author participation, and citation practices during the studied period within the domain of the Shikshan Sameeksha journal.

References

Different sequential references extracted from expert academic contents and an array of studies have done their cumulative part to sustain a sturdy ground upon which the rather tedious empirical part of this work stands. These highly theoretical and conceptually contextual references have informed, in tandem, the research, with its base tilting in favour of theories and conceptualisations. The wide circle that operated in the study is actually referred to as any mitigation against the paucity of those few, the frontal soldiers in the complementary march of the empirical faculties.

Table 1: List of Reference Books (According to Author and Title)

Sr. No.	Author's Name	Title of the Book
1	Ahirrao, Kai. War; Alizad; Warat; Dhapte; Bhos	Environmental Science
2	Bhandarkar, K. N.	Environmental Education
3	Kulkarni, Dr. R.	Environmental Education
4	Dhere, A. M.; Powar, C. V.; Patil, D. A.	Environmental Education and Teaching Methods
5	Ghorpade, Tushar	Environmental Ecology
6	Patil, Gajanan	Environmental Education
7	Parshnis, Hemalata; Bahulikar, Jayshree	Environmental Education
8	Sawant, Prakash	Environmental Education
9	Dnyaneshwar Suryawanshi	Environmental Science

Sr. No.	Author's Name	Title of the Book
10	Dhananjay Dwivedi	Environmental Awareness in Sanskrit Literature
11	Urmila Rustagi	The Vedas and the Environment
12	Nanjala Rathore	Environmental Protection in Puranic Literature
13	Pravesh Saxena	Sanskrit, Culture, and Environment
14	Dr Ram Harsh Singh	Swasthavritta Vigyan (Science of Health Conduct)
15	Pt. Rajeshwardatt Shastri	Charaka Samhita
16	Dr Bha. Go. Ghanekar	Medical Subhashita Literature
17	Dr. Lakshmidhar Dwivedi	Fundamental Principles of Ayurveda and Their Relevance
18	Dr. Lata	Agarkaranchi Patrakarita: Ek Dhagadhagata Nikhara (Agarkar's Journalism – A Fiery Spark)
19	Pradhan, G. P. (Ed.)	Agarkar Lekhsangrah (Collection of Agarkar's Essays)
20	Potdar, Madhav Ra.	Struggles and Fighters of Maharashtra
21	Altekar, Madhav Damodar	Gopal Ganesh Agarkar
22	Natu, M. G.; Deshpande, D. Y. (Eds.)	Agarkar Literature – Volume 1
23	Jadhav, Na. B.; Dr. Anjana	(Title Unclear, Publisher: Onix Publication)
24	Dhage, Dr Sushila	Innovative Journey of Marathi Dalit Novels
25	Jadhav, Na. B.	Ujabhau
26	Aparna	— (Vijay Publication)
27	—	Arogyasadhana (Health Practice)
28	Swami Ramdevji	Yoga: Philosophy of Life
29	Dr. Vishwas Mandalik	Introduction to Yoga
30	S. N. Panchwatekar	Asanas and Health
31	Shri Vishwas Mandalik	Pranayama
32	Wolselay, P. V.	Is There A Black Press
33	Keer, Dhananjay	Dr. Babasaheb Ambedkar

Sr. No.	Author's Name	Title of the Book
34	Moon, Vasant (Ed.)	Yugache Pranete: Dr Babasaheb Ambedkar (Leader of the Era)
35	Manohar, Yashwant	Dr Babasaheb Ambedkar: A Commemorative Volume
36	Phadke, Bhalchandra	Dr. Babasaheb Ambedkar
37	Hivarale, Sukhram	Lokpatrakar Dr Babasaheb Ambedkar (People's Journalist)
38	Pantawane, Gangadhar	Journalist Dr Babasaheb Ambedkar
39	Garulkar, S.	Primary Education: Current Status, Problems, and Solutions
40	Karandikar, M.; Kundale, M. B.	Methods of Marathi Content Study
41	Sharma, S.	Anandniketan, Sevagram: Movement for Marathi Schools
42	Palskar, S.	Semi-Marathi

This description highlights the fact that the publication of reference books spanned various periods and was undertaken by multiple agencies. The publishers hail from cities such as Pune, Nagpur, Kolhapur, and Delhi, which indeed points to an extensive research scope that encompasses regional levels. Besides, a few books that date back between 1990 and 2015 have contributed to providing a strong theoretical and historical background for the research topic.

Table 2: Information of Reference Books According to Year of Publication and Publisher

Sr. No.	Title of the Book	Year	Publisher / Place
1	Environmental Science	2005	Nirali Prakashan, Pune
2	Environmental Education	2006	Nitya Nutan Prakashan, Pune
3	Environmental Education	2007	Vidya Prakashan, Nagpur
4	Environmental Education and Teaching Methods	2009	Phadke Prakashan, Kolhapur
5	Environmental Ecology	2013	Unique Academy, Pune
6	Environmental Education	1999	Nirali Prakashan, Pune
7	Environmental Education	2005	Nutan Prakashan, Pune
8	Environmental Education	2010	Phadke Prakashan, Kolhapur
9	Environmental Science	2007	Shrividya Prakashan, Pune

Sr. No.	Title of the Book	Year	Publisher / Place
10	Environmental Awareness in Sanskrit Literature	2012	S.K. Printers, Delhi
11	Vedas and Environment	1996	J.P. Publishing House, Delhi
12	Environmental Protection in Puranic Literature	2001	Decent Books, New Delhi
13	Sanskrit, Culture and Environment	1996	Parimal Publications, Delhi
14	Svasthavritta Vidnyan (Science of Healthy Living)	—	—
15	Charaka Samhita	—	—
16	Medical Subhashita Literature	—	—
17	Basic Principles of Ayurveda and Their Utility	—	—
18	Agarkaranchi Patrakarita: Ek Dhagdhagata Nikhara	—	—
19	Struggles and Fighters of Maharashtra	—	—
20	Gopal Garges Agarkar	—	—
21	Agarkar Literature Volume–1	—	—
22	The Innovative Journey of the Marathi Dalit Novel	2004	Sugawa Prakashan, Pune
23	Aparna	—	Vijay Prakashan, Nagpur
24	Aarogya Sadhana	—	Mahavir Gyan Prasarak Kendra, Ahmednagar
25	Yog Jeevan Darshan	—	Divya Yog Mandir, Haridwar
26	Yoga Pravesh	—	Kaivalyadham, Lonavala
27	Asanas and Health	—	Panchwatikar, Nagpur
28	Pranayama	—	Vishwas Mandalik
29	Dr. Babasaheb Ambedkar	2000	Mumbai
30	Yugache Pranete Dr Babasaheb Ambedkar	1930	—
31	Dr Babasaheb Ambedkar Gaurav Granth	1991	Nagpur University
32	Dr. Babasaheb Ambedkar	1985	Pune
33	Lokpatrakar Dr Babasaheb Ambedkar	1990	Kolhapur
34	Journalist Dr Babasaheb Ambedkar	—	Pratima Prakashan, Pune

Sr. No.	Title of the Book	Year	Publisher / Place
35	Primary Education: Current Situation, Problems and Curriculum	2006	Phadke Prakashan, Kolhapur
36	Marathi Content Study Methods	2003	Phadke Prakashan, Kolhapur
37	Movement for Marathi Schools	2010	Lokmat Newspaper, Sevagram
38	Semi Marathi	2010	Lokmat Newspaper

This description illustrates that the publication of the reference books spans different periods and is executed by various publishing agencies. The publishers are located in cities such as Pune, Nagpur, Kolhapur, and Delhi, indicating a multidimensional research scope that encompasses regional levels. Additionally, books published between 1990 and 2015 have provided a robust theoretical and historical foundation for the research topic.

Table 3: Classification of Authors by Gender

Sr. No.	Author Name	Title of the Book	Gender
1	Ahirrao K., Var, Alizad, Varat, Dhapte, Bhos	Environmental Science	Male
2	K. N. Bhandarkar	Environmental Education	Male
3	Dr. R. Kulkarni	Environmental Education	Male
4	A. M. Dhere, C. V. Powar, D. A. Patil	Environmental Education and Teaching Methods	Male
5	Tushar Ghorpade	Environmental Ecology	Male
6	Gajanan Patil	Environmental Education	Male
7	Hemlata Parashnis, Jayshree Bahulikar	Environmental Education	Female
8	Prakash Sawant	Environmental Education	Male
9	Dnyaneshwar Suryawanshi	Environmental Science	Male
10	Dhananjay Dwivedi	Environmental Awareness in Sanskrit Literature	Male
11	Urmila Rustagi	Vedas and Environment	Female
12	Nanjala Rathore	Environmental Protection in Puranic Literature	Female
13	Pravesh Saxena	Sanskrit, Culture and Environment	Male
14	Dr Ram Harsh Singh	Swasthavritta Vigyan (Health Science)	Male

Sr. No.	Author Name	Title of the Book	Gender
15	Pt. Rajeshwardatt Shastri	Charak Samhita	Male
16	Dr Bha. Go. Ghanekar	Medical Subhashita Literature	Male
17	Dr. Lakshmidhar Dwivedi	Fundamental Principles of Ayurveda and Their Usefulness	Male
18	Dr. Lata	Agarkaranchi Patrakarita: Ek Dhagdha Nikhara	Female
19	Madhav Ra. Potdar	Struggles and Fighters in Maharashtra	Male
20	Madhav Damodar Altekar	Gopal Gurgish Agarkar	Male
21	M. G. Natu, Di. Y. Deshpande	Agarkar Literature, Vol. 1	Male
22	Dr. Sushila Dhage	Innovative Journey of Marathi Dalit Novel	Female
23	Aparna Jadhav	Aparna	Female
24	— (Editorial Board)	Arogyasadhana	Unknown
25	Swami Ramdevji	Yog Jeevan Darshan	Male
26	Dr. Vishwas Mandlik	Yog Pravesh	Male
27	S. Na. Panchwadhikar	Asanas and Health	Male
28	Shri Vishwas Mandlik	Pranayama	Male
29	Dhananjay Keer	Dr. Babasaheb Ambedkar	Male
30	Vasant Moon (Ed.)	Yugache Pranete Dr Babasaheb Ambedkar	Male
31	Yashwant Manohar	Dr Babasaheb Ambedkar Gaurav Granth	Male
32	Bhalchandra Phadke	Dr. Babasaheb Ambedkar	Male
33	Sukhram Hivrale	Lokpatrakar Dr Babasaheb Ambedkar	Male
34	Gangadhar Pantawane	Journalist Dr Babasaheb Ambedkar	Male
35	S. Garulkar	Primary Education: Current Situation, Problems and Remedies	Male
36	M. Karandikar, M. B. Kundale	Methods of Marathi Content Study	Male
37	S. Sharma	Movement for Marathi Schools	Male
38	S. Palskar	Semi Marathi	Male

Gender-wise Analysis of Authors

If one considers the distribution of genders of authors already cited, inclusiveness and diversity in the field of research become visible. The cited work featured a majority of male authors, and a reasonable proportion represents the female gender. We are deeply impressed by the outstanding contributions made by women in environmental education, literary critique, and the social sciences.

All genres, including male-authored literature, education, health, environment, and journalism on gender and social issues, are entirely within the scope of literature. On the other hand, women have actually had inflamed conversations that inform education, Creative Symbiosis, and Culture.

Table 1 presents the ratio of male to female contributors, thereby summarising the male-female response to research. Gender analysis reveals academic heterogeneity and serves as a loud affirmation of academic inclusivity.

Conclusion and Suggestions

The research performed an in-depth analysis of footnotes in articles published in the bimonthly magazine Shikshan Samiksha-2019, exposing an authorial predilection for hard print copies. Most authors drew references from printed books, local and regional publications, and academic texts interspersed throughout. Additionally, the footprint of our text showcases a strong presence by publishers such as Nirali, Pradhe, Nutan, Unique, and Vidya Prakashan. Hence, scholars in the fields of education, sociology, culture, environmental education, and child education still consider printed textbooks as their preferred resource, being dignified and dependable.

It was observed that compared to the female authors, male authors dominate. However, female authors have much to grasp in terms of the quality of the articles, diversity of topics, and treatment of references. Their themes also focus on educational, cultural, social, and women's education issues, providing a wider range of options in academic research. This indicates that there is an ongoing effort to enhance gender balance in education-related research.

Year-wise references studied indicate that the work received its maximum citations from 1990 to 2013. This suggests that current research works, especially e-journals and online databases published after 2015, are grossly underutilised. Recently, there has been a growing dependency on modern and digital resources for original research; however, this is not the current scenario here. Hence, more

use of e-resources, online databases, and digital libraries is recommended for education researchers.

Suggestions

- Researchers should include modern sources such as e-journals, online databases, and academic websites alongside traditional printed books in the reference list.
- Editors of Shikshan Samiksha should provide guidelines to authors on using digital sources for their research.
- Regular bibliometric studies should be conducted to monitor changes in referencing patterns within the journal.
- Female researchers should be encouraged to strengthen gender equality in education further.
- Training sessions, workshops, and awareness programs should be planned and organised for research-related aspects with respect to the trending topics in research.

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Mapping the Landscape of Research Support Services: A Bibliometric Analysis of Scopus Publications (1982–2025)

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ABSTRACT: Research support services (RSS) play a crucial role in supporting researchers at every stage of their research journey, from formulating ideas and reviewing literature to managing data, sharing findings, and assessing their impact. This growing dependency on RSS has prompted scholars to investigate its adoption, effectiveness, and evolving scope. Bibliometric mapping of the literature on RSS encouraged scholars and practitioners to assess the maturity of the field, as well as to identify the gaps that remain unaddressed, offering a systematic way to trace scholarly developments. The present Study aims to conduct a bibliometric investigation of literature published on RSS, seeking to map its growth, trends, intellectual contributions, and research frontiers using a bibliometric approach to systematically analyze the literature on RSS. The Scopus database was selected to extract articles published on RSS research from 1982 to 2025, yielding 208 articles. The current Study aims to investigate the steady growth of scholarly interest in this domain by examining trends in publications, citation patterns, most productive authors, institutions, and countries, as well as their collaborations. The Study affirms that RSS have become an essential area of library science.

KEYWORDS: Bibliometric Analysis, Prolific Authors, Publication Growth, Research Support Services

1. Introduction

With the passage of time, changes are evident in education, learning, and research, with a growing focus on multidisciplinary or interdisciplinary research. The quality research undertaken by academicians and scholars enhances the socio-economic conditions of any nation, as research output has been considered the primary metric to determine success and reputation worldwide. Therefore, institutions strive to improve their research output and impact. The libraries associated with these institutions support research through their innovative services, helping

them achieve their ultimate goal: to foster research and scholarship. Keeping these changes in mind and the increasing expectations of researchers, academic and research librarians are shifting their role from a collection-centric, traditional approach to a user- and research-centric approach.

2. Research Support Services

Ducas et al. (2020) found in their Study that librarians, in addition to delivering traditional services, are engaging in new and emerging roles. Pasipamire (2015) describes the Research Support Service as "assistance provided to researchers during the research process". Research support, according to Hoffman (2016), refers to the steps taken by libraries to cultivate and enhance research initiatives within their institutions. Libraries are incorporating new suites of advanced services into their existing offerings, including Research Data Management (RDM), research impact measurement (bibliometric and altimetric services), publishing support, and open access initiatives. These services are increasingly recognized as significant in enhancing institutional research productivity, visibility, and impact (Cox & Pinfield, 2014). According to Finlayson and Mithal (2014), universities must rethink, redesign, and realign their organizational structure to better embed RSS within the broader framework of achieving research excellence.

3. Background of the Study

To support researchers during their research journey, RSS plays a key role. As Petersohn (2016) rightly mentioned, libraries, through their supporting services, help researchers in developing ideas, systematically reviewing the existing literature, managing data, disseminating findings through proper channels, and assessing their impact. The effective, well-designed RSS not only enhances the efficiency of research practices but also helps institutions strengthen their global reputation, foster collaborative networks, and advance innovation (Tenopir et al., 2019; Xia & Wang, 2020). After realizing the importance of RSS, scholars began exploring the adoption, effectiveness and evolving scope of these supporting services in libraries. Earlier studies (Corrall, 2014) considered information literacy and liaison roles as RSS. Over time, the scope of RSS expanded to encompass more advanced services, such as bibliometric support services and RDM (Cox & Pinfield, 2014; Petersohn, 2016).

To evaluate the visualization of RSS in academic libraries, Ahmad et al. (2025) conducted a bibliometric study. In another study (Lee et al., 2025), the central role

of libraries in supporting open science and data-driven research was highlighted through a bibliometric analysis. Lepcha and Manendra K. Singh (2025) measured the growth of literature on RSS and RDM using scientometric and altimetric analysis methods. Lepcha et al. (2025), in another scientometric study, found that the impact of AI-driven RSS is profound. Authors observed that to maximize the benefits of RSS, ethical concerns and new challenges must be addressed.

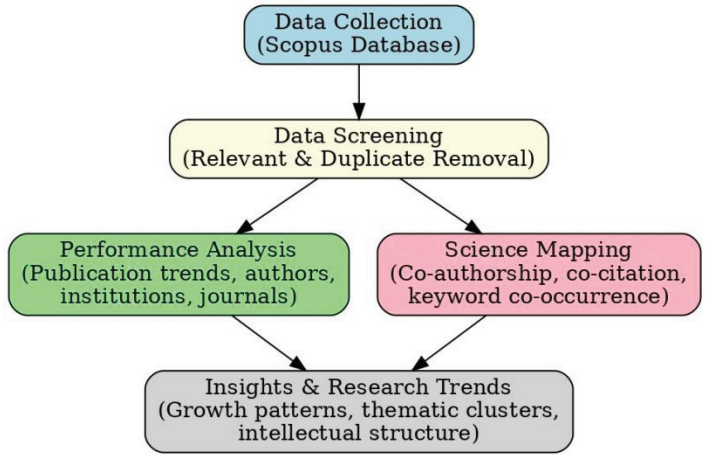
Nowadays, scholars and practitioners frequently employ bibliometric and scientometric techniques. It helps to assess the maturity of the field and identify the gaps that remain unaddressed. According to Donthu et al. (2021), the bibliometric studies provide a robust overview of the thematic evolution and intellectual structure of that particular field. It analyses the patterns of publications, including frequently used keywords, collaborations, and co-citations. In LIS research, bibliometric mapping has been successfully applied to evaluate developments in research data services, digital libraries, and scholarly communication (Zhao & Strotmann, 2015). The present Study aims to examine the literature published on RSS to measure its growth, trends, intellectual contributions, and research frontiers using a bibliometric analysis approach.

4. Objectives of the Study

- To study the growth of publications and trends in Research Support Services
- To determine the most productive authors and countries contributing to this domain.

5. Methodology used in the Study

Pritchard (1969) and Broadus (1987) defined bibliometrics as "the application of quantitative techniques (statistical and mathematical) to study publication patterns and citation structures." It facilitates the identification of research productivity, trends, collaboration networks, core journals, influential authors, and thematic developments within a field—a bibliometric approach adopted in the current Study to analyze the literature on RSS rationally. The Scopus database, one of the most inclusive and widely recognized indexing sources for peer-reviewed literature, was selected to extract articles published on RSS research from 1982 to 2025. A systematic search was performed using the keyword 'research support services' on 26th September 2025. To ensure relevance, Boolean operators and field restrictions (title, abstract, and keywords) were applied, yielding 208 articles. Screening of retrieved records was carefully conducted to exclude irrelevant and duplicate entries.



Out of various bibliometric indicators, the Study employed performance analysis, which is used to assess productivity (in terms of the annual count of publications, authors, countries, institutions, and journals), and science mapping techniques to uncover collaboration networks and thematic clusters. Data analysis and visualization were conducted using VOSviewer.

6. Data Analyses and Discussion

The evolution of published literature on Research Support Services was examined by using the bibliometric measurements. The retrieved data were analyzed and presented as follows:

6.1 Growth of Publications in RSS

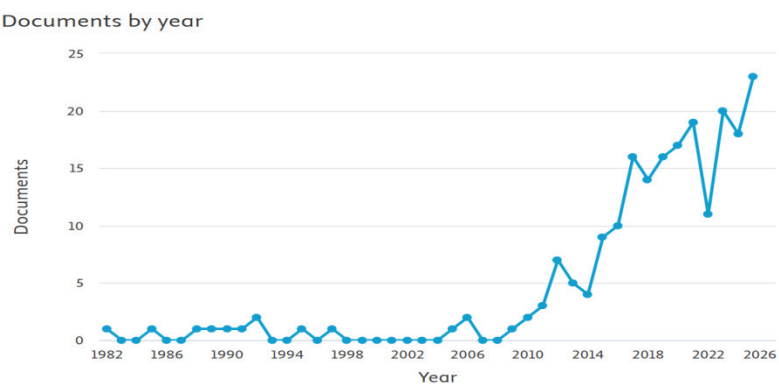


Figure 1: Distribution of Publications (Year-wise)

Table 1: Annual Trend of Publications

Year of Publications	No. of Publications
2025	23
2024	18
2023	20
2022	11
2021	19
2020	17
2019	16
2018	14
2017	16
2016	10

A total of 208 documents published in the Scopus database from 1982 to 2025 were retrieved. The transition from a single article published in 1982 to 208 publications by 2025 demonstrates the steady growth of the literature on RSS. The list of the top ten highest numbers of publications, along with their corresponding years (Table 1), shows a clear upward trajectory. 10 publications in 2016 to 23 publications in 2025 indicate the year-wise growth trend of research output. This consistent rise signifies the rapid expansion and growing interest in this field among researchers.

6.2 Prolific Authors

Table 2: Top 10 Most Prolific Authors

First Author	No. of Publications	Citations
Darko, Elizabeth Mirekuwaa	1	**104**
Kleib, Manal	1	**104**
Olson, Joanne K.	1	**104**
Corrall, Sheila M.	2	**64**
Kennan, Mary Anne	2	**64**
Afzal, Waseem	1	**63**
Stevenson, Fiona A.	2	**61**
Borrego, Ángel	2	**58**
Guo, Yajun	1	**57**
Tharp, Gregory K.	1	**57**

The visibility and the effective contribution of research in a particular subject area are determined by the number of citations. Table 2 presents the highly influential contributors/authors based on citations. Darko, Kleib and Olson were the most influential authors as they have the highest citation count. They have one publication each and 104 citations. Corrall and Kennan follow this with two publications each and 64 citations. The findings show that, whether the number of publications is limited to one or two, the high citations received indicate the researchers' growing interest in the field of RSS.

6.3 Highly Influential Countries

Table 3: Top 10 Contributing Countries

Country	No. of Publications	No. of Citations
United States	49	345
Australia	20	252
China	17	162
Pakistan	15	128
Spain	15	96
India	14	18
United Kingdom	12	111
South Africa	6	21
Japan	5	25
Norway	5	25

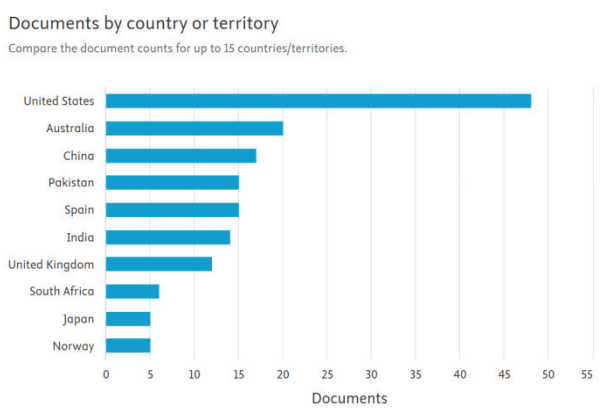


Table 3 presents the ten most productive contributing countries, ranked by the number of publications and citation counts. The data were analyzed using VOSviewer to identify the geographical distribution of research productivity in this field. The analysis reveals that the United States led with 49 publications and 345 citations. This dominance clearly indicates the country's scholarly influence

within the research domain, followed by Australia (20) and China (17) as major contributors, exhibiting high citation counts. The growing scholarly engagement was also strongly exhibited by Pakistan (15), Spain (15), and the United Kingdom (12), maintaining a significant citation record. India has 14 publications to its credit, but records relatively lower citations.

6.4 Top Countries and their Leading Organizations

Table 4 presents the **top ten countries**, along with their **most influential organizations**, based on publication output and citation impact.

Table 4: Top Countries and their Leading Organizations

Country	Leading Organization(s)	Documents	Citations
United States	University of Pittsburgh; Southern Connecticut State University; Mississippi State University	4	122
China	Wuhan University; Zhengzhou University of Aeronautics	6	108
Spain	Universitat de Barcelona	4	65
Pakistan	University of the Punjab	4	51
Australia	Charles Sturt University; University of Melbourne	5	83
Canada	University of Alberta	2	106
United Kingdom	University College London	2	61
Japan	Graduate School of Medicine, Tokyo; Nippon Medical School	4	36
South Africa	University of Cape Town	2	9
Norway	Universitetet i Oslo	3	11

As can be seen in Table 4, multiple institutions from the United States dominate in the field of research on RSS, as they have high citations (122), followed by Wuhan University and Zhengzhou University of Aeronautics **from China (108)**, and the University of Alberta, Canada (106), highlighting its growing research influence. **The high citation impact is also shown by Australia (**Charles Sturt University and University of Melbourne**) (83), Spain** (Universitat de Barcelona) (65), and the **United Kingdom** (University College London) (61). Other countries, including **Pakistan, Japan, South Africa, and Norway**, contribute significant research outputs, with varying citations.

6.5 Collaboration among Countries

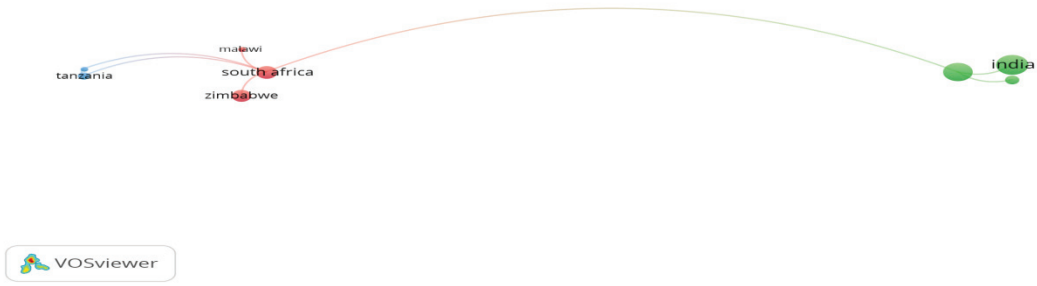


Figure 2. Network Visualization of Country Collaboration

Further, the Study analyzed the collaboration among countries. The VOSviewer counting algorithm was applied to visualize the country collaboration network. As illustrated in Figure 2, each node denotes a country. The number of publications is directly linked to the size of the node; the larger the node (circle), the greater the number of publications. The connecting lines demonstrate the strength of co-authorship linkage. The visualization elucidates active collaboration among countries from South Asia and Sub-Saharan Africa. **India** emerges as the most productive and central node. Collaborative links are primarily shown between India and **South Africa**, which are further connected to **Zimbabwe, Malawi**, and **Tanzania.**

6.6 Key Papers Ranked by Citations Count

The ten highly cited and influential articles ranked by citation counts, as identified in the Scopus database, are listed in Table 5.

Table 5: Top Cited Papers

First Author	Title	Year	Source title	No. of Citations
Darko, Elizabeth Mirekuwaa	"Social Media Use for Research Participant Recruitment: Integrative Literature Review"	2022	Journal of Medical Internet Research	104
Kennan, Mary Anne	"Making space" in practice and education: Research support services in academic libraries"	2014	Library Management	63

First Author	Title	Year	Source title	No. of Citations
Guo, Yajun	"The provision of patron services in Chinese academic libraries responding to the COVID-19 pandemic"	2020	Library Hi Tech	57
Si, Li	"Investigation and analysis of research support services in academic libraries"	2019	Electronic Library	48
Zhang, Li	"Mapping the Scholarly Literature Found in Scopus on Research Data Management: A Bibliometric and Data Visualisation Approach"	2019	Journal of Librarianship and Scholarly Communication	42
Drummond, Robyn	"RIMS: The research impact measurement service at the University of New South Wales"	2009	Australian Academic and Research Libraries	42
Borrego, Ángel	"Librarians as Research Partners: Their Contribution to the Scholarly Endeavour Beyond Library and Information Science"	2018	Journal of Academic Librarianship	41
Keller, Alice	"Research Support in Australian University Libraries: An Outsider View"	2015	Australian Academic and Research Libraries	35
Stevenson, Fiona A.	"Use of electronic patient records for research: Views of patients and staff in general practice"	2013	Family Practice	35
Haddow, Gaby	"Research Support in Australian Academic Libraries: Services, Resources, and Relationships"	2017	New Review of Academic Librarianship	33

The paper titled "Social Media Use for Research Participant Recruitment: Integrative Literature Review" by Darko, published in 2022 in the Journal of Medical Internet Research, has the maximum citations (104), which shows its substantial impact on scholars' discussions of digital engagements. Researchers growing interest in exploring research support practices and service provision in academic libraries is indicated by citations received for articles ""Making space" in practice and education: Research support services in academic libraries" written by Kennan (2014), published in Library Management Journal (63 citations) and "The provision of patron services in Chinese academic libraries responding to the COVID-19 pandemic" by Guo (2020) published in Library Hi Tech (57 citations).

Furthermore, the focus of researchers shifted towards more specific support services, i.e., research data management and institutional support frameworks, as highlighted by Si (48 citations) and Zhang (42 citations). In early studies, such as Drummond (42 citations) and Keller (35 citations), the evolution of research support infrastructure is demonstrated. The data in Table 5 elucidates that the majority of highly cited publications are from journals in the library science field, key platforms for disseminating influential scholarship in this domain.

6.7 Most Productive Sources of Publications

Table 6: Top 10 Sources of Publications

Source of Publications	No. of Publications
"Cases on Research Support Services in Academic Libraries"	9
"Journal of Academic Librarianship"	9
"Library Philosophy and Practice"	9
"Journal of Agricultural and Food Information"	7
"Australian Academic and Research Libraries"	5
"Liber Quarterly"	5
"Library Management"	5
"New Review of Academic Librarianship"	5
"DESIDOC Journal of Library and Information Technology"	4
"Digital Library Perspectives"	4

Table 6 lists the top ten journals that most frequently publish research in this area, which serve as key dissemination channels for scholarly communication within the field. The data reveal that library and information science (LIS) journals dominate the list, as few specialized LIS journals focus on publishing core literature on RSS.

6.8 Subject Area-wise Distribution of Publications

Table 7: Top 10 Subject Areas of Publications

Subject Area	No. of Publications
Social Sciences	158
Computer Science	41
Arts and Humanities	29
Medicine	18
Business, Management and Accounting	14
Agricultural and Biological Sciences	11
Decision Sciences	11
Engineering	9
Environmental Science	7
Earth and Planetary Sciences	6
Others	31

Table 7 illustrates the major disciplines contributing to the research output. As Scopus allows interdisciplinary classification, some documents (listed in Table 7) are indexed under multiple subject categories. Therefore, the overall document count exceeds, indicating overlap across categories.

The subject-area-wise analysis shows that scholars in the Social Sciences are more fascinated and actively exploring this domain, as it dominates the research landscape with 158 publications. Furthermore, academicians and scholars in Computer Science (41) and the Arts and Humanities (29) have shown interest in and researched this area. This clearly reflects the strong interdisciplinary linkages between social inquiry, digital technology, and humanistic perspectives. Other subject areas, such as Medicine (18), Business, Management and Accounting (14), Agricultural and Biological Sciences (11), and Decision Sciences (11), further expanded the thematic reach of the domain. This steadily increasing contribution shows the diverse applications and relevance of RSS across multiple academic fields.

6.9 Keyword Analysis of Publications

The intellectual structure of RSS was analysed using a visualisation technique to identify research trends in this field. The map in Figure 3 showing the frequent keywords used in all documents was generated using VOSviewer. The size of the node represents the frequency of keyword occurrence, and the number of

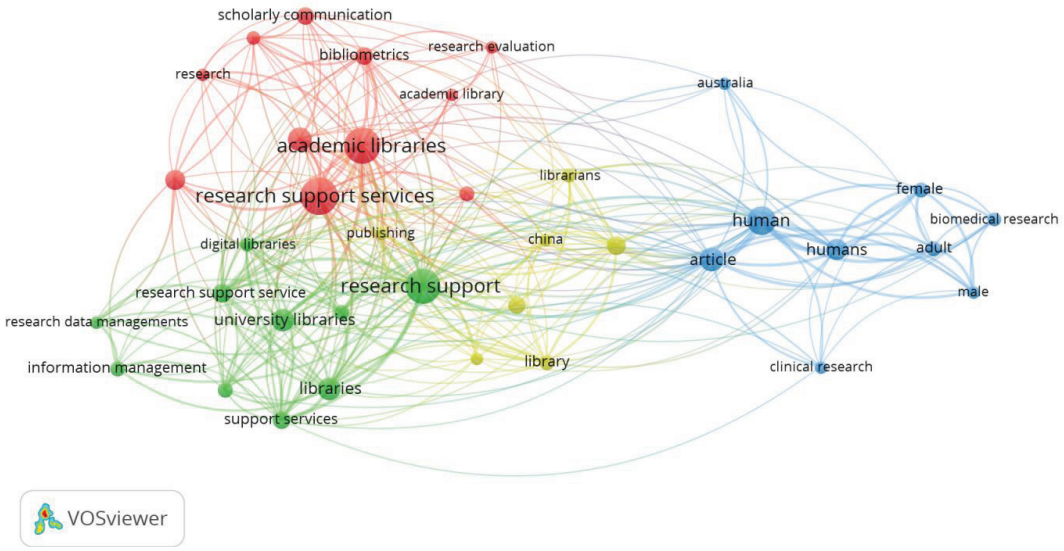


Figure 3 Keyword Co-occurrence Network Visualisation

connected dots indicates the strength of the co-occurrence relationship. A higher frequency of occurrence of keywords is displayed in a larger font size, whereas different colours indicate their thematic grouping. The keywords appearing five or more times were considered in the VOSviewer counting algorithm, and out of the 709,396 keywords, 709 met this threshold. Based on their similarities, these keywords formed four distinct clusters. Cluster 1, represented by the red colour, comprises 11 keywords centred on academic libraries, RSS, and scholarly communication, highlighting the evolving role of academic libraries in supporting research. Cluster 2, in green, comprises 10 keywords related to research support, university libraries, RDM, and information management. Blue colour, i.e., Cluster 3, contains 9 keywords, including 'human', 'humans', 'article', and 'biomedical research', representing interdisciplinary research contexts. The fourth Cluster, in yellow, features 7 keywords related to libraries, librarians, and China, indicating the geographical and professional dimensions within the literature.

7. Conclusion

The current Study provides a comprehensive bibliometric analysis of global research in the field of RSS. Efforts were made to explore the steady growth of scholarly interest in this domain by highlighting trends in publications, citation patterns, most productive authors, institutions, and countries, along with their collaborations. The Study affirms that RSS have become an essential area of library science. Scholars are recognizing research support as a core function of

today's academic libraries, as indicated by an upward trend in both publications and citations. Journal articles were the primary source for disseminating scholarly content. The analysis reveals that most prolific authors and influential articles originate from developed countries, such as the United States, Australia, China, and the United Kingdom; however, developing countries like India and Pakistan are also making significant contributions to this field of research. The shift from traditional library functioning to more integrated and technology-driven research support is reflected in keyword network analysis. The present Study is limited to publications indexed in the Scopus database. Future studies may cover publications from other databases and explore the trend from broader perspectives.

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A Bibliometric Analysis of Research Trends in Prompt Engineering for ChatGPT

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ABSTRACT: The constant growth in Generative Artificial Intelligence (GenAI), through tools like ChatGPT, has brought prompt Engineering to the forefront of research and application. Prompt Engineering is a way of planning inputs and refining them to optimise the performance and output quality of a large language model. The paper analyses the published records on Prompt Engineering for ChatGPT between 2023 and 2025, using a dataset obtained from the Web of Science (WoS) database. It examines publication trends, influential journals, citation patterns, and recurring keywords, aiming to map the intellectual and thematic structure of this emerging field. With the development of GenAI, researchers, developers, policymakers, and practitioners are exploring Prompt Engineering as a means to enhance human-AI collaboration.

KEYWORDS: Artificial Intelligence, ChatGPT, Data Analysis, Prompt Engineering

1. Introduction

With the recent developments in Artificial Intelligence (AI) and Natural Language Processing (NLP) over the past few years, human interaction with machines has undergone a significant transformation. Among these innovations, ChatGPT, introduced by OpenAI in the second half of 2022, is considered one of the most influential large language models (LLMs). It can generate humanlike text, answer questions, and perform a wide range of tasks (Zhang et al., 2025). The effectiveness of such models largely relies on how users communicate with these models in the form of 'Prompts', by addressing their problems (*An Empirical Categorisation of Prompting Techniques for Large Language Models: A Practitioner's Guide*, n.d.).

A prompt is an input or instruction given to an AI model to get a desired response (Sahoo et al., 2024). It serves as a bridge between human intention and the participating machine, helping the model to generate responses that are meaningful, contextually relevant, and factual. However, writing good prompts is not a simple task. Minimal changes to wording, tone, structure, or context

can have a substantial impact on what the model produces (Wang et al., 2024). This challenge led to the emergence of a new field called Prompt Engineering. It is believed that the activity of instructing a system occurred before the advent of modern AI. However, the specific activity of 'Prompt Engineering' as a means of meaningful engagement with an intelligent system, as a learned practice, originated with LLMs (Brown et al., 2020).

Prompt Engineering is the systematic orientation, refinement, and optimisation of prompts to enhance the performance, accuracy, and reliability of LLMs like ChatGPT (*Unleashing the Potential of Prompt Engineering in Large Language Models: A Comprehensive Review*, n.d.). It goes beyond prompting an output and engages an understanding of linguistics and model behaviour to yield the best possible outputs any AI system can produce. As LLMs have been widely deployed in sectors such as education, healthcare, business, and academic research, the skills of Prompt Engineering are now an area of training to consider for receiving value from the use and ethical deployment of AI tools.

As AI developments rapidly transition into tools we use in our daily lives, Prompt Engineering will continue to evolve to understand and elicit meaningful and actionable outputs from LLMs. Prompt Engineering provides users with the knowledge and agency to derive valuable insights and outputs from larger models. It also represents the efficient and meaningful management of AI*, as seen in Prompt Design and Engineering: Introduction and Advanced Methods* (n.d.).

2. Objective of the Study

The purpose of this study is to present a comprehensive bibliometric analysis of research on Prompt Engineering in the context of ChatGPT, covering the period from 2023 to 2025. The analysis identifies both quantitative and qualitative parameters, such as publication trends, document trends, leading sources of publication, active journals, keyword analysis, thematic trends, and citation counts, that have shaped the emerging field.

3. Methodology

The details for this study were gathered from the Web of Science (WoS) database. A topic-wise keyword search was conducted using the terms 'Prompt Engineering' and 'ChatGPT' for the period of three years (2023-2025) across all databases. The search results include all forms of publications, including early access. The search

retrieved a total of 456 records. These records were exported as an XLS (Excel file) containing 72 column headings for bibliometric analysis, as shown in Figure 1.

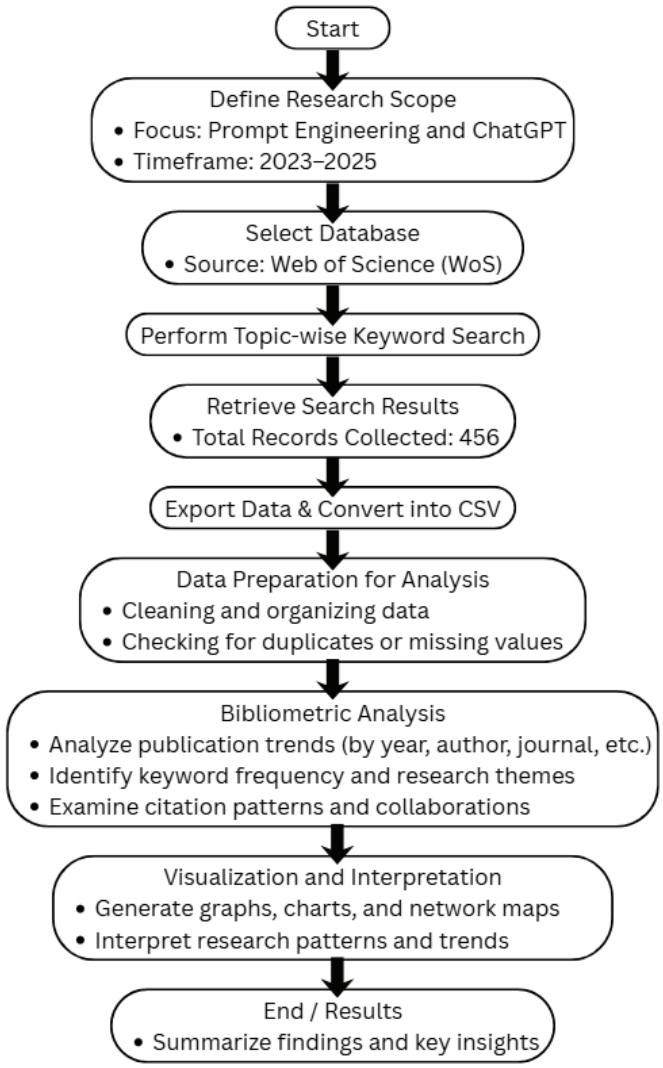


Figure 1: Workflow of analysis

The analysis was conducted on Google Colaboratory (Colab) using the Python programming language, with the use of machine learning frameworks like Scikit-Learn and TensorFlow, as shown in Table 1 *(AN IT-ENABLED APPLICATION FOR DATA ANALYSIS VIA AUTOMATED PROCESSING AND VISUALISATION, 2025)*.

Table 1: Machine Learning Framework

Framework	Description
TensorFlow	TensorFlow is an open-source platform that provides a complete set of tools, libraries, and community support for building, training, and developing models. TensorFlow, developed by Google, started as a centralised neural network library in deep learning (*TensorFlow*, n.d.).
Scikit-Learn	Scikit-learn is a machine learning library in Python that provides productive tools and education-based methods for data analysis, data mining, and predictive modelling. It provides implementations of several commonly used reusable standard algorithms that are simple and efficient in predictive modelling tools for classification, regression, clustering and dimension reduction (*Scikit-learn: Machine Learning in Python — Scikit-learn 0.16.1 Documentation*, n.d.).

4. Findings and Discussion

The result is based on a detailed analysis of 456 records from the Web of Science database, spanning from January 2023 to December 2025.

4.1 Publication Trend

Analysis of Prompt Engineering in ChatGPT yielded a total of 456 publications between 2023 and 2025. In 2023, a cumulative of 41 publications illustrated

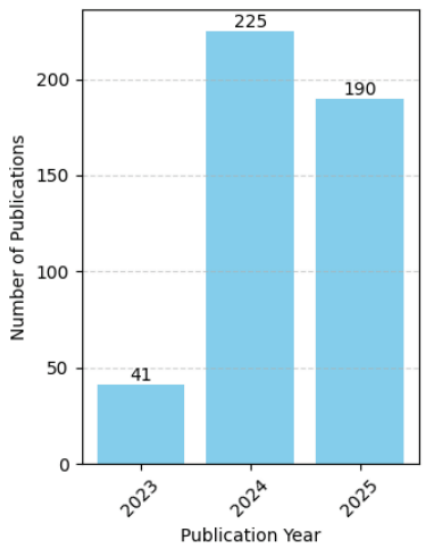


Figure 2: Year-wise publication

the beginning of an upward trend. The total number of publications increased substantially in 2024 and 2025, with 225 and 190 publications, respectively, as shown in Figure 2. This indicates that 2024 had high productivity in terms of research and publications.

4.2 Document Type Trend

Table 2 and Figure 3 present the distribution of publications by document type. The majority of the publications are '**Article**' comprising the category 'Article', and 'Article; Early Access', with a total of 255 publications. This indicates that most research outputs were in the form of full-length papers. The next major category is '**Proceeding Paper**' with 172 publications (including 'Proceeding Paper' and 'Proceeding Paper; Article'), showing a significant contribution from conference-based publications. '**Review**' constitutes 17 publications, representing works that summarise existing research in the field. '**Letter**' and '**Editorial Material**' contribute 6 and 4 publications, respectively, reflecting concise communication and editorial contributions. Lastly, '**Meeting Abstract**' with 2 publications, showing preliminary or summarised research findings.

Table 2: Distribution of publications by document type

Document Type	Count	Percentage
Article	255	55.9
Proceeding Paper	172	37.7
Review	17	3.7
Letter	6	1.3
Editorial Material	4	0.9
Meeting Abstract	2	0.4

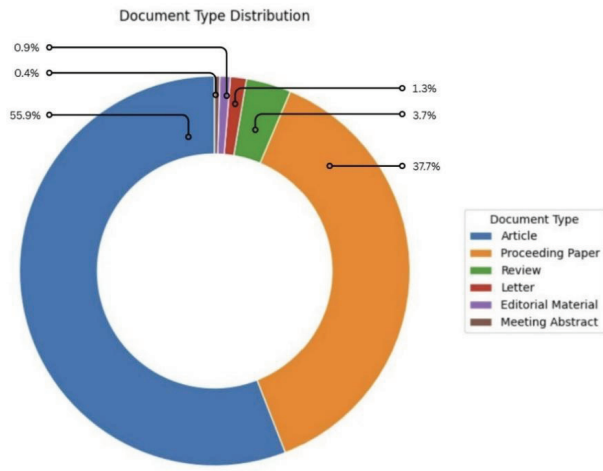


Figure 3: Pie chart for the percentage distribution of document type

Table 3 presents the year-wise distribution of document types from 2023 to 2025. The data reveal that 'Articles' and 'Proceedings Papers' are the most preferred document types among the contributors. Whereas review papers, letters, editorial materials, and meeting abstracts have been evident throughout the years.

Table 3: Year-wise distribution of document type

Publication Year	Article	Proceeding Paper	Review	Letter	Editorial Material	Meeting Abstract
2023	12	28	0	0	1	0
2024	103	110	7	1	3	1
2025	140	34	10	5	0	1

4.3 Leading Sources of Publications

Table 4 shows the total publication count for the top 10 leading sources. 'IEEE Access' with 11 publication count is at the top. This is followed by 'Applied Sciences-Basel' with a publication count of 10. The 'Journal of Medical Internet Research' is in third position with 7 publications. This indicates that the use of Prompt Engineering in LLM is gaining attention across various scholarly disciplines.

Table 4: Top 10 leading sources by publication count

S.No.	Source Title	Publication Count
1	IEEE Access	11
2	Applied Sciences-Basel	10
3	Journal of Medical Internet Research	7
4	Scientific Reports	7
5	IEEE Frontiers in Education Conference, FIE	5
6	Journal of Chemical Education	5
7	IEEE Transactions on Learning Technologies	5
8	Education and Information Technologies	4
9	Business Horizons	4
10	Clinical Imaging	4

4.4 Consistently Active Journals Trend

Table 5 presents the journals that are consistently active during the period 2023-2025. These include 'IEEE Access', 'Applied Sciences-Basel' and 'Journal of Medical Internet Research'. All three journals maintained consistent publication output

throughout the three years. This depicts that 'IEEE Access' is the most preferred journal by researchers in the field of computational & AI.

Table 5: Year-wise distribution of consistently active journals

Publication Year	IEEE Access	Applied Sciences-Basel	Journal of Medical Internet Research
2023	1	1	1
2024	6	5	4
2025	4	4	2

4.5 Keyword Analysis

Table 6 represents the cumulative count of the most occurring keywords out of a total of 1276 unique keywords related to Prompt Engineering and ChatGPT. The most prominent keyword is 'ChatGPT' (271), which encompasses the keywords 'GPT', 'ChatGPT', 'GPT-4', 'ChatGPT-4 4', 'GPT-3', and 'GPT-3.5'. Following ChatGPT, the following frequesnt keyword is 'Large Language Models' (239), (including 'large language model', 'large language models', 'llm', 'llms' etc.) and 'Prompt' (233) containing keywords like 'prompts', 'prompt engineering', 'prompting', and 'prompt', demonstrating interest in LLMs and actual technique of prompting. Similarly, 'Artificial Intelligence' (132) and 'Generative AI' (63) note to superordinate conceptualisations in which ChatGPT is being envisaged and implemented.

Other keywords include 'Chatbot' (36) and 'Natural Language Processing' (32), which encompass the conversational and linguistic features of this model. Education (26) may foreshadow emergent studies of how ChatGPT is being used in pedagogical contexts. At the same time, 'Machine Learning' (14) and 'Code Generation' (10) are keywords that allude to areas of applied science and engineering.

Overall, the majority of the studies focused on ChatGPT, LLM, and Prompt Engineering. Whereas, the rest of the keywords listed in Table 6 indicate a widening of the trend towards generative use, conversational AI, and educational use.

Table 6: Cumulative count of the most occurring keywords

S.No.	Keywords	Count
1	ChatGPT	271
2	Large Language Models	239
3	Prompt	233
4	Artificial Intelligence	132

S.No.	Keywords	Count
5	Generative AI	63
6	Chatbot	36
7	Natural Language Processing	32
8	Education	26
9	Machine learning	14
10	Code Generation	10

4.6 Thematic Trend

Keyword clustering analysis has been conducted to identify thematic trends within the domain of Prompt Engineering and ChatGPT. For the study, unique keywords were extracted from the dataset and analysed by semantic embedding and clustering methodologies. Then, the keywords were converted to a dense vector representation that made semantic similarity apparent by using the SentenceTransformer model. The embeddings were grouped into 10 clusters (via the K-Means algorithm), each cluster indicated a different thematic grouping of keywords.

Each cluster was then labelled with its relevant representative terms in terms of the salient words associated with it using the Term Frequency Inverse Document Frequency (TF-IDF) measures. It was identified that the top three salient terms characterising each cluster theme were determined using TF-IDF measures. As a result of the analysis, we identified ten major thematic areas that characterise new and developing areas of research. For example, cluster 0 operationalizes the area of software and code generation of the theme with the keywords like algorithm development, application programming interface (api), automated code generation, automated program repair (apr), automatic item generation, brainstorming, capability maturity model, code as diagrams, code generation, code llms, code recommendation, codenames, coding, coding automation, creative problem solving etc.; cluster 1 develops the theme of ethics and cognitive reasoning chains having keywords such as causal inference, cessation, chain of thought, chain of thoughts, chain-of-thought, challenges, citizen services etc. Similarly, 10 clusters were made to demonstrate the thematic trend analysis.

Figure 4 is a dendrogram for hierarchical clustering that illustrates the relationships among different thematic clusters related to Prompt Engineering and ChatGPT. Each cluster is labelled with a theme that focuses on the central area of the keywords.

The clusters reveal keywords such as 'language, large, models', 'data, learning, knowledge', and 'AI, human, conversational', suggesting that research in these areas has strong interconnections. Similarly, clusters such as 'software, code, generation' and 'chain, cognitive, ethical' are themed around AI-generated content and ethical issues.

The 'prompt, prompting, learner' and 'education, learning, educational' clusters also seem interconnected, highlighting the importance of Prompt Engineering in amplifying the performance of learning and educational applications. The 'medical, patient, health' cluster is somewhat in a position that is distinct yet connected to 'GPT, ChatGPT, generative', which underlines the fact that applications of ChatGPT in healthcare are in a growing phase.

The dendrogram captures the thematic clusters and the connectedness of research topics across various domains.

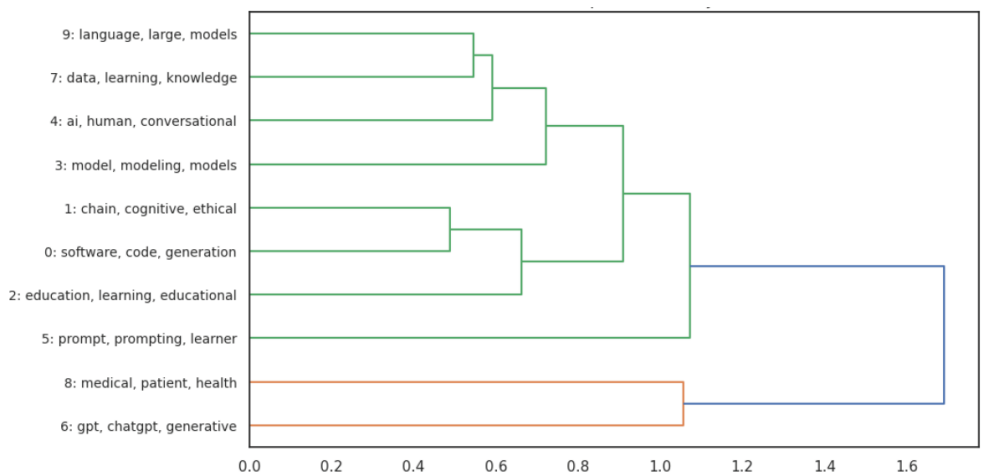


Figure 4: Hierarchical relationship between keyword clusters

Figure 5 below shows a Uniform Manifold Approximation and Projection (UMAP) organised in a two-dimensional framework. Each point in this framework represents a research publication and is coloured based on the similarity of its keywords.

Each of these labelled clusters represents research utilising unique areas. The clusters for the themes 'language, large, models' and 'GPT, ChatGPT, generative' indicate publications with research focused on LLMs and generative AI. The clusters 'education, learning, educational, and prompt, prompting, learner indicate a strong interest in researching applications related to education and research

learning outcomes related to Prompt Engineering. Although the cluster 'medical, patient, health' shows an expanding research area focused on the use of ChatGPT in the health sector.

Other clusters 'AI, human, conversational, data, learning, knowledge, and software, code, and generation explain the papers focusing on the research being done on human-AI interaction, data-driven learning, and on developing a model-technical publication. Here, some clusters are more closely aligned, indicating vague boundaries between education and Prompt Engineering, which showcases the integration of research using LLM for educational purposes through prompts.

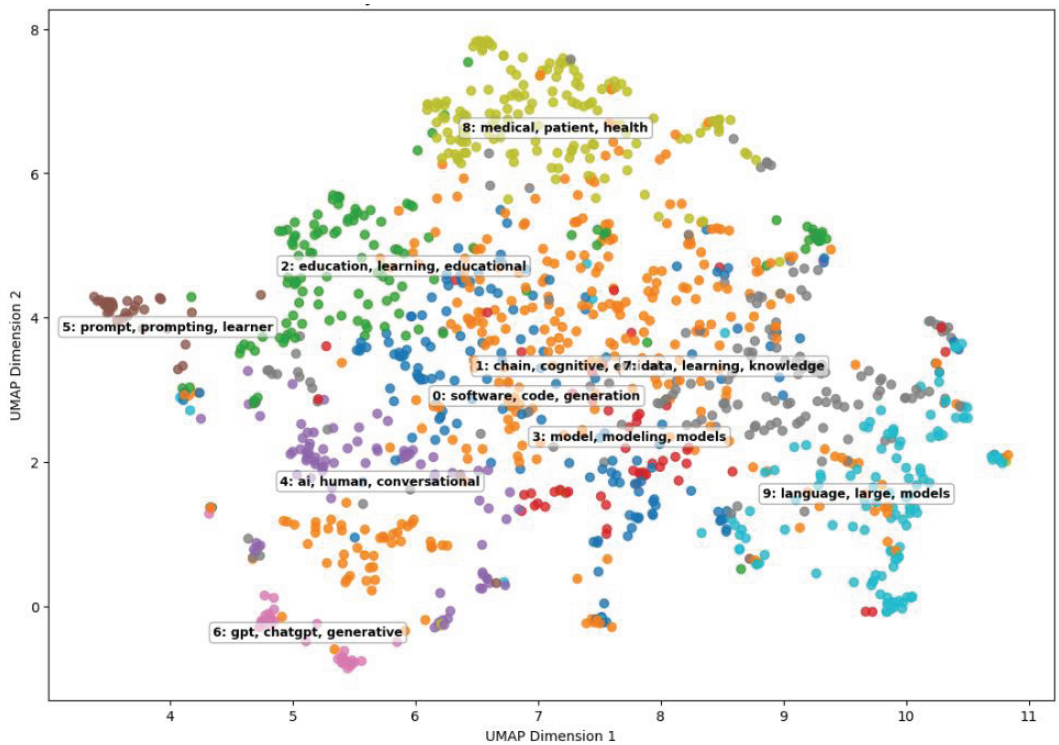


Figure 5: Keyword clusters with semantic themes

4.7 Citation Trend

Table 7 presents the top 10 most cited articles on prompt engineering and ChatGPT, along with their corresponding year of publication and citation count. The article title 'Prompt Engineering with ChatGPT: A Guide for Academic Writers' has the highest citation count with 400 citations, indicating significant influence

and relevance in academic writing related to other fields. Followed by 'Prompt Engineering as an Important Emerging Skill for Medical Professionals: Tutorial', and 'ChatGPT Chemistry Assistant for Text Mining and the Prediction of MOF Synthesis' with 382 and 283 citations respectively, depicting the importance of Prompt Engineering in other fields like Medical and Chemistry.

Table 7: Top 10 most cited articles

S.No.	Article Title	Publication Year	Times Cited (All databases)
1	Prompt Engineering with ChatGPT: A Guide for Academic Writers	2023	400
2	Prompt Engineering as an Important Emerging Skill for Medical Professionals: Tutorial	2023	382
3	ChatGPT Chemistry Assistant for Text Mining and the Prediction of MOF Synthesis	2023	283
4	Potential of ChatGPT and GPT-4 for Data Mining of Free-Text CT Reports on Lung Cancer	2023	180
5	The CLEAR path: A framework for enhancing information literacy through prompt engineering	2023	179
6	ChatGPT for Robotics: Design Principles and Model Abilities	2024	179
7	A critical assessment of using ChatGPT for extracting structured data from clinical notes	2024	119
8	Large language models in radiology: fundamentals, applications, ethical considerations, risks, and future directions	2024	118
9	Few-shot is enough: exploring ChatGPT prompt engineering method for automatic question generation in English education	2024	105
10	Can ChatGPT Write a Good Boolean Query for Systematic Review Literature Search?	2023	104

5. Conclusion

The bibliometric analysis reveals the research in Prompt Engineering for ChatGPT conducted over the years 2023-2025. The findings clearly demonstrate a change and a considerable increase in scholarly publications on the topic, with a peak in publications in 2024, illustrating that a new focus domain is gaining academic significance. The journals that are consistently active include IEEE Access, Applied Sciences (Basel), and the Journal of Medical Internet Research, illustrating that these journals publish articles on AI in conjunction with other domains. The keyword search revealed that the most common terms identified were ChatGPT, large language models, and Prompts, representing human-machine interaction. Thematic clustering revealed themes such as education and learning, software and code generation, applications in healthcare, language modelling, and the benefits and ethics of AI use, which confirmed the interdisciplinary nature of the studies in prompt engineering. Overall, the findings indicate that through the ongoing development and growth of LLMs, Prompt Engineering advances as a contribution to the precision and creativity through AI systems. Future areas of study may focus on adaptive prompt design, context-aware human-machine prompting interactions, and responsible AI (Kraljic & Lahav, 2024).

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A Comparative Study of Open Data Publication Practices in Asian Countries: A Bibliometric Perspective

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ABSTRACT: Objective: The study aims to explore the development of open data research in Asian countries by examining scholarly publications and national policy initiatives that promote data sharing and transparency. This paper presents an empirical bibliometric analysis of open data publications related to Asian countries using Scopus.

Methodology: Bibliometric data were collected from the Scopus database covering all the years from 1989 to 2023. The analysis focused on publication growth, authorship trends, institutional contributions, and thematic focus areas. This document provides results derived from the supplied Scopus CSV file. Total number of publications analyzed in this study was 4195.

Key-Findings: Findings show that research on open data has grown steadily across Asia, though significant differences exist between countries. Regions with clear policy frameworks and stronger digital infrastructures, such as Japan, China, and India, demonstrate higher publication output and international collaboration. Emerging research themes include data governance, public transparency, and ethical data reuse.

Conclusion: The study highlights the critical role of national policies and cross-border cooperation in strengthening the open data landscape of Asia, encouraging equitable access, and supporting evidence based research development.

KEYWORDS: Open Data, Asia, Bibliometric Analysis, Data Governance, Scholarly Collaboration

1. Introduction

Open data is the practice of making datasets freely accessible and reusable has become central to the global discourse on transparency, innovation, and digital transformation (Kitchin, 2014; Janssen et al., 2012). In Asia, diverse political and economic systems have led to uneven progress in open data initiatives. Countries such as Japan, China, South Korea, and India have developed national data portals and policies, while others are still in early stages of implementation (Zuiderwijk & Janssen, 2018). Bibliometrics is a quantitative method used to analyze scientific literature, providing insights into the production, diffusion, and impact of research outputs. It employs statistical techniques to evaluate written publications, such

as books and articles, and is increasingly important in research management, policymaking, and academic publishing.

This study provides a bibliometric and policy based analysis of open data research publications from Asian countries, focusing on trends, collaborations, and thematic evolution over the period of 37 years (1988-2024). By combining bibliometric evidence and policy insights, the research aims to clarify how institutional capacity, governmental priorities, and technological readiness affect scholarly communication related to open data.

2. Literature Review

The literature on open data intersects multiple disciplines including information science, computer science, governance, and social innovation (Davies et al., 2019). Early studies highlighted the potential of open data to improve transparency and accountability (Janssen et al., 2012), while later works emphasized its role in fostering innovation and public participation (Martin et al., 2020; Conradie & Choenni, 2014). Researchers such as Kitchin (2014) and Zuiderwijk et al. (2014) explored socio-technical barriers such as data interoperability, privacy, and standardization. In Asia, investigations have focused on the role of government policies, ICT infrastructure, and data governance frameworks in facilitating open data ecosystems (Máchová & Lněnička, 2017; Lnenicka & Nikiforova, 2021). However, few comprehensive bibliometric studies examine open data research across Asian nations collectively, revealing a gap this paper aims to address.

3. Methodology

3.1. Data Source

This study aims to explore the publications that are published on open data, for which the Scopus database, which is the most popular and comprehensive database for bibliographic data and citations from different sources, is used to extract data for analysis.

3.2. Search Strategy

To extract all the publication output on open data, a query was used which was limited to titles, abstract and keywords of the publications. The search string used to extract data from the database is “TITLE-ABS-KEY (“open data”) AND PUBYEAR > 1987 AND PUBYEAR < 2024 AND (LIMIT-TO (AFFILCOUNTRY, “Afghanistan”) OR LIMIT-TO (AFFILCOUNTRY , “Armenia”) OR LIMIT-TO

(AFFILCOUNTRY , "Azerbaijan") OR LIMIT-TO (AFFILCOUNTRY, "Bahrain") OR LIMIT-TO (AFFILCOUNTRY, "Bangladesh") OR LIMIT-TO (AFFILCOUNTRY, "Brunei Darussalam") OR LIMIT-TO (AFFILCOUNTRY , "Cambodia") OR LIMIT-TO (AFFILCOUNTRY, "China") OR LIMIT-TO (AFFILCOUNTRY , "Cyprus") OR LIMIT-TO (AFFILCOUNTRY, "Georgia") OR LIMIT-TO (AFFILCOUNTRY, "India") OR LIMIT-TO (AFFILCOUNTRY, "Indonesia") OR LIMIT-TO (AFFILCOUNTRY, "Iran") OR LIMIT-TO (AFFILCOUNTRY, "Iraq") OR LIMIT-TO (AFFILCOUNTRY, "Israel") OR LIMIT-TO (AFFILCOUNTRY, "Japan") OR LIMIT-TO (AFFILCOUNTRY, "Jordan") OR LIMIT-TO (AFFILCOUNTRY , "Kazakhstan") OR LIMIT-TO (AFFILCOUNTRY, "Kuwait") OR LIMIT-TO (AFFILCOUNTRY, "Kyrgyzstan") OR LIMIT-TO (AFFILCOUNTRY, "Laos") OR LIMIT-TO (AFFILCOUNTRY, "Lebanon") OR LIMIT-TO (AFFILCOUNTRY "Malaysia") OR LIMIT-TO (AFFILCOUNTRY, "Mongolia") OR LIMIT-TO (AFFILCOUNTRY, "Myanmar") OR LIMIT-TO (AFFILCOUNTRY, "Nepal") OR LIMIT-TO (AFFILCOUNTRY , "Oman") OR LIMIT-TO (AFFILCOUNTRY, "Pakistan") OR LIMIT-TO (AFFILCOUNTRY, "Palestine") OR LIMIT-TO (AFFILCOUNTRY, "Philippines") OR LIMIT-TO (AFFILCOUNTRY, "Qatar") OR LIMIT-TO (AFFILCOUNTRY, "Saudi Arabia") OR LIMIT-TO (AFFILCOUNTRY, "Singapore") OR LIMIT-TO (AFFILCOUNTRY, "South Korea") OR LIMIT-TO (AFFILCOUNTRY , "Sri Lanka") OR LIMIT-TO (AFFILCOUNTRY, "Thailand") OR LIMIT-TO (AFFILCOUNTRY, "Turkey") OR LIMIT-TO (AFFILCOUNTRY , "United Arab Emirates") OR LIMIT-TO (AFFILCOUNTRY, "Uzbekistan") OR LIMIT-TO (AFFILCOUNTRY, "Viet Nam") OR LIMIT-TO (AFFILCOUNTRY, "Yemen"))". As per data extracted from Scopus database on November 11, 2025, the total number of documents is 4,195.

3.3. Data Analysis and Visualization

The bibliographic data extracted from Scopus was analyzed using Biblioshiny. Microsoft Excel (MS Office) was used for data tabulation, statistical comparison, and descriptive analysis. Visual representations of trends and patterns were designed using MS-Excel and VOSviewer.

4. Objectives of the study

The study has the following objectives:

- To examine the publication trends in open data research;
- To identify the most productive countries;
- To identify the most prolific authors; and,
- To analyze the keywords.

5. Data Analysis and Interpretation

5.1 Trend in publications over the years

Figure 1 shows the temporal evolution of research output on open data in Asia. It clearly depicts that the first publication on open data came in 1988 and till 2010, the growth in open data research is very less significant. After 2010, there is a sudden growth in the open data research publications, in which the highest number of publications was recorded in the years 2021-23 with 564 publications.

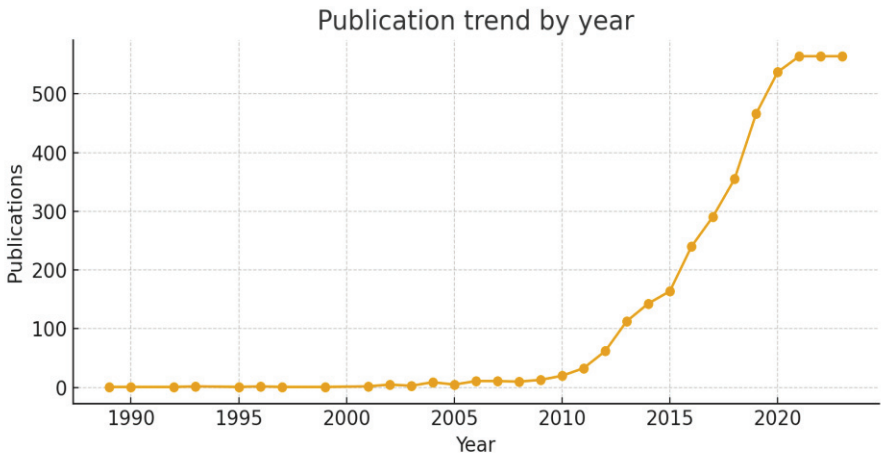


Figure 1: Publication trend by year.

5.2 Most Productive Countries

Table 1 shows the countries with the most productive countries in terms of number of publications. The data reveals that China has the maximum number of articles in open data research with 1,083 published articles, followed by Japan with 355 publications, while India (205) and South Korea (195) also show significant engagement, reflecting the growing focus on open science and digital transparency across Asia. The United States contributes 117 articles, indicating steady but comparatively lower activity. Among Southeast Asian nations, Malaysia (57), Indonesia (51), and Thailand (43) are emerging contributors. Turkey (48) and the United Kingdom (46) also appear as active participants from outside East and South Asia. Overall, the table highlights Asia's strong leadership in open data research, with China as the leading country in open data research, supported by active participation from other Asian countries working toward open data.

Table 1: Most Productive Countries

Country	Articles
CHINA	1083
JAPAN	355
INDIA	205
KOREA	195
USA	117
MALAYSIA	57
INDONESIA	51
TURKEY	48
UNITED KINGDOM	46
THAILAND	43

5.3 Most Prominent Sources

Table 2 shows the most prominent sources in open data research. It revealed that research on open data is published across a wide range of disciplines, reflecting its interdisciplinary nature. *Psychological Science* emerges as the most prominent source, with an impressive h-index of 27 and over 2,600 citations, highlighting its strong academic impact and consistent quality. *IEEE Access* follows closely, publishing numerous papers that bridge technology, data management, and applied research. *Remote Sensing* and *Lecture Notes in Computer Science* also contribute significantly, showing how open data plays a vital role in geospatial

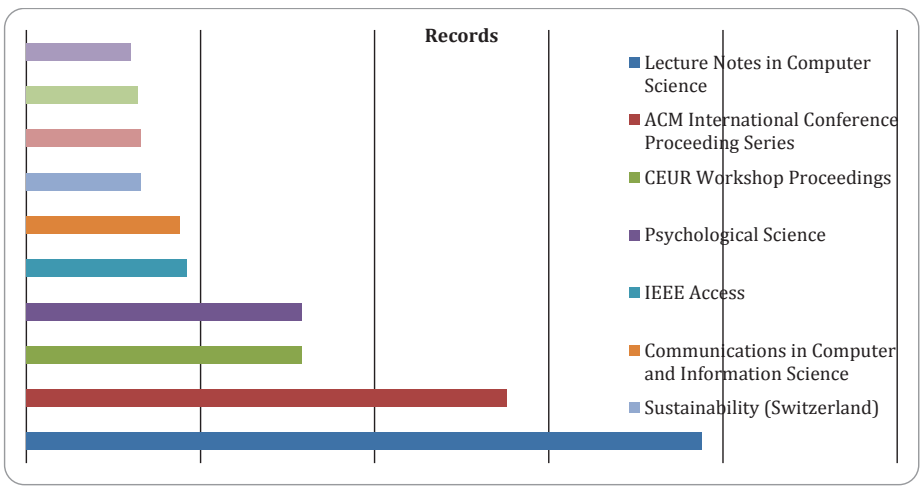


Figure 3: Top journals by record count.

studies and computational research. Journals like *Sustainability (Switzerland)* and *ISPRS International Journal of Geo-Information* emphasize the growing connection between open data, environmental monitoring, and sustainable development. Additionally, *Government Information Quarterly* and *Scientific Data* focus on governance and data-sharing practices, underlining the importance of transparency and accessibility. Overall, these sources reflect a vibrant and diverse research landscape where open data serves as a foundation for innovation, collaboration, and informed decision-making across multiple scientific domains.

Table 2: Most Prominent Sources.

Source	h index	g index	m index	TC	NP	PY start
PSYCHOLOGICAL SCIENCE	27	48	2.25	2633	79	2014
IEEE ACCESS	22	40	1.692	1607	46	2013
REMOTE SENSING	16	29	2	842	30	2018
LECTURE NOTES IN COMPUTER SCIENCE	14	23	.583	1018	194	2002
ISPRS INTERNATIONAL JOURNAL OF GEO-INFORMATION	13	18	1.3	337	19	2016
SUSTAINABILITY (SWITZERLAND)	13	20	1.444	471	33	2017
ACM INTERNATIONAL CONFERENCE PROCEEDING SERIES	12	15	0.75	508	138	2010
GOVERNMENT INFORMATION QUARTERLY	9	9	0.692	729	9	2013
SCIENTIFIC DATA	9	14	0.9	803	14	2016
ADVANCES IN METHODS AND PRACTICES IN PSYCHOLOGICAL SCIENCE	8	9	1	1576	9	2018

5.4 Most Productive Authors

Table 3 depicts the most productive authors in open data research who have made a significant scholarly contribution. Saxena Stuti has the highest rank with an h-index of 12 and m-index of 1.2, showing both productivity and sustained impact. Hermjakob Henning has the highest citation count with 4,986, which indicates strong influence with fewer publications. Kassen Maxat and Long Ying are balanced

in their productivity and impact, contributing to the growing body of work on data sharing and management. Other influential authors, such as Janssen Marijn, Wang Haofen, and Qu Yuzhong, are influential in governance and semantic data studies, while Zakaria Nor Hidayati and Biljecki Filip focus on regional and spatial aspects. These researchers collectively represent the global and interdisciplinary nature of open data scholarship.

Table 3: Most Productive Authors

Author	h index	g index	m index	TC	NP	PY_start
SAXENA STUTI	12	19	1.2	368	25	2016
HERMJAKOB HENNING	10	11	0.714	4986	11	2012
KASSEN MAXAT	9	12	0.692	535	12	2013
LONG YING	8	11	0.667	864	11	2014
JANSSEN MARIJN F.W.H.A.	7	18	0.636	360	18	2015
QU YUZHONG	7	9	0.467	200	9	2011
WANG HAOFEN	7	18	0.467	331	19	2011
ZAKARIA NOR HIDAYATI	7	8	0.875	140	8	2018
ALMUQRIN ABDULLAH	6	6	1.2	114	6	2021
BILJECKI FILIP	6	8	1	303	8	2020

5.4 Keywords Analysis

Co-Occurrence of Keywords

The co-occurrence of keywords plays an important role in the trend analysis. It reflects the relationship among the keywords such as ideas, concepts as well as themes, which enables a researcher to understand the trends in the domain. The important concepts of this study were clustered among the clusters in which different keywords occur. In this study, 4 major clusters were identified, these clusters are; Open Data, Linked Open Data, Deep Learning, and Climate change. Common keywords found across records include: open data, open datum, semantic web, human, big data, machine learning, linked data, linked open data, semantics, humans, Agriculture, etc.

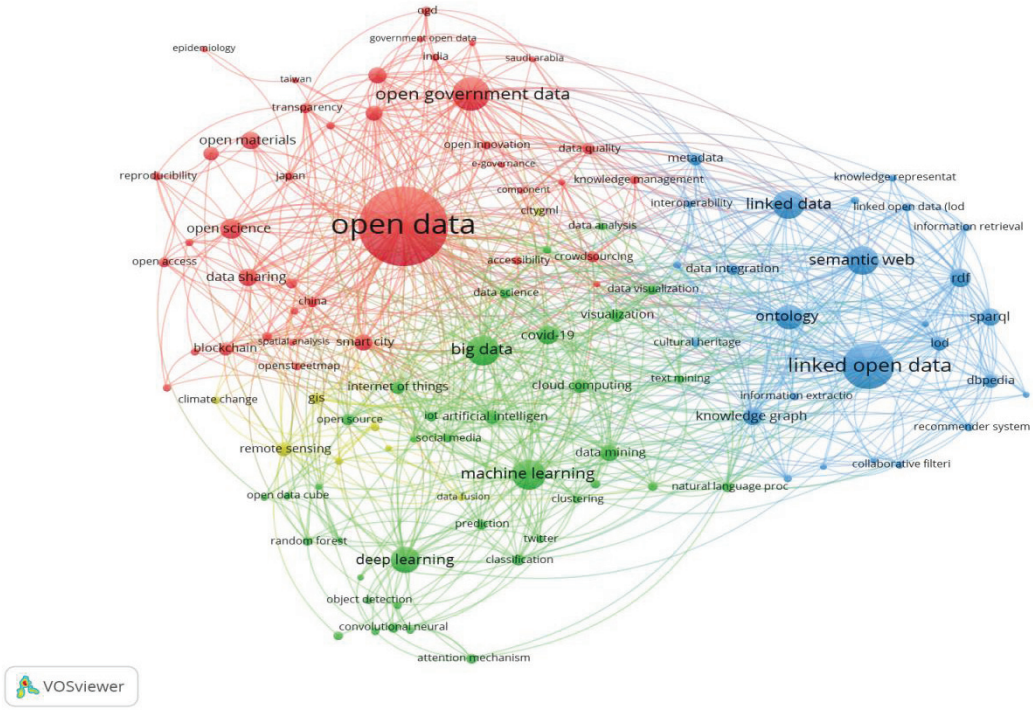


Figure 4. Network Visualization of Keyword

Cluster Analysis

Centrality is one of the key concepts in network sciences. It measures the "centrality" of a node in the network. This measure is a way of approximating the importance of the nodes in the network. However, the meaning of "central" can depend on specific application and point of view, which may vary across a context. Thus, there are multiple ways to measure the centrality of a node. Four different centralities are looked at in this chapter: Callon Centrality, Callon Density, Rank Centrality and Rank Density. The cluster analysis exposes four key clusters or themes in open data research: open data, semantic web, human and machine learning. Of these, the open data cluster is the most frequent one (8,867), and thus identified as the core theme in the dynamic field. It also displays centrality (1.55), showing dispersed relations to other impact domains. The cluster of the semantic web is top ranked in both centrality and density, which highlights its

crucial role in connecting data structures and promoting data interchange. The human cluster is on the peripheral, but it has highest density (7.326), meaning there might be deeper and centralized internal research carried out inside this cluster since user behavior and human center design could be a focus here. On the other hand, machine learning plays a prominence in its integrations between (1.498).

Table 4: Keyword Clusters

Cluster	Callon Centrality	Callon Density	Rank Centrality	Rank Density	Cluster Frequency
human	0.686	7.326	1	4	2874
machine learning	1.498	4.209	3	2	2787
open data	1.55	4.546	4	3	8867
semantic web	0.882	3.605	2	1	3948

6. Conclusion and Future Work

The paper concludes that open data research is experiencing significant growth, particularly after 2010, with Asia playing a prominent role driven by technological advancements, policy support, and international collaboration. Key themes such as open data, linked open data, deep learning, and climate change are central to this expanding field. The analysis highlights the importance of strong policies and infrastructure in fostering research output and collaboration, especially in countries like China, Japan, and India. Overall, the study underscores the evolving landscape of open data research, emphasizing its multidisciplinary nature and the critical role of technological and policy developments in shaping its future trajectory. By linking bibliometric insights with policy frameworks, this study contributes to understanding how open data ecosystems evolve in diverse socio-economic settings across Asia.

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Impact of AI on Library Services: A Scientometric Analysis

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ABSTRACT: Given that Scopus is a premier citation database providing access to the world's best scholarly literature, the study now in focus examines research productivity studies on the impact of Artificial Intelligence on Library Services, based on a 25-year dataset collected from the Scopus database from 2000 to 2025. Evidence gathered highlights the AI's implications for library services through the development of technology. The growth was enthusiastically anticipated due to technological development, increased funding, and collaborative work between institutions and firms in the technology field. The average article count, based on the types of studies examining the impact of AI on library services, reveals that journal articles are the preferred choice for authors, reflecting their predominance in the realm of scholarly communication. Additionally, in summary, although very few journals are found to be at the top in terms of total publications on AI in library services, the majority of journals provide minimal input, indicating that contributions are heterogeneous and fragmented.

KEYWORDS: Artificial Intelligence (AI), Library Services, Impact of Publications, Scientometrics, Scopus Database.

Introduction

The Artificial Intelligence Technology has impacted the world like no other technology. Libraries are among the sectors that AI and innovative technologies are likely to change, if not completely transform (Cox, 2021). AI has sparked a surge in urgency for library services, ushering in new-age programs that are efficient, innovative, and tailored to users and resource management. Library systems are currently starting to integrate AI technologies to move into a jurisdiction, offering personalized recommendations. The emergence of AI technology is on the horizon, enabling libraries to manage digital resources and provide instant support through Chatbot services. Therefore, most of their staff members can emphasize more complex services as value-added ones (Danyang, 2024). This confirms how these advancements enable the creation of streamlined, automated cataloguing systems for library staff, enhanced with AI-driven metadata enrichment and personalised information services, which offer benefits such as increased resource efficiency and enhanced user satisfaction (Monyela & Tella, 2024). Libraries are using AI to deploy big data analytics in consulting and operations.

There remains a dearth in the adoption of AI technologies by academic libraries, especially in top-performing and developing countries. Issues such as a lack of core competencies or skills in AI, the absence of effective knowledge development on AI, resource constraints, ethical and other concerns, technological gaps, job loss fears, and the need for strategic planning all interfere with this adoption process (Orubebe, Oloniruha, & Oladokun, 2025). With the advent of AI, the role of library professionals has undergone significant expansion. Professionals need to conduct regular training programs and workshops to understand ethical information management, best practices in AI, and responsible information use. Leveraging AI technology in innovative ways, libraries can streamline information flow, foster digital literacy, and integrate inclusivity and environmental consciousness into the information ecosystem. (Monyela & Tella, 2024).

Literature Review

In terms of handling a high volume of information, providing better services, and ensuring a positive user experience, libraries are facing challenges these days. The intervention of automation and digital technology is undergoing a significant transformation of traditional systems. Artificial Intelligence is the technology and tool that is having the most significant impact on the library landscape in its day, and it can revolutionize how library operations and services are offered. (Manjunath k, 2023) AI-based recommendation systems hold great promise for

enhancing user engagement and experience with library materials. Personalized book suggestions based on a user's reading preferences and habits have been found to increase user satisfaction and circulation support as well (Shin et al., 2021). The increasing use and influence of Artificial Intelligence (AI) mark a radical change in traditional library services, opening up opportunities for the efficient delivery of higher-quality services through technology empowered by AI. According to Cox, Pinfield, and Rutter (2019), AI is likely to have far-reaching impacts on workflow and user engagement.

AI can manage yet another variety of librarianship functions and services, including providing answers 24 hours a day, exactly when the user needs information assistance. The inclination of libraries to incorporate AI into their operations and services positions them well in the literature review (Marasinghe, Gunasekera, & Senevirathne, 2024). Some libraries are on a journey to find more creative ways to provide services, enhance library activities, and reconcile the shifting user expectations with AI or ML when necessary. (Hasan, 2024).

In addition to these, the most prominent area of application is user services. These AI-powered chatbots and virtual assistants provide real-time services to address queries that can be most effectively handled by automation. They can provide continuous support to the beneficiaries by working extended hours outside conventional Victorian office hours. This makes the library more accessible. (Joshi L, 2025).

The integration of chatbot technology with an existing library information system has the potential for providing various services crucial to both research and scholarly communication at the same time, while many stakeholders, as cautioned by several scholars, expressed strong reservations regarding the appropriateness of implementing chatbots or other AI systems in academic libraries or any other privacy-intruding channels, as well as concerns about complexity. The authors recommend that chatbots for libraries should address issues of privacy invasion while also considering the control context, as noted by Kaushal & Yadav (2022). Andersdotter (2023) champions the learning-circle model as a strategy for enhancing AI knowledge and competence, and emphasises the need to equip library personnel with the skills to implement AI technology fully. Conversely, a study by Amalia, Kurniawati, and Fahmi (2024) shows that library professionals have a positive attitude, with their emphasis on the effect that AI has on user satisfaction and its capability to offer a dynamic array of library services. In general, studies on AI have shown considerable effects on library operations, services, and user engagement.

Objectives

1. The main objective of the study is to assess the impact of AI technology on library services, and the following are the specific objectives;
2. To know the publication pattern on the Impact of Artificial Intelligence on Library Services from 2000 to 2025
3. To study the impact of Artificial Intelligence on the various areas of Library Services.
4. To identify the prolific contributors and leading nations in adopting AI technology in the field of study.
5. To assess the funding agency contribution to the AI technology in Library Services.
6. To find out the top journals in the area of research.

Methodology

The data were collected from the Scopus database in October 2025, resulting in 210 records deemed suitable for the study. The Scopus database was searched using the heading "Impact of Artificial Intelligence on Library Services." All publications fitting this heading from the past twenty-five years (2000-2025) were analyzed and presented in a tabular format. The tables include information such as the year of publication, prolific authors, contributing organizations and countries, funding agencies, and journal-wise publications.

Data Analysis and Interpretation

The data collected from the Scopus database has been analyzed using an MS Excel spreadsheet in the following paragraphs.

Table 1. Year-wise Growth of Publications

Year	Number of Publications	% age
2025 (Till October)	60	28.57
2024	68	32.38
2023	23	10.95
2022	13	6.19
2021	12	5.71
2020	11	5.23
2019	5	2.38

Year	Number of Publications	% age
2018	8	3.8
2017	1	0.47
2016	1	0.47
2013	1	0.47
2010	2	0.95
2005	1	0.47
2004	2	0.95
2003	1	0.47
2002	1	0.47

Table 1 provides an overview of publications on the title 'Impact of Artificial Intelligence on Library Services' spanning twenty-five years, from 2000 to 2025. Notably, there were no publications on this topic in the first two years (2000 and 2001). From 2002 to 2017, there were very few publications. However, a gradual increase is observed in the number of research publications from 11 in 2020 to 68 in 2024. 2025 has seen a remarkable increase in publications on the particular topic. Sixty papers were published as of October 2025.

The increase in publications can be attributed to the rising interest and advancements in AI technology, which have significantly impacted library services. As they become more advanced, scientists are experimenting with the potential of these new tools in cataloguing, to help library patrons navigate the library and to saturate the media better. At the same time, these innovations were further fueled by increased funding and partnerships between Tech firms and academic institutions, which varied in their strengths in research and publication.

Table 2. Document type-wise Distribution of Publications

Document Type	No. of Publications	Percentage
Article	109	51.9
Conference Paper	37	17.61
Review	23	10.95
Book Chapter	19	9.04
Conference Review	12	5.71
Book	5	2.38
Note	3	1.42
Erratum	1	0.47
Short Survey	1	0.47

Table 2 displays that the majority of publications, accounting for 52%, are journal articles on the topic of the impact of Artificial Intelligence on library services.

17.61% of the publications are conference papers, while 11% are review articles. Other types of publications, such as books, conference reviews, and book chapters, make up between 1% and 9%. Errata and short surveys are limited in numbers. Consistent with trends in other forms of media, journal articles continue to be the primary drivers in this field.

Furthermore, 17.61% of the research publications are in the form of conference papers, and 11% are in the form of reviews. Notably, Book, Conference reviews, and Book Chapters published from 1% to 9%. Errata and Short Surveys are very few. As usual in other publications, research publications in journals are in the forefront; here, too, it proved the same.

Table 3. Top Source with ≥2 Publications

Sl. No.	Source Title	No. of Publications
1	Library Hi Tech News	17
2	Journal of Library and Information Science in Agriculture	16
3	Lecture Notes in Computer Science Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics	8
4	Journal of Library Science in China	5
5	Global Knowledge, Memory, and Communication	4
6	ACM International Conference Proceeding Series	3
7	Electronic Library	3
8	Journal of Librarianship and Information Science	3
9	Journal of Medical Internet Research	3
10	Journal of Physics Conference Series	3
11	Plos One	3
12	Business Information Review	2
13	Communications in Computer and Information Science	2
14	DESIDOC Journal of Library and Information Technology	2
15	Information Development	2
16	Information Discovery and Delivery	2
17	Information Services and Use	2
18	Journal of Academic Librarianship	2
19	Journal of Web Librarianship	2
20	Lecture Notes in Electrical Engineering	2
21	Library Philosophy and Practice	2
22	Proceedings of the ACM IEEE Joint Conference on Digital Libraries	2

Table No. 3 shows that Library Hi Tech News had the most publications (17), followed by the Journal of Library and Information Science in Agriculture with 16 publications, which means that these two journals are the most sought-after and prevailing media for research dissemination in library and information science, especially in technology and agricultural settings. Conversely, several sources, including Business Information Review, Communications in Computer and Information Science, DESIDOC Journal of Library and Information Technology, Information Development, Library Philosophy and Practice, and others, such as the proceedings of the ACM IEEE joint conference on Digital Libraries, reflect the lowest value, with just two publications for each. This indicates a broader, but less dense, distribution of research output across multiple publication channels. In general, the results reveal a dominant presence of a small group of leading journals, alongside a wider representation of research work from various specialized and interdisciplinary sources.

Table 4. Top Authors with ≥2 Publications

Sl. No.	Author Name	No. of Publications
1	Iqbal, A.	5
2	Khan, S.A.	5
3	Shahzad, K.	5
4	Adetayo, A.J.	3
5	Fernandez, P.	3
6	Oladokun, B.D.	3
7	Ajani, Y.A.	2
8	Asemi, A.	2
9	Ashiq, M.	2
10	Cox, A.M.	2
11	Divayana, D.G.H.	2
12	Hazarika, H.J.	2
13	Islam, M.N.	2
14	Javeed, A.M.D.	2
15	Kavak, A.	2
16	Senthilkumar, K.R.	2
17	Song, X.	2
18	Taj, A.	2

Table No. 4 demonstrates that the most frequent contributors, with five publications each, are Iqbal, A., Khan, S.A., and Shahzad, K., indicating that these authors are more active and influential researchers in the studied area. Their comparatively more publications ensure that they have been continuously engaged in research and may even have been involved in collaborative studies in the same areas of research. Conversely, a greater number of authors, such as Ajani, Y.A., Asemi, A., Ashiq, M., Cox, A.M., Islam, M.N., Taj, A., and others, have a minimum of two publications each. This indicates that while a handful of researchers are responsible for the majority of the output, there is also a broad base of contributors who contribute occasionally yet significantly. Tip after tip of productivity from several writers surfaced as the number of researchers participating in the research sector increased.

Contribution authorship distribution is an indicator of a diverse and collaborative research landscape in this field. There is a small core group of remarkably productive authors from a distance away. Then there are long tails of authors with a single publication — a pattern in line with Lotka's Law of scientific productivity, according to which only a few do much while the majority do less.

Overall, it reveals a classically tilted distribution, with a few dominant contributors and a large number of infrequent ones.

Table 5. Top Organizations with ≥3 Publications

Affiliation	No. of Publications
The Islamia University of Bahawalpur	6
Prince Sultan University	5
Government College University Lahore	5
Sri Krishna Arts and Science College	4
Adeleke University	4
The University of Tennessee, Knoxville	3
Metharath University	3
Nanjing University	3
University of the Punjab	3
Alfaisal University	3
Ignatius Ajuru University of Education, Rumuolumeni	3

Table 5 documents the universities with three or more contributions as particularly productive in contributing to the knowledge on the topic under review. Islamia University at Bahawalpur leads the group with six papers, providing substantial

evidence of achieving a high level of research productivity. Following this institution, Prince Sultan University and Government College University Lahore also deserve recognition, with five articles indicative of the new involvement of the former in the field's growth at this level. The contributions of Sri Krishna Arts and Science College and Adeleke University stand for remarkable three-paper contributions each. The third set includes, among others, Metharath University, University of the Punjab, Alfaisal University, and Ignatius Ajuru University of Education, Rumuolumeni (each featuring three articles), as well as globally recognized institutions such as the University of Tennessee, Knoxville, and Nanjing University, among others, highlighting a truly global collaboration. Geographically broad yet aptly belligerent and ambulatory, an environment of research emerges from the table, where both growing and established universities from Asia, Africa, and North America interactively come into the scholarly production frame.

Table 6. Top Ten Country Publications

Country	No. of Publications
China	37
United States	33
India	29
Undefined	19
Nigeria	17
Pakistan	11
Saudi Arabia	10
United Kingdom	10
Canada	7
Indonesia	7

Table 6 presents the top 10 countries in terms of the number of publications for research work, illustrating worldwide participation. China holds the number one spot for 37 publications, followed by the United States (33) and India (29), which represent their high research productivity. The "Undefined" column receives 19 publications that are conjectured to be by authors of unknown affinities because of collaborations or incomplete research work submissions. Nigeria, Pakistan, and Saudi Arabia contribute moderately, submitting 17, 11, and 10 publications, respectively, which demonstrate contributions from developing nations. The United Kingdom, Canada, and Indonesia contribute variety by submitting between 7 and 10 publications, respectively. Generally, the statistics indicate a diversified global research environment that focuses on international interest and collaborations.

Table 7. Funding Organisations

Funding Organisations	No. of Publications
Canadian Institutes of Health Research	2
National Office for Philosophy and Social Sciences	2
Prince Sultan University	2
Agence Régionale de Santé Île-de-France	1
Assistance publique-HÃ´pitaux de Paris	1
Australasian Society for Infectious Diseases	1
Bundesministerium für Bildung und Forschung	1
Bundesministerium für Umwelt, Naturschutz, nukleare Sicherheit und Verbraucherschutz	1
Central South University	1
Conselho Nacional de Desenvolvimento Científico e Tecnológico	1
Department of Education of Zhejiang Province	1
Economic and Social Research Council	1
FP7 Information and Communication Technologies	1
Fonds de Recherche du Québec - Santé	1
Fundamental Research Funds for Central Universities of the Central South University	1
Fundação para a Ciência e a Tecnologia	1
Horizon 2020	1
Horizon 2020 Framework Programme	1
Imperial College London	1
Institute for Information and Communications Technology Promotion	1
Institute of Museum and Library Services	1
Kementerian Riset, Teknologi dan Pendidikan Tinggi	1
Ministry of Education and Science of the Russian Federation	1
Ministry of Science and ICT, South Korea	1
Ministry of Science and Technology, Taiwan	1
Ministério da Ciência, Tecnologia e Inovação	1
National Key Research and Development Program of China	1
National Natural Science Foundation of China	1
National Research Foundation	1

Funding Organisations	No. of Publications
Nederlandse Organisatie voor Wetenschappelijk Onderzoek	1
New York Public Library	1
Northwestern Polytechnical University	1
Qatar National Library	1
Qatar University	1
Research Grants Council, University Grants Committee	1
Sichuan University	1
University of Birmingham	1
Universität Stuttgart	1

Table 7 presents the sources of funding for research publications, showcasing the impressive diversity in the provenance of the numerous participants, who are drawn from various countries and sectors. Of all the organizations that have supported publications, Canada's Canadian Institutes of Health Research (CIHR), France's National Institute for Philosophy (INPLT-IF) and Social Sciences (INSHS), and Jeddah, Saudi Arabia's Prince Sultan University were at the top, having funded two publications each. In contrast, the other institutions only supported one publication at a time. The pool of funding agencies includes universities, national research councils, and international programs such as Horizon 2020 or FP7 ICT. It emphasises the global and collective nature of research funding, concluding that a diverse array of academic, governmental, and international entities support the field of study. This is indicative of a dispersed but globally mindful funding landscape.

Findings

The study's significant findings are presented below.

- A sudden increase is observed in the number of research publications from 11 in 2020 to 68 in 2024. This reflects the growing interest in AI technology research.
- Of the total publications, 52% are journal articles on the topic of the impact of Artificial Intelligence on library services. The reason could be attributed to the wide visibility of journal publications.
- Library Hi Tech News, which boasts the highest publication rate at 10.05%, followed by the Journal of Library and Information Science in Agriculture with 9.46%, has the lion's share of publications.

- Iqbal, A., Khan, S.A., and Shahzad, K. emerge as the most prolific authors, each contributing five publications (2.63%) to the dataset.
- The Islamia University of Bahawalpur is at the top with six publications, indicating its stronger research focus and productivity in the field of study.
- China is ranked in first place with 37 publications, followed by the United States with 33 and India with 29, indicating their keen interest in AI research.
- Only three organizations, including the Islamia University of Bahawalpur, published the highest number of 6 publications, followed by Prince Sultan University and Government College University Lahore, which published 5 articles each. Whereas Sri Krishna Arts and Science College and Adeleke University published four publications each, the remaining institutions published three publications each.
- The Canadian Institute of Health Research, the National Office for Philosophy and Social Science, and Prince Sultan University funded two publications each.

Conclusion

Artificial intelligence is a revolutionary technology that is rapidly gaining increased influence on the efficiency and value of the library ecosystem through its applications. The findings showed a significant increase in the variety of publications on the impact of artificial intelligence (AI) on library services from 2020 to 2024. Multiple journals are embracing the growing academic community's involvement with this emerging field; in contrast, a comparative abundance of conference papers indicates an intense interest in exploring new knowledge. Core journals in developing academic discourse for this field are Library Hi Tech News and the Journal of Library and Information Science in Agriculture. Research institutions and the patterns of author and institution affiliations associated with the predominant researchers in this research are Iqbal, Khan, and Shahzad of the Islamia University of Bahawalpur.

From a geographic perspective, China, the US, and India are considered major contributors, with notable strategic emphasis on AI-driven innovations in their library research interests. The limited participation of some funding agencies, such as the Canadian Institute of Research and Prince Sultan University, supports the idea that institutional backing is a primary factor in achieving success in AI-related research fields. Overall, the results not only demonstrate a robust growth of scientific trends, cross-border partnership ventures, and inspired commitment

from multiple knowledge domains in assessing the impacts of AI on library services but also set a firm platform for further research and development.

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Theme-7

Policy, Management, Sustainability & Professional Development

Evolution and Development of the Army Public School Library, Pune: A Comprehensive Study

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ABSTRACT: This research primarily sought to track the history and growth of the APS, Pune School Library, as it evolved from a repository of print-based materials into a centre of digital learning, with in-depth analysis of infrastructure development, collection development, digital resource integration, and user service features. Notably, the study employed four inductive research methods: postal questionnaires, face-to-face interviews, fixed-participant interviews, and observation, to gauge the views of the student community, teaching community, and library staff on the Library's role in academic support. Undeniably, the research revealed major issues, including the unavailability of digital resources, a lack of funds, and the necessity for training. The Library offers support in developing the reading habits, research skills, and digital literacy abilities of students, as demonstrated through scoping reviews of prior studies. Ultimately, suggestions have been put forward to enhance libraries' services, focusing on technologies and librarians' involvement, as well as making the Library more user-centred, thereby reinforcing the impact of libraries on quality education.

KEYWORDS: School Library Development, Digital Learning, Library Services, User-Centred Libraries, Educational Support

Introduction

First established during the 1980s, the Army Public School system was set up to provide education through a chain of wide schools for the benefit of defence personnel and civilians, and quality was maintained throughout. The school's motto of holistic education has consistently emphasised academic studies, discipline, leadership, and moral values. Every Army Public School aims to provide a nurturing environment where inquiry, creativity, and lifelong learning are fostered, with its libraries serving as a 'rational nucleus.'

School libraries play a crucial role in fostering reading habits, promoting independent learning, and supplementing the academic curriculum across various school education models. An up-to-date and well-resourced school library goes a long way in helping pupils acquire a base of knowledge they can use in their learning processes and goes a much longer way beyond textbooks. Conversely, the Library fosters the many essential values in its students, including critical thinking and creativity, information literacy, and multidimensional education, all of which are essential for moving forward in the 21st Century.

Army Public School, Pune, is one of the best institutions under the AWES, with an academic focus and a strong emphasis on co-curricular activities. The school library is an integral part of the educational environment, providing its patrons with a wide range of informational resources, including print books, reference materials, multimedia, and digital learning tools. The military Library at APS Pune has evolved over the years, from a simple room to a reading sanctuary, and now serves as an information and knowledge centre. This area caters to the academic needs of various teachers and students.

Learning about the evolution of the APS Pune Library over time becomes essential for discussing how school libraries are responding and adapting to changing educational needs and technological advancements. A shift from traditional print collections to digital and hybrid versions—such as an alteration of resources—has indicated a practical change in pedagogical structures and students' learning behaviour. The study of this evolving landscape would reveal how well the Library is aligning with the institution's mission to meet the expectations of its user base in the digital age.

Insofar as it concerns the estimation of efficiency and productivity, the statistics presented suggest that the automatic process and transfer of required information through LAN serve first to enhance the public's capacity for accessing "best-selected" earned library materials.

Review of Literature

In 2022, Nanthini R. O. carried out her PhD research titled "Knowledge Organisation in School Libraries of Puducherry and Proposal of a Subject Guide to Organise the Resources" under the guidance of Dr Rekha Rani Varghese in the Department of Library and Information Science at Pondicherry University. Analysing the processes of organisation and classification in Puducherry school libraries through classification systems, cataloguing, and subject guides, the study

assessed user awareness. It proposed a structured subject guide for better access and usability. The research established that trained librarians and systematic knowledge organization procedures are key to making Indian school libraries more efficient.

The role of school libraries in primary and secondary schools was the PhD research topic of Maya K. Vora (1974), conducted under the supervision of N. N. Shukla at the University of Mumbai, Department of Education, H.J. College of Education, Khar. The study focused on the historical and functional development of school libraries in both ancient and modern times, with a particular emphasis on their support for educational activities at the primary and secondary levels of education. It studied aspects such as the library building, furniture arrangement, collections, and their educational importance in accordance with the needs of the schools. Regarding their contribution to the teaching-learning process, the study highlighted the need for proper library planning, effective resource management, and collaborative cooperation between teachers and librarians to enhance school education in India.

Kavitha N. (2022) conducted doctoral research under the supervision of Dr M. Chandrashekara at the Department of Library and Information Science, University of Mysore. The research centres on the Status of Secondary School Libraries in Mysore District: Problems and Prospects. It examines the current state of secondary school libraries in Mysore district, focusing on the status of infrastructure, resources, services, and management practices. It further studies all mechanisms involving constraints, inconveniences faced by librarians, teachers, and administrators in the successful day-to-day maintenance and development of an effective library system within schools. The approach was multidisciplinary, incorporating both educational and information science perspectives to ascertain the role of libraries in supporting the school education system of Karnataka. Through her study, Kavitha has provided valuable insights into the gaps and prospects of school library development, emphasizing that secondary school libraries in the district require additional funding, trained staff, and the integration of digital resources.

Objectives

- To trace the historical development of the APS Pune Library.
- To examine the physical and digital infrastructure of the Library.
- To assess the effectiveness of library services and user satisfaction.
- To suggest recommendations for future development.

Institutional Background: Army Public School, Pune

One of the top educational institutions in the vicinity and a leading Army Public School in the country, APS Pune was established in 1988 by the Army Welfare Education Society (AWES), New Delhi. The Army Public School offers quality education to the children of defence personnel and also welcomes children from civilian backgrounds. APS Pune comprises two campuses in a fully equipped environment: the Junior Wing (I-V) and the Senior Wing (VI-XII). These institutions are well-suited for the all-around development of students in academics, as well as sports and co-curricular activities. The school has maintained this tradition of excellence, with students consistently producing city toppers in board examinations and winning prizes in almost every competitive arena in the city. APS Pune, driven by the vision to nurture responsible, knowledgeable, and confident individuals, continues to grow as a progressive institution that promotes innovative educational methods while upholding traditional values that foster intellectual curiosity and leadership qualities in its learners.

Table: Collection Details of Army Public School, Pune Library

Sr. No.	Collection Type	Quantity
1	Total No. of Books	20,398
2	Total No. of Fiction Books	9,882
3	Total No. of Non-Fiction Books	335
4	Total No. of Study Books	8,479
5	Total No. of Competitive Examination Books	845
6	Total No. of Reference Books (Dictionaries, Encyclopedias, Reference Books)	857
7	Total No. of Newspapers	5
8	Total No. of Magazines	24
9	Total No. of E-Books (Kindles & e-Granthalaya Software)	964
10	Total No. of E-Magazines	6
11	Kindles	7
12	Brainstorming Games (Sudoku, Crossword, Pictionary, Rubik's Cubes)	54

The Library of Army Public School boasts an extensive and diverse collection to meet the academic, intellectual, and recreational needs of its students and teachers. The Library, with a total of 20,398 books, bears evidence of a strong will to encourage the reading habit and support the school curriculum. The collection has 9,882 fiction books that promote creative and imaginative reading. It also has 8,479 study books, which help form the core of academic learning.

The Library's general collection places importance on competitive examination studies by housing 845 books and 857 reference materials, such as dictionaries and encyclopaedias, that greatly assist in research and exam preparation. The two main points of digital literacy promotion by the Library are its 964 e-books and 6 e-magazines through Kindle and the e-Granthalaya software system. Students also get the latest information and are kept updated with a subscription to 24 magazines and 5 newspapers. From Sudoku to Crossword, 54 mind-stimulating games take the educational environment of the Library to the next level by engaging learners in analytical thinking and problem-solving.

Table 1: Magazines and Journals Subscribed by Army Public School, Pune Library

Sr. No.	Name of Magazine / Journal	Frequency
1	Education World	Monthly
2	Down to Earth	Bi-Monthly
3	Terragreen (Digital)	Monthly
4	India Today	Weekly
5	Competition Success Review	Monthly
6	Sportstar	Fortnightly
7	Junior Science Refresher	Monthly
8	Journal of English Language Teaching	Bi-Monthly
9	Yoga Quest	Monthly
10	Sainik Samachar	Fortnightly
11	Champak (English)	Fortnightly
12	Champak (Hindi)	Fortnightly
13	Magic Pot	Weekly
14	Akkad Bakkad (Hindi)	Monthly
15	Tell Me Why	Monthly
16	Chakmak (Hindi)	Monthly
17	Competition Affairs	Monthly
18	Primary Plus	Monthly
19	Kids Mission to Mars (National Geographic)	Monthly
20	Highlight Champs	Monthly
21	Highlight Genies	Monthly
22	PC Quest	Monthly
23	India Today (Hindi)	Weekly
24	Pratiyogita Darpan (Hindi)	Monthly

Table 2: Newspapers and Dailies Subscribed by Army Public School, Pune Library

Sr. No.	Name of Newspaper / Daily
1	The Times of India
2	Indian Express
3	Hindustan Times
4	The Hindu
5	Navbharat Times

The Army Public School, Pune Library, subscribes to magazines, journals, and newspapers on a variety of subjects to maintain student interest on academic, intellectual, and creative fronts. The Library subscribes to 24 magazines and journals, including Education World, Competition Success Review, India Today, Terragreen, and the Journal of English Language Teaching. These publications encompass a diverse range of subjects, including education, the environment, science, technology, and current affairs. The magazines serve as a source of fresh information for students and teachers, aiding in the reinforcement of various aspects of classroom teaching. Additionally, the Library subscribes to five leading newspapers: The Times of India, Indian Express, Hindustan Times, The Hindu, and Navbharat Times, which provide readers with the latest information on national and international news. Such resources, in both print and digital forms, encourage students to read, think, and develop a general awareness; thus, significantly contributing to their personality development.

E-Resources of Army Public School, Pune Library

Category	Resources / Titles
E-Newspapers	Times of India, Navbharat Times, Punjab Kesari, The Telegraph, Hindustan Times, BBC News - Technology, CNN - Tech, Sci Tech Daily
E-Magazines	Champak, Toy World, Physics Today, National Geographic Kids
E-Books Collection	Agatha Christie Collection, Geronimo Stilton Collection, Thea Stilton Collection, Paulo Coelho Collection, Sudha Murthy Collection, Biographies
Audio Visual Books Library	Available (Various Educational and Story-based Audio-Visual Books)
Competitive Books Collection	Competitive Exam Guides and Study Material

Category	Resources / Titles
Novels & Motivational Collection	English and Hindi Fiction, Inspirational Literature
Dictionaries / Language Tools	Shabdkosh, Hindi-English Dictionary
Teachers & Students Resources	APS Digicampus 2.0, CBSE Reading App, e-Granthalaya 4.0, Rashtriya e-Pustakalaya, NCERT, Govt. Libraries Network, Swayam

Heading towards the digital, the APS Library in Pune aims to elevate the learning process and provide students with the freedom to access knowledge beyond traditional means. Some distinguished sources in the E-Newspaper section are Times of India, Navbharat Times, Punjab Kesari, The Telegraph, Hindustan Times, BBC News-Technology, CNN-Tech, and Sci Tech Daily, making sure that students remain oriented to present-day affairs and scientific developments. The E-Magazines collection features popular magazines such as Champak, Toy World, Physics Today, and National Geographic Kids, catering to readers' diverse interests.

The E-Book collection is equally attractive and worth exploring, as it features the best of the best, including authors such as Agatha Christie, Geronimo Stilton, Thea Stilton, Paulo Coelho, and Sudha Murthy. There are biographies, novels, motivational titles, and books for competitive exams. The Library also offers audio-visual books for interactive learning. Educational digital tools, including APS Digicampus 2.0, CBSE Reading App, e-Granthalaya 4.0, Rashtriya e-Pustakalaya, NCERT resources, the Government Libraries Network, and Swayam, have enabled teachers and learners to access vast online educational content, explore, learn, and grow.

Findings and Discussion

From the research survey and interviews with students, teachers, and library staff at the Army Public School in Pune, several significant observations regarding operational aspects, utilization, and development initiatives have emerged.

Most of the students and teachers expressed satisfaction with the library facilities. They loved the wide variety of collections, ranging from fiction and non-fiction books to reference materials and competitive examination resources. The availability of e-books, e-magazines, and the ability to access them through the

e-Granthalaya software also raised the usability level of the Library in the digital age context.

Regarding usage frequency, most students reported visiting the Library at least twice a week, primarily for academic study, project work, or leisure reading. Teachers used the Library for preparing lesson materials and for recommending books to students. Fiction and study-related books were almost equally preferred; next to those were e-books and magazines.

The study identifies several strengths, including a well-maintained collection of over 20,000 books, a qualified and active working librarian, a conducive reading environment, and state-of-the-art digital initiatives such as APS Digi Campus 2.0 and e-Granthalaya 4.0.

However, a few weaknesses have been mapped out. The restricted budget available to the Library limits the acquisition of new digital tools and subscriptions. Teachers and students have also emphasised the need for ongoing training to enhance digital literacy and utilise online resources more effectively. In addition, even if e-resources were made available, less usage has been recorded compared to print materials, mainly due to a lack of awareness and accessibility.

Overall, the findings indicate that the APS Pune Library has been effectively supporting academic excellence and fostering a reading culture. However, a note remains to develop digital infrastructure and enhance staff training, while increasing user engagement to facilitate holistic development.

11. Recommendations

The most recent findings include the following recommendations as suggestions for the upgrade and update of the Army Public School Library at Pune.

1. Regular Budget Allocation:

A fixed and proper annual budget is a mandatory requirement for the procurement of both print and electronic resources, which should be up-to-date and support any transitions that may arise.

2. Training and Capacity Building:

Librarians and teachers must undergo continued professional training to enhance their digital literacy, information management, and research support competencies.

3. Student Reading Motivation Programs:

These initiatives include the introduction of reading clubs, book talks, literary competitions, and author interaction sessions to inspire and sustain students' interest in reading.

4. Curriculum Integration:

Systematic organization of library use across the school curriculum, laying great emphasis on students' need to go to the Library and use its resources for research, class activities, and independent learning.

5. Collaboration and Resource Sharing:

A mutual partnership is necessary for all APS libraries in Maharashtra to facilitate resource sharing, expertise on best practices, and the creation of a collaborative learning network.

Conclusion

The present study reveals that the Army Public School (APS) Library in Pune has undergone an evolutionary change and growth in recent decades, transitioning from a book-oriented atmosphere to a systematically hybrid library that can simultaneously utilize both traditional collections and digital resources. It has now become a notable centre for the germination of reading habits and creative research attitudes among its students and faculty. The Library recognises that sustenance rests on continuous improvement, as demonstrated by the adoption of e-Granthalaya, APS Digicampus 2.0, and digital literacy initiatives, which indicate its readiness to respond to the challenges presented by the modern educational environment. With sustained policy momentum, adequate funding, and ongoing professional training for its staff, the APS Pune Library will become a notable achievement for the Army Public School system and other educational institutions in Maharashtra, setting further standards of excellence in school library organisation and student interaction.

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Essential Skills, Opportunities and Challenges for Librarians in the Modern Age

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ABSTRACT: We are currently in a period characterized by the dominance of information and digital technologies. A library functions as a community entity, operating as a non-profit organization. Libraries are universally recognised as non-profit organisations that require effective organisation and management. The essential idea behind library institutions necessitates, through appropriate planning, strong leadership, and effective and efficient performance of librarians to fulfil these responsibilities. As we transition into the digital era, every occupation is being impacted by the rapid changes occurring around us. Although a passion for literature and education might have drawn you into this field, the necessity for digital skills is indisputable. The landscape of digital technologies and information sources is becoming increasingly complex. Librarians must constantly refresh their expertise and service offerings. Librarians require skills in teaching methods, creating educational programs, utilizing technology, speaking multiple languages, promoting library services, locating information, using databases, and understanding various subjects that people learn.

Furthermore, librarians need to cultivate new professional skills, such as knowledge management, research assistance, and project management, to meet the changing demands of users in a digital world. The advancement of the 21st century has introduced major transformations to librarianship, promoted by technological progress, shifts in user expectations, and the dynamic nature of information itself. The new skills and competencies required for libraries in the 21st century primarily revolve around transitioning from managing physical information to promoting digital knowledge within a connected global context. Key skills for modern libraries encompass a combination of digital and technical skills, including data management, digital curation, and information technology proficiency, as well as crucial interpersonal skills such as adaptability, effective communication, and leadership. The social skills, personal traits, and attitude of librarians are essential. This paper addresses the definitions and concepts of skills and competencies, outlines the vital skills needed by librarians, and discusses the opportunities and challenges facing librarians in this digital environment.

Keywords: Essential skills, opportunities and challenges.

Introduction

The contemporary era of Information and Communication Technology (ICT) and communal networks has changed how people see libraries, their way of thinking, and what the future holds for them. As technology continues to impact the provision of information services, traditional library systems are undergoing significant transformation. These modifications affect both the libraries and their staff. For libraries, the information technology age has led to an explosion of information, revolutionizing all aspects of library operations. Each library must integrate and apply certain technologies to function effectively. The integration of information and communication technology tools requires basic training and proficiency to manage them effectively. Libraries, alongside other non-profit organizations, are enhancing the skills of their professionals. In today's world, information and communication technology is changing how libraries are organized and what services they provide. The contribution of library experts will make a bigger difference when users can easily get what they need with just a click. These tasks necessitate effective solutions that simplify the library functions, which depend on the right skills and knowledge.

Rao, P.V. (2014) stated that librarianship involves the skilful arrangement of libraries, but these abilities must be learned to facilitate ease of use for library users. On the other hand, students, researchers, and workers often need to develop skills such as logical thinking, problem-solving, generating new ideas, and lifelong learning. Moreover, library and information workers should continually acquire up-to-date information and skills to cater to the needs of library users effectively.

Definitions

- *Skills:* A skill is defined as a capability developed to perform specific tasks. These skills are typically cultivated through structured training and practice.
- *Competencies:* A competency encompasses a set of knowledge, skills, and mindsets that characterize and enhance proficiency in a particular area.
- *Mindsets:* A mindset encompasses a range of attitudes, tendencies, or cognitive habits that facilitate achieving a particular goal. Mindsets are not strictly defined, which allows for growth and improved expertise over time.
- *Knowledge:* Knowledge refers to the information and comprehension possessed about a particular subject, which individuals may hold. It entails

recognizing facts or truths and having a clear and confident understanding of concepts.

- *Principles:* A principle is a fundamental idea that is widely accepted as accurate and can be understood by everyone. Principles represent an objective reality that remains consistent across different cultures and individuals over time.
- *Values:* Values are beliefs and perspectives that people maintain regarding specific matters or concepts, and they are ultimately inherently personal, subjective, and adaptable.

The Concept of Skills

A skill can be defined as the expertise or finesse developed through training or experience. Talent is the capability to use what you know smartly and effectively when doing something or carrying out a task. Dexterity, particularly in performing trained physical tasks, represents a cultivated ability to accomplish something competently - an acquired aptitude or capability. Skills encompass tasks such as managing library operations, processing technical materials, writing books or proposals, computer programming, and proficiency in foreign languages, among numerous others, within the library professions.

The Concept of Competencies

Competencies are essential knowledge, skills, and abilities associated with management and leadership, as well as collection development, information literacy, and the description of expertise. These competencies are formed through intentional, organized, and continuous efforts to execute a specific role effectively and manage complex tasks or job responsibilities successfully. Skills in analytical thinking, problem-solving, taking initiative, negotiation, enhancing library processes, strategic planning, and data-driven decision-making are essential competencies for library professionals.

Objectives of the Study

- To examine the crucial skills required for librarians.
- The Opportunities for Librarians in the Digital Age.
- The challenges librarians encounter in today's digital times.

Research Methodology

The research outlined in this paper utilizes secondary data sources, including journals, research studies, articles, websites, and other pertinent references.

Essential Skills For Librarians In The Digital Period

To remain significant in the current digital age, librarians must adapt and grow beyond just managing physical collections, developing expertise in technology, data management, and community involvement. Acquiring new skills is essential for navigating the vast amount of digital information, empowering users, and promoting ethical practices in the use of information.

1. ***Digital Literacy Skills:*** Digital literacy encompasses the ability to search for, evaluate, and create content using technology and the internet. It includes knowing how to use digital tools and platforms effectively, applying this understanding to manage online environments safely and proficiently. Mastery of digital literacy has become a fundamental requirement in the library sector. Contemporary libraries serve as hybrid spaces, offering both traditional print materials and extensive online resources. A librarian must possess digital literacy to aid users in navigating both types of resources, curate online content, and instruct users on digital literacy. This capability serves as a beacon for those lost in the digital realm.
2. ***Data Management Skills****:* Fundamentally, information management involves collecting, organizing, storing, retrieving, and distributing data. The responsibilities of librarians entail overseeing not only physical media, such as books and journals, but also digital content, including e-books, databases, and web-based services. In today's environment, successful information management has never been more critical. Through the dramatic rise in the amount of accessible information, libraries serve as essential centres for both physical and digital materials. As information managers, librarians guide users through the process of locating accurate data at the right moment. You are more than simply a curator of books; librarians also safeguard an expansive universe of digital content.
3. ***Technological Proficiency:*** The shift to digital has transformed libraries from quiet places filled with just books into lively spaces where people can interact with information in new ways. In this situation, a librarian's knowledge of technology and their expertise in working with, learning about, and adapting to various technologies are crucial. From digitized catalogues and online databases to self-service checkouts, technology is

ubiquitous in the library environment. As a librarian, your tech expertise enables you to effectively manage these resources, thereby improving the user experience, enhancing operational performance, and maintaining the library's relevance in the digital age. However, proficiency in technology extends beyond increased usage; it involves understanding its functionality, optional applications, and strategies for improvement and repair. This includes staying up-to-date with the latest technologies, platforms, and devices, and learning how to utilize them to benefit your library.

4. ***Research Dexterity:*** Libraries are intricately connected to research endeavours. In the role of librarian, you serve as the guardian of knowledge and the navigator who guides users through the ocean of information to find the specific knowledge they require. In essence, proficient research skills are essential to a librarian's function. In the current digital age, information is plentiful yet scattered and varied, available in various formats across different platforms. As a librarian, you must know where to search and how to evaluate the information you encounter. Moreover, you need to simplify complex data into a clear and understandable format for your users. Your research skills will allow you to evaluate and interpret information, sort and classify information, and critically assess the relevance and quality of sources. These skills are especially crucial when assisting library patrons with their research, curating resources, and resolving challenges or making informed decisions based on the available information.
5. ***Data Interpretation Skills:*** In the modern era, data serves as the core competency for making informed choices and strategic decisions. For librarians, the ability to interpret and analyze data is crucial for enhancing library services, enriching the user experience, and demonstrating the library's value. By engaging in data analysis, you can gain valuable insights into user habits and preferences, identify trends and patterns, assess the effectiveness of your services, and make informed decisions backed by evidence. For example, data analysis can reveal which resources are frequently accessed, identify peak library usage times, highlight the services most appreciated by users, and indicate potential deficiencies in your offering. Moreover, data analysis skills can help you promote the library. By presenting evidence from data that reflects the library's impact and advantages, you can persuade advocates for additional resources and support from stakeholders.
6. ***Interpersonal Skills:*** Communication, in its various forms, is fundamental to librarianship. As a librarian, you interact with a diverse range of individuals, including students, researchers, staff, and stakeholders. You

provide guidance, offer advice, educate, listen, negotiate, and advocate. Each of these functions necessitates proficient communication. In the digital era, communication encompasses not only speaking and listening, but also writing emails, creating social media content, developing user-friendly websites, and producing captivating online resources. It involves making complex information accessible, answering user inquiries, and delivering excellent customer service, whether in-person or online. Strong communication skills can enhance user professional satisfaction, foster relationships, encourage collaboration, promote library services, and enhance your professional reputation. They are crucial whether you are demonstrating how to navigate the online catalogue, conducting orientation sessions, advocating for resources, or working on collaborative projects.

7. ***Teaching and Instructional Skills****:* In today's information-driven society, librarians play a vital role as providers of knowledge and educators. With the advancement of technology, digital resources, and intricate information environments, library users frequently require guidance to navigate these areas effectively. This is where your skills in teaching and instruction become essential. Your activities may include orienting library users, showing them how to access digital catalogues, running workshops on information literacy and providing research assistance. Thus, as a librarian, one often finds oneself instructing users on how to find, evaluate, and effectively utilize information. As such, strong teaching skills are essential for contemporary librarians. However, teaching within a library context goes beyond merely delivering content; it is about creating a space that encourages learning, curiosity, and discovery. It also involves tailoring your teaching methods to address various user needs, keeping them engaged, and empowering them to become self-sufficient information seekers.
8. ***Adaptability Skills:*** In an era characterized by rapid technological advancements and shifting user demands, adaptability is a vital skill for today's librarians. The digital age has transformed the role of librarians from traditional bookkeepers to active centres of information and technology, offering a blend of physical and digital tools. The responsibilities of librarians have undergone significant changes, with today's librarians expected to teach information literacy, manage digital materials, navigate online databases, utilize advanced technology, and more. This ongoing transformation requires a high level of adaptability – the ability to respond effectively to new challenges and conditions. Being adaptable helps you stay current with emerging technology trends, welcome innovative work

practices, and maintain high-quality service levels for your users, regardless of the changes and uncertainties you may encounter. It empowers you to learn from experience, remain resilient in the face of difficulties, and turn obstacles into opportunities for growth and learning.

9. ***Critical Thinking Skills:*** The ability to analyze, evaluate, and make informed judgments, known as critical thinking, is fundamental to the profession of librarianship. As custodians of information, librarians frequently encounter complex challenges, conflicting priorities, diverse user requirements, and various information sources. Successfully navigating these issues requires strong critical thinking abilities. Anyway, it involves choosing materials for the library's collection, verifying the trustworthiness and accuracy of information sources, assisting users in their research activities, or devising strategies to enhance library services; all aspects of a librarian's function benefit from critical thinking. In an information-saturated digital landscape, critically assessing the relevance, accuracy, and reliability of information sources is vital. This process not only ensures that the materials provided by your library are reliable and of high quality but also prepares you to help users improve their critical literacy skills.
10. ***Consumer Service Skills:*** In the contemporary digital world, librarians represent more than mere collections of literature; librarians serve as lively centres for community engagement and educational pursuits. Central to these services is the concept of customer service. Providing exceptional customer service involves more than just friendliness; it requires addressing the diverse needs of library users, making sure they feel valued and supported, and creating an inviting and inclusive environment for all. Every interaction, whether it's adding someone, finding a volume, helping a user navigate an online catalogue, responding to an inquiry about library provisions, or resolving a problem, represents a chance to excel in customer service. Proficient consumer service skills can significantly enhance user satisfaction, foster positive relationships, enhance the library's reputation, and encourage customers to return.

Professional Opportunities For Librarians In The Digital Era

- *Digital Resource Management (DRM) and Innovation:* The present digital time affords librarians unparalleled opportunities to oversee and curate extensive digital libraries. By utilizing digital asset management tools and implementing metadata standards, librarians can enhance the visibility and

usability of digital resources (Lee, S., 2013). Technologies enable librarians to systematically arrange, catalogue, and maintain these resources, ensuring their accessibility over time.

- *Online Reference and Digital Learning:* The advent of technology enables librarians to expand their services beyond the physical library's confines. Services such as virtual reference, chatbots, and online video guides would allow librarians to provide prompt support and teach information literacy in digital formats. (Ellis, L. 2019). Additionally, librarians can partner with teachers to integrate information literacy into online education platforms, thereby enhancing digital skills and promoting critical thinking among users (Radcliffe & Radcliffe, 2019).
- *Open Access Initiative and Digital Research:* Libraries can advocate for open access initiatives, which support the unrestricted sharing of academic resources. (Suber, P. 2015). They are crucial in fostering digital scholarship by aiding researchers in managing and disseminating their digital results, encouraging collaboration, and safeguarding the research records (Borgman, C.L., 2003). These actions facilitate the spread of knowledge more widely and make information available to everyone.

Ultimately, although the digital era presents various challenges for them, it also offers numerous opportunities for career advancement and enhanced service delivery. By adopting technological innovations, remaining responsive to changing user needs, and maintaining essential principles of information accessibility and confidentiality, librarians can safely navigate the digital world and continue to play a crucial role in protecting knowledge and information.

Challenges For Librarians In The Digital Age

Librarians face new challenges due to an unprecedented surge of information and its various formats, influenced by globalisation, privatisation, and liberalisation in all areas of life, alongside the rise of information and communication technology and its applications in content generation. Within the library and information services sector, professionals identify several challenges that impact career growth.

- ***Information Overload:*** One of the primary challenges librarians face in the digital era is the overwhelming amount of information available. The internet and digital archives have significantly boosted the amount of data and resources that individuals can access. This flow of information may result in information overload, hindering users' ability to locate pertinent,

accurate, and credible sources (Wilson, T.D. 2019). To combat this, librarians are tasked with providing education on information literacy, assisting users in developing efficient search techniques, and curating trustworthy digital resources.

- ***Changing Users' Expectations:*** The digital age has brought a significant transformation in what users expect. Nowadays, individuals seek instant access to information, personalized services, and seamless online interactions. They expect libraries to deliver 24/7 online access to materials and professional assistance through virtual reference services (Connaway, L.S., & Dickey, T.J., 2010). Librarians must adapt to these evolving expectations by adopting digital tools, designing user-friendly interfaces, and providing services that are agile and focused on user demands.
- ***Privacy and Safety Concerns:*** As libraries adopt digital technologies, they also face increasing challenges regarding user privacy and data security. Protecting client information and ensuring safe access to online materials is crucial (Jones, K.M.L., & Pack, M.L., 2018). Librarians must stay informed about privacy regulations to protect user data while upholding their ethical obligations related to confidentiality and data security.

Conclusion

In the current century, library professionals must continually learn and develop new skills to keep pace with changes and share the latest information about library work with the people they assist. Understanding modern techniques and technologies enables the creation of a user-friendly environment for library users. Library staff members must stay informed about contemporary trends and technologies to provide adaptable services that encourage the use of library resources. The rapid changes in information technology are transforming the responsibilities of librarians and other library professionals. In this digital age, library workers are encouraged to enhance both their personal and professional skills. As they navigate the digital landscape, librarians must remain flexible, innovative, and focused on their primary goal of providing access to information and promoting information literacy. Essential skills for employment, such as communication, professional knowledge, analytical thinking, problem-solving, and information technology skills, should be emphasized. Library professionals, alongside their professional organizations and nationwide organizations, should collaborate to establish consistent standards in library and information science education that meet contemporary demands. The digital era has ushered librarianship into a phase characterized by evolving roles, new challenges, and

expanded opportunities. According to Sahu, M.K. (2013), essential skills and competencies are crucial for the effective operation of libraries.

Additionally, these skills have a significant impact on the lives of library staff. Libraries must adopt and utilize communication technologies and their associated tools to manage resources and services effectively. Library professionals need to know how to use library systems, digital tools, open-source programs, and other technology-related skills essential for their job.

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Role of Open Educational Resources in Implementing the National Educational Policy (NEP) 2020: A Descriptive Review

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ABSTRACT: This study discusses the role of OER in achieving the objectives of NEP 2020. This is a descriptive study conducted by analysing secondary sources, where the authors aim to demonstrate how the implementation of OER contributes to meeting the five pillars of NEP 2020: Assessment, Equity, Quality, Affordability, and Accountability in the Indian education system. It also analyses how government initiatives, such as SWAYAM, DIKSHA, and NPTEL, help provide free and lifelong education. The research also examines specific challenges, including the unavailability of infrastructure, lack of awareness, and inadequate teacher training. The paper suggests that increasing digital capacity, encouraging the creation of multilingual resources, and supportive policies will lead to the adoption of OER. The authors try to convey that the promotion of OER aids in increasing the quality of education, especially in higher education. In short, OER helps achieve the goals of NEP 2020, which aims for a fair and technology-driven education in the Indian education sector.

KEYWORDS: Open Educational Resources (OER), National Education Policy (NEP) 2020, Digital Learning, Inclusive Education, Higher Education

Introduction

The Indian education system has undergone a significant shift with the introduction of the National Educational Policy (NEP) 2020. It aims to make the Indian education system more inclusive, accessible, and deliver quality education, as well as lifelong learning, by ensuring access, equity, affordability, and accountability in education (Khatun & Alam, 2025). OER supports these objectives of NEP 2020 by providing equal access to knowledge and making education more affordable. Open Educational Resources reduce the cost of access compared to traditional resources. Integrating Open Educational Resources into the goals of NEP 2020 can help achieve the best results in the Indian education System, especially in higher education (Bose & Vijayvargiya, 2024).

The Government of India accepted the National Educational Policy (NEP) 2020 on July 29, 2020. The early education policy existed from 1986, covering nearly 34 years, and remained in effect until 2020. The early educational policy has witnessed

a significant social, cultural, economic and technological transition. The new policy aims to achieve its goal by the year 2024. NEP 2020 has outlined a framework for integrating all levels of education in urban and rural India (Ali, 2024). NEP 2020 also aims to strengthen multidisciplinary education and incorporate digital technology into the learning process. By emphasising experiential and vocational training and promoting critical thinking, the policy aims to make education more holistic. NEP 2020 directs students to adapt to the changing world by improving the curriculum structure, teacher training, and evaluation methods (Bose & Vijayvargiya, 2024).

The term "Open Educational Resources" was coined by UNESCO in 2002. Open Educational Resources (OERs) are materials that can be accessed at no cost, primarily intended for teaching, learning, and research purposes. OERs are freely shareable and distributable. Since they are open-licensed, they can easily be adapted and reused (Joshi & Oppliger, 2023). OER encompasses textbooks, course materials, multimedia resources, and other educational resources. They provide quality education, where everyone, regardless of their background, can access knowledge with equal access and opportunity. OERs have several advantages: they are easily accessible, adaptable, cost-effective, and easy to disseminate. Apart from all these advantages, they promote collaboration and innovation amongst educators and institutions (Bose & Vijayvargiya, 2024; Jha & Kampa, 2022).

The following paper discusses the role of Open Educational Resources (OER) in the efficient implementation of the National Education Policy 2020 within the Indian Education System. It identifies how OER helps in fulfilling the goals of NEP 2020, and subsequently, the opportunities and challenges associated with integrating OER into the Indian educational sector. For this purpose, the author has compiled a literature review related to the topic. By analysing this literature, the study provides insights into the support of OER in achieving the objectives of NEP 2020.

Review of Literature

For a better understanding of the study, the author has reviewed prior studies related to the topic of Open Educational Resources (OER) and their role in implementing the National Educational Policy (NEP) 2020.

Ali (2024) highlights the importance of Open Educational Resources (OER) in achieving the goals of the National Educational Policy (NEP) 2020 in his study. He states that OER promotes accessibility and affordability to students. Platforms like SWAYAM, DIKSHA, and the National Digital Library encourage inclusivity

in education, particularly in women's education and for other minority groups, offering free and lifelong learning materials. OER promotes collaboration among educators and helps improve the quality of learning and teaching. OER helps to promote technology-driven learning by integrating technology into the education system. He also discusses the challenges, such as digital infrastructure, lack of awareness about open licensing, and language barriers, that need to be solved for successful implementation. In general, OER serves as an excellent tool for attaining the objectives of NEP 2020.

Yadav (2024) in his study states that OER have brought about a transformation in the Indian education system, which aims to guarantee more access, inclusivity, and quality education. This study elaborated that OER encompasses all learning materials freely available online, including texts, videos, simulations, and lecture notes, which will help provide equity in education. OER aids in collaborative efforts among educators/institutions for innovation and enhances pedagogy. While resources can empower teachers, break barriers arising from language differences, and foster free and lifelong learning. The paper also addresses challenges related to the lack of infrastructure, awareness of OER, training, and the need for robust institutional policies. Overall, the findings demonstrate that OER supports several key objectives of NEP 2020, including inclusivity, affordability, equity, and digital empowerment.

Islam and Roy (2025) stated that the integration of OER and M-learning facilitates the goal of NEP 2020, particularly in terms of women's empowerment and inclusive education. The study shows that OER can reduce major problems that women and socioeconomically disadvantaged groups face during their education. OER provides affordable, accessible, and flexible education by offering free and lifelong learning materials. The authors also indicate that OER promotes funds for gender inclusivity and special education zones, which foster the participation of women in higher education. It also discusses the challenges, such as a lack of infrastructure, awareness, and policy gaps, in implementing OER and M-learning. Overall, this study said that integration of OER and M-learning enhances women's empowerment and aligns with the goals of NEP 2020.

Jha and Kampa (2022) state that OER and M-learning are the most essential tools of NEP 2020 for delivering education to people in the most economical and easy manner. Their study reveals that SWAYAM, DIKSHA, and NPTEL are the major initiatives that support the process of digital and open education, and NETF and NEAT are platforms that continue this collaboration in India's digital ecosystem. OER and M-learning significantly foster innovation and skill learning among educators. However, the authors show that quality assurance, gaps in digital

awareness, and infrastructure are significant issues. The study concludes that the synergy of OER and M-learning can lead to significant changes in higher education, laying the groundwork for NEP 2020.

Khatun and Alam (2025) explain that OER are vital factors that realise the goals of NEP 2020: access, equity, quality, affordability, and accountability. The paper describes OER as materials which are freely available and can be used for learning, teaching and research. Platforms such as SWAYAM, NROER, NPTEL, DIKSHA, e-PG Pathshala, and NDLI make education more accessible and affordable in a country like India, which has a significant population. The learners can learn at their own convenience and pace. The study also faces various challenges, such as poor infrastructure, a lack of digital literacy, language barriers, and a scarcity of authentic resources. It is argued that it can be resolved through capacity building, infrastructure development, and policy support. In short, the paper states that visions of NEP 2020 can be achieved through the implementation of OER.

Joshi and Oppliger (2023) recognised that OER is a transformative tool that aligns with the principles of NEP 2020: inclusivity, equitable and technology-driven education, and promoting women's empowerment in education. These include policies such as gender-inclusive funds and special education zones, which help women overcome gender-related problems. M-learning makes education more accessible to women by offering free lifelong learning materials. OER platforms like SWAYAM, NPTEL, DIKSHA, and e-PG Pathshala have enhanced women's participation in higher education. The author also notes that technological advancements, such as 5G connectivity and the Digital India initiatives, have improved the use of OER and M-learning. The study asserts that these initiatives promote digital literacy among women, which has also helped bridge the gender gap in education and employment. However, inadequate infrastructure, awareness, and social barriers remain significant challenges. Overall, the paper concludes that the effective implementation of OER and M-learning will help empower women, thereby creating an inclusive and equitable society.

Dhali (2022) proposes that OER is the key to fulfilling the objectives of NEP 2020, which include inclusive, flexible, and technology-based education. The author identifies that OER helps democratise learning through the provision of free and accessible educational resources, which are further found to promote innovation, collaboration, and lifelong learning. He mentions that platforms such as SWAYAM, DIKSHA, e-PG Pathshala, and NPTEL are significant sources of accessing free and quality resources. The author also mentions the incorporation of OER in teaching and learning processes by NETF and NEAT. On the other hand, a lack of digital infrastructure, restricted awareness, and inadequate teacher training remain

challenges that hinder OER usage. The study states that a combination of online and offline learning methods, along with the enhancement of digital literacy, is a way to effectively utilise OER in realising the NEP 2020 vision for an inclusive and high-quality educational system.

Bose and Vijayvargiya (2024) argue that the inclusion of OER into the NEP 2020 framework is an absolute necessity for an inclusive, technology-based education system to take shape in India. As such, the paper holds the view that OER are the mainstay of accessible, affordable, and quality education, which the policy aims to achieve. The paper supports the view that OER form the backbone of the policy's ideals of making education accessible, affordable, and of high quality, as they serve as training materials that can be easily accessed and modified through digital platforms such as SWAYAM, DIKSHA, and NPTEL. Furthermore, it states that setting up NETF is a step in the right direction, as this encourages the effective teaching of technology use in open learning environments. Among others, the authors identify improper infrastructure, insufficient awareness, and untrained teachers as the main barriers to realising OER's potential. The paper presents its central conclusion that only with proper policy alignment, capacity building, and the development of localised content can OER play a significant role in promoting innovation, collaboration, and lifelong learning, which are the primary objectives of NEP 2020.

Objectives of the study

1. To evaluate how Open Educational Resources assist in achieving the goals of the National Educational Policy 2020
2. To study how OER is influencing the quality, accessibility, and inclusiveness of the higher education sector in India.
3. To recognise the significant obstacles and difficulties that hinder the successful implementation and adoption of the OER project in NEP 2020.
4. To review the part played by digital platforms and government initiatives in the promotion of OER-based learning.

Methodology

The authors have adopted a descriptive study, based on a detailed exploration of secondary sources, including journal articles and web resources, related to the topics of Open Educational Resources (OER) and the National Educational Policy (NEP) 2020.

Contribution of OER to Achieving NEP 2020 Goals

Open Educational Resources (OER) are not only a key factor in achieving the aims of the National Education Policy (NEP) 2020 but also significantly contribute to the areas of access, equity, quality, and affordability of education, which are the foundational pillars of NEP. OERs are opening the door for all to access education by offering free and openly licensed educational materials that can be used by learners in various settings, including rural and isolated areas where traditional educational resources are not available. Digital platforms such as SWAYAM, DIKSHA, NPTEL, and e-PG Pathshala are elevating OER to a level where quality learning content is made available to everyone, aligning with the NEP's goal of inclusive and equal education.

OER has also improved the situation in terms of affordability and quality by making learners less reliant on expensive textbooks and proprietary content, thereby reducing the financial burden for both students and institutions. They are always there to encourage teachers and learners to innovate and collaborate, as they provide the right to adapt, revise, and share educational materials. This practice enables NEP 2020 to focus on interdisciplinary and learner-centred education, giving educators the freedom to be flexible, creative, and utilise technology-enabled teaching methods.

Overall, OER serves as a helpful hand in achieving the policies of NEP 2020 by providing access to lifelong learning resources outside formal institutions. OER fosters critical thinking, digital capabilities, and employability by providing ways to self-paced and skill-based learning. OER delivers quality education that is well-linked to the world, which is economically friendly. The transformative visions of NEP 2020 can be realised by integrating OER into the Indian education system, which accomplishes knowledge democratisation, promotes inclusivity, and improves the quality of teaching.

Impact of Open Educational Resources on Higher and Inclusive Education

Open Educational Resources (OER) have emerged as a powerful force, creating accessibility, flexibility, and quality in learning across the entire higher education sector, while also promoting inclusive education. OER not only facilitates the adoption of innovative and resourceful teaching but also enables the sharing and modification of materials on platforms like SWAYAM, DIKSHA, NPTEL, and e-PG Pathshala, thereby reducing financial barriers and providing students from diverse backgrounds equal access to quality education. OER is also in tune with the National Educational Policy (NEP) 2020, as it emphasises a multidisciplinary

and experimental approach towards learning and teaching that encourages collaboration, creativity, and the use of digital tools among students. One of the significant advantages of OERs is the transformation of content into regional languages, thus making education more inclusive and relevant to the context. Additionally, OER opens doors for women and marginalised groups by providing flexible online and mobile-based self-paced learning opportunities. In summary, OER have played a significant role in making higher education in India more equitable, accessible, and affordable, thereby meeting the diverse needs of the country's population.

Challenges Identified in OER Implementation

Open Educational Resources (OER) have great promise in helping the National Education Policy (NEP) 2020 achieve its objectives, but several challenges still hinder their implementation. The most significant challenge is the inability to provide adequate digital infrastructure in both urban and rural areas, as well as online learning platforms such as SWAYAM, DIKSHA, and NPTEL, whose access is limited primarily due to a lack of digital infrastructure. Furthermore, the low level of digital literacy among both teachers and learners hinders the quality and usage of OER. Many of the educators are unaware of open licensing policies and intellectual property rights, which prevent them from adopting or creating open content. The issue of quality and relevance among OER materials is another that is very difficult to address, as there are no standard mechanisms for quality assurance; thus, the quality of OER materials is inconsistent.

Additionally, the majority of OERs are in English, which poses problems for users from different linguistic backgrounds in accessing them. Institutional challenges, including inadequate teacher training, a lack of motivation among teachers, and insufficient policy-level support, also hinder OER adoption. However, the aforementioned challenges can be resolved through capacity building, infrastructure development, and conducting awareness programs. To unlock the full potential of OER and achieve the dreams of NEP 2020 for inclusive and technology-based education.

Digital Initiatives and Policy Frameworks for Strengthening OER in Education

Digital initiatives and policy frameworks have been leading the way in strengthening the use of Open Education Resources (OER), aligning closely with the National Education Policy (NEP) 2020. Various platforms, such as SWAYAM,

DIKSHA, NPTEL, e-PG Pathshala, e-Gyankosh, and the National Digital Library of India (NDLI), have enabled access to free and high-quality learning materials for learners and educators across the country. All these platforms are equitable and digitally empowering; for instance, learners are being provided with open content at any time and from anywhere. The National Educational Technology Forum (NETF) and the National Educational Alliance for Technology (NEAT) are examples of policy frameworks that have served as a roadmap for collaboration on technology and open educational resources, aiming to raise their standards and practices. Moreover, the Digital India and NEP 2020 projects have underscored the need for developing multilingual content, which would not only make the education system more accessible but also provide equity through regional languages. All these digital initiatives, along with policies, have set a firm foundation for the sustainable growth of OER in India. Thus, being able to innovate, collaborate and include all during the teaching and learning process.

Key Findings and Suggestions

Open Educational Resources (OER) are crucial in implementing the National Education Policy (NEP) 2020 by providing access to quality education at lower costs. Among the digital platforms available, SWAYAM, DIKSHA, NPTEL, and e-PG Pathshala have made a significant impact, as they provide students and educators from different regions with the opportunity to access free and high-quality learning materials. OER not only increases learner interaction but also promotes teamwork and enables learners to choose their own pace of learning, aligning with NEP 2020's lifelong education aspiration. Although OERs are very useful, their adoption remains limited due to several challenges, including inadequate digital infrastructure, a lack of knowledge about open licensing, insufficient teacher training, and language barriers. To address these problems, it is essential to establish a proper technology infrastructure, promote teacher training programs, and support the creation of multilingual resources. Setting up a quality assurance system and fostering inter-institutional cooperation will facilitate the effective integration of OER. Moreover, through the partnership of educational institutions, policymakers, and technology providers, the OER will be sustained and contribute significantly to achieving the desired outcome of NEP 2020's vision of inclusive and technology-driven education.

Conclusion

Open Educational Resources (OER) are considered a major driving force behind the implementation of the National Education Policy (NEP) 2020, as they transform education into a process that is accessible, affordable, and more inclusive. OER has not only expanded the range of quality learning through digital platforms like SWAYAM, DIKSHA, and NPTEL in various regions, but it has also supported innovation, collaboration, and lifelong learning among higher education students and faculty. On the other hand, there are challenges such as poor digital infrastructure, widespread unawareness among the masses, and a lack of teacher training that hinder progress. The government must strengthen its digital capacity and provide support through targeted policies. At the same time, developing multilingual content will ensure that OERs are actively engaged in creating a fair and technology-based educational system in India.

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From Pages to Pollutants: The Effects of Air Pollution on Library Holdings and Its Stakeholders

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ABSTRACT: Air pollution is now a crucial environmental challenge that affects our public health, ecosystems, and urban infrastructure. However, its impacts extend beyond concerns such as ecological damage and respiratory problems. This paper examines the significant effects of air pollution on library collections, including manuscripts, rare materials, and electronic resources. It emphasises how contaminants exacerbate the deterioration of paper, ink, and other materials, making more effective preservation methods crucial.

This research aims to explore the process by which air pollution can damage library resources and services. In addition, the study examines the expenses of preservation, as well as the effects on library services, including interruptions caused by health hazards to employees and users. Additionally, promoting sustainable practices that ensure the longevity of library collections and services, it seeks to find effective preventive measures and strategies to protect collections.

An attempt has been made to maintain this study as a unique effort. In detail, no such study has ever been conducted before, especially about special and public libraries. Through this study, an effort has been made to gather relevant data and analyse it, which leads to significant solutions. The purpose of this study is to understand the current situation of the public and special libraries in Delhi and the NCR, which are home to distinctive collections and cultural heritage. To gather comprehensive data on how air pollution affects library services and collections, the study employed a combination of observational and random surveys.

KEYWORDS: Air Pollution, Library Collection, Prevention, Environment

1. Introduction

Libraries, as vital community hubs for learning, culture, and information, are also impacted by poor air quality in numerous ways. The health risks posed by polluted

air can affect both staff and visitors, potentially hindering the effectiveness of library services.

The services of the libraries may be impacted by air pollution in many ways. It affects the library collections, the health of library users and staff, and the overall quality of the library environment. Libraries in areas with high air pollution levels need to take the initiative to modify their operations to mitigate these impacts. Libraries must be proactive by implementing safe handling and storage practices, utilising air filtration equipment, and regularly checking the air quality. Long-term library collection preservation and the establishment of a safe, healthy environment for staff and patrons depend on raising awareness of the issues and making a commitment to sustainable practices.

The preservation and accessibility of library collections, as well as the efficient provision of library services, are seriously threatened by air pollution. To preserve priceless objects, such as books, manuscripts, photographs, and historical records, for future generations, libraries rely on stable environmental conditions.

However, air pollutants such as sulfur dioxide, nitrogen oxides, particulate matter, and Ozone can accelerate the deterioration of these materials, leading to mould growth, fading, and brittleness. Additionally, poor air quality can compromise the structural integrity of library buildings and endanger the health of personnel and patrons, further impairing library operations.

Objective of the study

The study aims to investigate how air pollution affects library resources and evaluate its impact on the delivery and quality of library services. This study will also help determine the primary pollutants and environmental elements that affect library collections. The study will also help propose practical strategies and preventive measures to mitigate the adverse impacts of air pollution on libraries.

2. Literature Review

To carry out a systematic search and generalise findings, the literature review assumes crucial relevance in any research. Very few studies have examined the impact of poor air quality on staff health, patron comfort, and library operational efficiency. As a result, the researchers have consulted and reviewed the literature, which is arranged chronologically in descending order by year of publication.

Abulude FO and Ademilua SO (2024) examined the impact of air quality on library environments, examined common pollutants, and highlighted the importance of proper ventilation systems. The purpose of this study is to provide practical

strategies and suggestions for improving air quality in library environments. They concluded that air quality in library environments has a significant impact on the health and productivity of both visitors and staff. Inadequate air quality can lead to health issues, discomfort, and impaired cognitive performance. The study recommended regular maintenance of HVAC Systems, Green cleaning practices, the Use of Air purifiers, and awareness.

Gunes, Yalçin & Colaklar (2022) undertook a study about the Investigation of indoor air quality in university libraries. Two libraries at Bartin University in Turkey were studied. Particulate matter, total volatile organic compounds (TVOC), and formaldehyde (CH2O) levels were simultaneously measured in various rooms of the libraries using a PCE-RCM 11 device. The monthly data was compiled from September 2019 to October 2020, with each library being monitored for a duration of two weeks. The study suggests that indoor air quality in libraries is influenced by both indoor and outdoor factors, especially natural ventilation. Therefore, mechanical ventilation is deemed more effective for improving air quality.

Wu, Lu & Chou (2018) conducted a study to evaluate the indoor air quality (IAQ) of library rooms at the University of Science and Technology Beijing during a heating-free period. For this study, nine rooms without a centralised system were selected. The study highlighted several key points, emphasising the importance of fresh air and space functionality in ventilation design.

Yang (2017) undertook a study on Indoor air pollution and prevention in college libraries in China. The paper examines six factors that influence indoor air pollution in libraries: the use of eco-friendly materials, proper ventilation, reduction of electromagnetic radiation, regular disinfection, adherence to green building practices, and increased awareness of health and environmental concerns. College libraries should research, implement management strategies, conduct regular disinfection, and monitor air quality to promptly address issues, supporting the creation of a green, low-carbon library. It provides recommendations for preventing air pollution and creating a green, low-carbon library.

3. Need for the study

Air pollution can have several adverse effects on library collections and services, particularly in terms of preserving materials, the health of patrons and staff, and the overall quality of the library environment. As analysed in various studies, in India, especially in Delhi, the last few months have been crucial in terms of air pollution, severely affecting the health of the people. But we have not yet assessed the impact of this pollution on the library resources and all its stakeholders, including users and professionals.

4. Methodology

The present study employs both questionnaires and interviews for data collection, using a random sampling method. Accordingly, a structured questionnaire was prepared and distributed among the public and special libraries located in Delhi / NCR. The questionnaire included questions about the effects of air pollution on library resources and services, as well as the prevention measures adopted by the library. The data collected from these libraries was analysed, and the outcomes are depicted in the form of graphs and charts.

5. Findings

Survey analysis and results

This study aims to investigate the impact of air pollution on library materials and services in Delhi/NCR libraries. It aims to assess the collection affected by air pollution, the measures the library takes to mitigate its impact, and the number of readers' footfalls in 2024 due to air pollution.

We provide a detailed representation of the data collected from the libraries in the form of graphs and charts. The figure below is a diagrammatic representation showing the percentage of library material most affected by air pollution in the libraries surveyed.

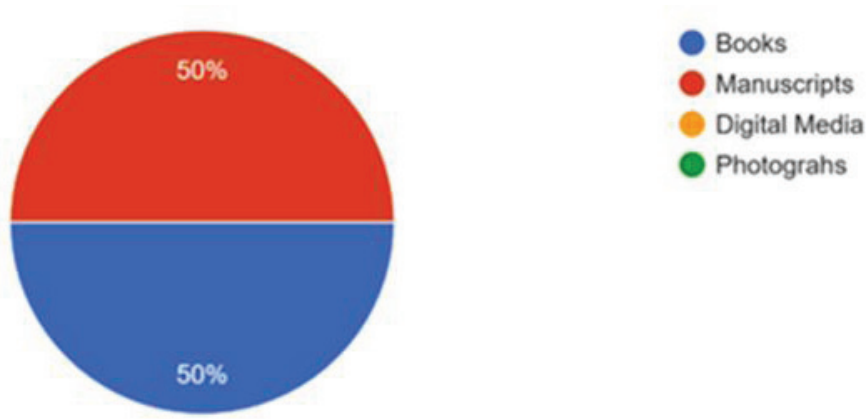


Figure 1: Percentage of library reference materials affected due to pollution as per the opinions of the surveyed librarians

About 50% of the respondents believe that books are most affected by air pollution, while the remaining 50% selected manuscripts. Notably, no respondents selected digital media and photographs. This finding aligns with the fact that books and

manuscripts, composed of organic materials such as paper and ink, are highly vulnerable to air pollution.

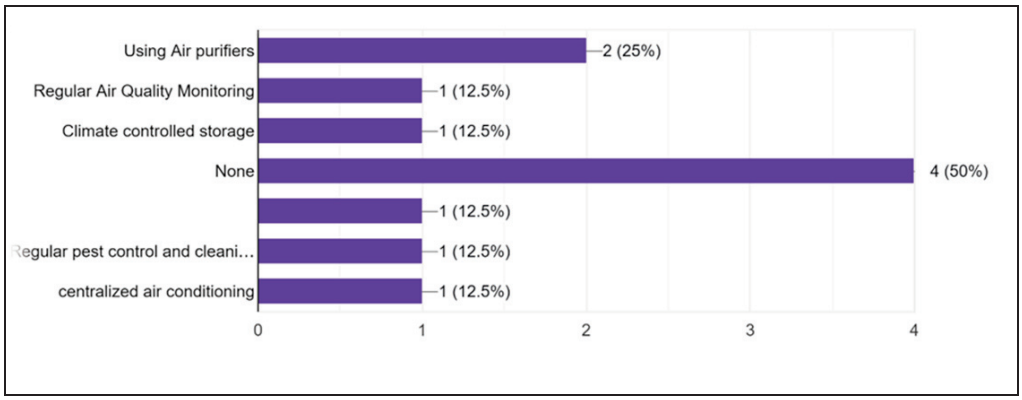


Figure 2: Percentage of resources used by the surveyed libraries to mitigate the impact of air pollution

The graph (Figure 2) shows the measures libraries took to mitigate the impact of air pollution. A majority of the respondents reported that libraries do not take specific measures to counter the effects of air pollution on their collections. Only 25 % are using air purifiers. Half (50%) of the respondents reported that their libraries do not take any specific measures to combat the effects of air pollution on their collections. Other protective measures, such as climate control, are not employed; only one respondent reported that their library uses air quality monitoring equipment.

The footfall in the library during the year, including the high AQI months, is depicted in the graph mentioned below:

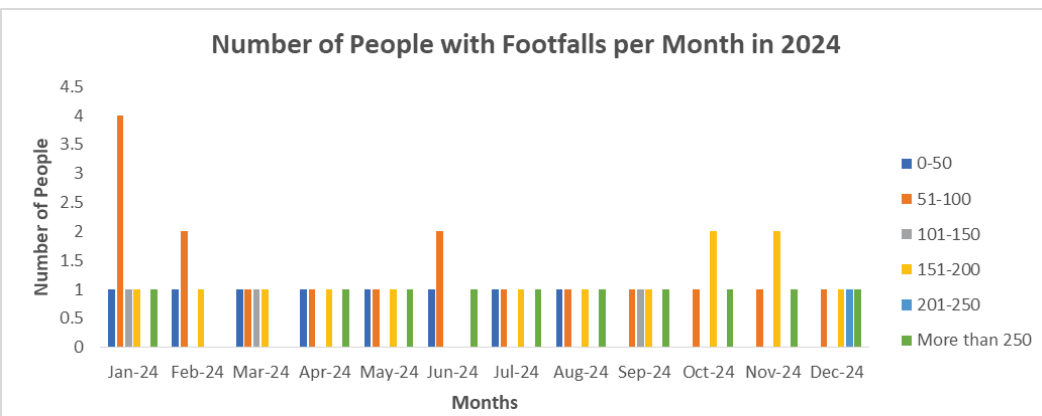


Figure 3: Monthly Footfall in the libraries during January to December 2024

Half (50%) of the respondents reported that their libraries do not take any specific measures to combat the effects of air pollution on their collections. Only 25% use air purifiers, the most commonly reported preventive measure. Other protective actions, such as climate control, air quality monitoring, pest control, and centralised conditioning, are seldom implemented, with each reported by just one respondent. The footfall data for 2024 reveal notable trends in visitor distribution across different ranges. The range 51–100 has been recorded as having the highest footfall continuously in every month, peaking in January with 4 occurrences. The category 0–50 remains steady from January to August, and then experiences a complete drop from September onwards, indicating a possible shift in user engagement. The range 151–200 showed a consistent presence throughout the year, with a good increase in October and November, suggesting a seasonal or occasion-driven increase in visitors to the library. However, more than 250 categories, not present in February and March, were gained from April onwards, maintaining a steady presence until December.

In contrast, the range from 201 to 250 was almost negligible, surfacing only in December. The range 101–150 had a moderate presence, with some fluctuation. In general, the data suggest a steady mid-range engagement with occasional peaks in both very low and very high footfall, indicating varied user activity throughout the year.

6. Key insights from the survey and results

a. The Negative and Damaging Effects of Air Pollution on the Libraries' Physical Materials

Nowadays, air pollution is a global challenge and concern, posing a danger to our cultural heritage and the availability of knowledge. Typically, libraries preserve valuable materials, including rare books, manuscripts, and other archival documents. Air pollution undoubtedly has a profoundly destructive impact on library collections. Pollution caused through air, such as dust, smoke, chemicals (sulfur dioxide, Ozone, nitrogen oxides, and particulate matter), may slowly damage paper, leather, textiles, and other materials, and over time, this may lead to

- **Yellowing and brittle paper**- Pollution can accelerate the breakdown of cellulose in paper, causing it to become brittle, discoloured, and prone to tearing.
- **Mould and Mildew Growth**- High levels of humidity, combined with pollutants in the air, can promote mould and mildew growth, which can ruin books and archival materials.

- **Corrosion of metal objects** - Library collections may also include metal objects, such as bookbindings, brass nameplates, or archival items, which may be affected by air pollution, especially when sulfur dioxide reacts with metals to form corrosive compounds.
- **Photographic materials and artefacts** - The items, such as photographs, paintings, and other delicate items in libraries, can experience discolouration, fading, and may also lead to damage due to exposure to pollutants like Ozone and particulate matter.
- **Damage to electronic equipment**- Libraries increasingly depend on digital collections and electronic equipment for storing, processing, and accessing information. Air pollution, excellent particulate matter, can penetrate and accumulate in electronic devices, leading to malfunctions, hardware failures, and potential data loss.

b. Health Risks for library users and staff in the library

Growing pollution is a concern for library users, particularly in library buildings where proper ventilation or air filtration systems are not in place. Users' exposure to polluted air for an extended period may elevate the risk of the following:

- **Effects on Lungs (Respiratory problems):** The poor quality of the air due to air pollution may affect the health of library users and staff. It may affect the lungs, potentially causing bronchitis, asthma, and allergies.
- **ENT issues (Irritation of Eyes, Nose, and Throat)**: Generally, it is observed that poor air quality may irritate the eyes, nose, and throat, creating discomfort for library users and staff.
- **Decreased Productivity**: Poor air quality can make the library an unpleasant environment in which to spend time. The library users may be less likely to visit the library if it is stuffy or uncomfortable, which can affect foot traffic. It also affects the staff productivity.

c. Infrastructural Damage and maintenance costs

Libraries may experience a substantial accumulation of dust in areas with high levels of air pollution. It will affect the systems, filters, and ventilation systems, which may reduce air circulation efficiency, potentially increasing the risk of damage to books and equipment. The AC, ventilation, and heating systems in the libraries may become blocked with pollution, which may increase maintenance costs and also affect their efficiency. The system also needs to be improved periodically. Air pollutants may lead to structural deterioration, requiring high-cost repairs to maintain the integrity of the library building.

d. Impact on Services and Outreach Programmes

- Many libraries, especially public libraries, organise outdoor programmes, and air pollution can impact these activities. For example, community events or children's reading sessions are rendered unsafe due to the air pollution. Libraries play a vital role in educating the public on various issues. Libraries should take a more proactive approach in educating the public in areas with pollution.

e. The effect of Air Pollution on Rare Manuscripts and on Delhi's Libraries

Rare books and manuscripts of Delhi's libraries face a significant threat due to air pollution. Due to the air quality, these pollutants affect repositories, causing degradation of paper, discolouration, and ink fading, which ultimately reduce the readability and longevity of historical and cultural treasures. Few efforts have been made to protect heritage with digitalisation.

In addition, Air pollution also affects digital preservation efforts as the particulates can damage storage devices and scanning equipment, disrupting the creation of digital archives.

Institutions like the NMML (Now Pradhmantri Sangralaya), ICHR (Indian Council of Historical Research), National Archives, and many more libraries encounter significant challenges in the battle against air pollution. These libraries hold rich and invaluable manuscripts, rare books, and records. In view of these, a few steps should be taken to protect these treasures. It is essential to have modern, climate-controlled storage spaces equipped with advanced filtration systems, which can help reduce permanent damage. Additionally, prioritising digitisation is crucial to safeguard these valuable collections.

The threat that air pollution poses to libraries serves as a poignant reminder of the widespread impact of environmental degradation. These institutions need urgent attention and action to safeguard the nation's intellectual and heritage collection.

The libraries of Delhi can better safeguard their collections by combining advanced technologies, community engagements and strategic planning. Studies have shown that in cities like Delhi, where pollution levels are consistently high, libraries often report damage to paper-based materials. For example, a 2016 survey conducted by the India National Trust for Art and Cultural Heritage (INTACH) highlighted that pollution poses a significant threat to library collections in metropolitan areas.

f. Library Services in Response to Air Pollution

Libraries can take a variety of steps to mitigate the effects of air pollution on their collections, services, and users:

- **Improve Air Quality:** Air Quality Monitoring (AQM) plays a significant role in monitoring and providing accurate readings of air quality, which helps to understand the level of pollution. By installing upgraded air quality systems and air purifiers, better indoor air quality can be maintained. Regular maintenance of these systems is necessary to ensure their effectiveness.
- **Preserve Collections and indoor programmes:** Libraries might need to invest in climate-controlled storage areas, particularly for rare or vulnerable materials. Materials such as books, manuscripts, and photographs can be stored in sealed environments to protect them from pollutants. When air quality is poor, libraries may shift their programming to indoor activities, such as story times and workshops.
- **Energy-Efficient and Green Library Design**: Libraries can consider designing or retrofitting buildings with sustainable, energy-efficient technologies that include high-quality air filtration systems, natural ventilation, and other green building features that reduce exposure to pollutants.

g. Conservation and Maintenance Cost and Budget

Air pollution can significantly impact library collections, causing various forms of material deterioration that result in higher expenses for preservation, restoration, and upkeep. Libraries may need to invest more resources in the preservation and conservation of their collections in areas with pollution. This can include:

- **More frequent cleaning**: Dust and particulate matter will require more frequent cleaning of bookshelves, surfaces, and materials.
- **Specialised age conditions**: Libraries may need to invest in air filtration systems, temperature-controlled environments, or sealed storage units to protect rare or valuable materials from the effects of air pollution.
- **Increased maintenance of HVAC systems**: More robust or frequent maintenance of air filtration systems and air conditioning units will likely be necessary to ensure that both library materials and patrons are protected from pollutants.
- **Energy costs**: If air quality control systems (such as air purifiers or advanced HVAC systems) need to be used more frequently or more intensively due to local pollution, the library may incur higher energy and operational costs.

h. Regular health check-ups of employees: Institutions and libraries have health facilities and health insurance benefits for the employees, which are mostly in place, but in the situation of high pollution, there is a need for regular health check-ups to keep a high level of health monitoring. The process of regular health check-ups increases the budget of the library.

9. Conclusion

Air pollution can have a significant impact on library services in multiple ways. It affects the preservation of library collections, the health of library users and staff, and the overall quality of the library environment. Libraries in regions with high levels of air pollution must be proactive in adapting their operations to minimise effects. This may include improving air quality, enhancing preservation practices, and modifying service delivery to ensure the health and safety of their patrons.

In conclusion, the survey responses in this study reveal a strong perception that books and manuscripts are most susceptible to air pollution, reflecting an awareness of the vulnerability of paper-based materials. In the present study, data were collected over one year, specifically in 2024. To the best of our knowledge, the lack of such an in-depth study is noticeable.

The findings from our study can be applied to libraries outside of Delhi, even though the sample of libraries is restricted to Delhi/NCR. Future studies can extend the analysis to more years and cities, which would help in drawing insights and inferences about the impact of air pollutants on readers' footfall and infrastructure/holdings.

However, the lack of concern for digital library resources and photographs suggests a gap in understanding about the broader impact of pollution on all types of library materials, underscoring the need for increased awareness of preservation. Overall, the data reflect fluctuating user activity, with emerging high-volume trends and diminishing low-traffic days.

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Managing Organisational Changes is an Important Process in the Library System and Services

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ABSTRACT: In today's fast-paced world, libraries are no longer the traditional places where we used to store books or read books. With today's advanced technology, the growth of electronic resources is leading to the widespread use of digital information resources to meet the demands of readers. The development of information and communication technology (ICT), its transformation, and the expectations of users have had a significant impact on libraries and their services. Therefore, libraries and information centres need to adapt to these changes, and the use of a process called change management has become a necessity. Libraries must implement strategic change to keep pace with these changes. This paper discusses the change management strategies employed by libraries, the challenges encountered during change, and the plan for implementing effective change. It emphasises leadership, staff training, technological adaptation, and a user-centred approach as key elements of library development.

KEYWORDS: Change management, Library system, Organisational change, Library services, ICT in libraries

1. Introduction

We are currently witnessing numerous changes in libraries. There have been changes in the services, processes, and media used to store information. Printed materials in libraries are being converted into digital form, and institutional collections are being created. In addition, electronic tools such as OPAC, WEBOPAC, barcodes, and RFID are being utilised in various areas, including cataloguing, manual circulation, and security systems. Remote access is being used to access the library. Due to this, traditional libraries have not only become information centres, but librarians are now also focusing on digital libraries, libraries without walls, and automated libraries. Organisational changes are required to reach the end reader, and managing such changes effectively has become a need of the day.

Today's library users expect to get the information they want without any barriers. Traditional libraries cannot meet such growing expectations with the services they currently provide. To meet these needs, library services will need to be made efficient and advanced through change management, utilising technologies such as digital catalogues, automated systems, and online databases.

The purpose of this paper is to raise awareness of the need to manage organisational change in libraries and its impact on library systems and services. It explores the key factors that drive change in libraries and how they can be effectively implemented.

2. Organisational Change in Libraries

Change management can ensure that there are standardised methods, processes and procedures that are useful for all changes. This is useful in striking the right balance between the efficiency of all changes, the need for change and the potential consequences of the changes. The primary objective of change management is to ensure the successful implementation of change, reduce resistance to change, and maximise the benefits of the implementation. Change management is a successful approach to transitioning from one situation to another, particularly from a challenging problem to a more successful one.

Change management is the process of planning, implementing, controlling, and ultimately stabilising the change process at the organisational, employee, and resource levels. In change management, both human and equipment changes are of paramount importance. In information provision, change management involves managing the human aspect of change, such as adjusting the service approach to accommodate administrative changes, restructuring staff roles, and workflow redesign. Equipment change management, on the other hand, focuses on managing new ICT equipment, e-resources, and the adoption of integrated library management systems, etc.

3. Why Managing Organisational Change in Library Systems and Services

3.1 Technological Advancements

In the era of technological advancement, technology is not just a tool; it has become an essential part of the library, enabling it to provide a range of services. Therefore, libraries must utilise technology for their development and increased usefulness. Librarians need to be constantly sensitive and alert to all the changes

that occur and understand the impact of these changes on the library, utilising the relevant tools and techniques. As digital library platforms are implemented, OPACs and digital repositories have replaced manual systems, providing virtual reality for online services, utilising artificial intelligence for cataloguing and classification, and employing RFID and barcoding for library security. Libraries are adopting these advancements to stay current. With technology, libraries that exchange books are being transformed into information centres that provide active, interactive, and automated services, and are also being transformed into learning centres. Staff and users will also manage these changes and use new technologies effectively

3.2 Changing User Expectations

Currently, users demand access to information at any time, from anywhere, remotely, quickly, and seamlessly. Their changing expectations include demands for e-resources and e-services, as well as mobile-friendly interface services. Users also expect more personalised and responsive services, such as CAS and SDI. Therefore, libraries need to be diverse, modern and flexible to meet expectations. Moreover, staff should be technologically savvy, and libraries should keep systems and services up to date to meet the demands of readers.

3.3 Professional Development and Staff Adaptation

While managing organisational change, some traditional functions become obsolete and new technologies are introduced, library staff often face challenges. At the same time, new capabilities are needed to manage digital resources, train staff, increase digital literacy and encourage them. Training in new technical skills is necessary to meet the evolving needs of users and maximise the benefits of new technologies. To keep up with rapid technological advances, staff should be continuously trained on key technologies including library management systems, data analytics, cloud services, digital preservation tools and AI applications. Additionally, workshops, seminars, and conferences should be organised for them.

3.4 Organisational Sustainability

Effectively managing change requires strategic planning of the organisation, which should focus on the needs of libraries, including staff development. A holistic approach to organisational sustainability is necessary to develop the technical, financial and staff components of the library. This ensures smooth transitions, improved services and sustainable development in the library's operations.

3.5 Policy and Administrative Reforms

Policy and administrative reform in libraries focuses on transforming from traditional practices to organisational change management. Major reforms include elements such as new governance, strategic planning, and changes in librarian functions. New organisational change management helps align these policies with the latest technical and ethical standards. Adopting a new system often requires policy reforms that encompass digital inclusion and universal access, intellectual property rights, digital preservation, data privacy and security, as well as strategic planning, among other considerations. Administrative reforms, which comprise the second part of this, include elements such as automation systems, redefinition of professional roles, infrastructure, professional training, and user-centric services, among others.

4. Challenges in Managing Organisational Change in Libraries

4.1 Significant Changes in Libraries

Libraries are undergoing significant changes in various areas, from the types of reading materials to the methods of service provided to users. Although this change is exciting, it is also challenging, as implementing change in any ongoing situation is difficult, and libraries are no exception. Some of the challenges faced while managing organisational change in libraries are as follows.

4.2 Staff Resistance

The most significant challenge faced when managing change in libraries is staff resistance. In many libraries, librarians and library staff are reluctant to adopt new technologies and establish new practices due to fear of the unknown, a lack of confidence in new systems, or a habit of relying on old methods.

4.3 Lack of adequate funding

Adequate funding is the most important factor when undertaking any new initiative. Implementing new technology requires a large amount of funds to purchase new equipment, hire additional staff, or train existing staff. For libraries, obtaining sufficient funding to support such a change can be a significant obstacle.

4.4 Technical barriers

Like all sectors, libraries also face the challenge of overcoming technical barriers. Integrating new systems into existing infrastructure can be a complex process. Transferring data from the library's old systems to the new system and integrating old and new systems can be a challenge. In addition, the infrastructure required to

support advanced technologies, such as high internet speeds and services based on them, may be lacking. Effective leadership and stakeholder engagement are key to overcoming these barriers.

5. Library Strategies for Effective Change Management

Whether it is an organisation or a library, several policies need to be implemented to carry out the process successfully. Foresight and careful planning are essential for successfully implementing effective change management. The following are some key elements required for a successful planning process to create a well-defined plan and achieve specific goals.

5.1 Planning

Planning is the process of setting goals and developing strategies to execute activities that will achieve future objectives. For this, management practices should be clear for both the organisation and the library by setting goals and completing the necessary steps to achieve them. For collaboration, tasks, roles, and resources should be structured coherently, and their responsibilities should be clearly defined. This allows librarians to ensure that each person is performing their role correctly.

5.2 Leadership

Leadership is a crucial factor in driving change in libraries. Librarians should clearly explain the nature of the change. They should encourage other colleagues to accept it. They should ensure that everyone understands the reasons for the change. This includes providing guidance, instruction, and motivation to colleagues, enabling them to perform their roles effectively. They should seek feedback from employees and empower them to take ownership of the work. Additionally, everyone should be allowed to provide input to determine if the change process is meeting the needs of the library and its users. If necessary, the plan should be adjusted to include appropriate feedback. Practical guidance creates a positive work environment and aligns it with the goals of the employees and the organisation.

5.3 Sharing progress and results

All stakeholders involved in implementing change in libraries need to be informed of the progress and results of the plan. This reporting provides stakeholders with accountability for proper management. It also helps managers make the right decisions and adjust policies as needed.

5.4 Training

Even if colleagues resist adopting new change management, training is an effective way to reduce it. You can help your partners adapt by providing them with comprehensive training on the new systems, technologies, and skills required for the change. However, this training should be timely and ongoing, so that their skills can be improved.

5.5 Phased Completion of Work

It is challenging to implement any change all at once. Employees should be allowed to adapt to their work so that they can continue their tasks without disrupting services. For this, planned phases should be implemented.

6 Conclusion

Changes create new challenges and opportunities for libraries. Therefore, no librarian should ignore these changes. Change management is a process that enables librarians to develop libraries in a planned manner, which is why it should be carefully planned. For this, organisational changes in library systems and services should be managed to ensure efficiency, relevance, and sustainability. A successful manager can anticipate the impact of change and develop advanced plans to address future changes. He can make the change favourable for the library by involving all colleagues.

To transform libraries into dynamic, user-centred libraries that meet the needs of today's information seekers, libraries are expected to adopt new technologies and utilise digital resources, thereby meeting the demands of consumers through effective change management. Although the path of change is challenging to adopt, libraries can successfully navigate the transformation process if proper planning and strategy are implemented. Strategic planning, leadership commitment, continuous training and stakeholder cooperation are required for successful change management. As libraries continue to evolve in today's era, effective organisational change will remain a pillar of their growth and impact.

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Use of E-Resources and Their Contribution to Environmental Sustainability: A Study of the College of Engineering and Technology

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ABSTRACT: The primary purpose of this research is to investigate the usage of e-resources among students and faculty members of Suryodaya College of Engineering and Technology, Nagpur, to examine their contributions to environmental sustainability. In the present era, the use of digital media for academic and research activities has increased significantly to the point where it is imperative to highlight the relationship between the use of digital resources and environmental conservation.

The method adopted was descriptive in nature. The data were collected using a structured questionnaire survey method with a sample comprising 150 students and 25 teachers. The analyzed data were based on a percentage method. Tables and charts supported the presentation of results, making them easier to interpret.

Findings show that 45% of respondents use e-resources daily, while 35% use them only once a week. E-books and e-journals were the most commonly accessed resources. Additionally, respondents were somewhat aware of environmental sustainability, agreeing that the use of digital resources reduces paper consumption and consequently aids ecological conservation.

According to the study, e-resources were recognized not only for enhancing the academic quality and efficiency of learners and teachers, but also as tools for promoting environmental sustainability. Future research suggests that training programs may be held at institutions, with a need to improve computer facilities and internet connectivity to ensure effective use of e-resources.

KEYWORDS: E-Resources Usage, Environmental Sustainability, Digital Libraries, Academic Users, Green Information Practices

Background of the Study

In today's digital world of ICT, reading and accessing information are also digital. Earlier, printed books, periodicals, and reference materials were considered the

primary sources of information. However, due to the rapid technological revolution, these traditional sources have been converted into e-books, e-journals, online databases, and digital repositories, making them easily accessible to everyone.

In fact, modern library systems are now beyond being simply book storage centres. They disseminate knowledge and manage information. Given the Vast Array of Internet Resources, e-resources, and cloud databases, students, teachers, and researchers can access the necessary information from anywhere in seconds, facilitating learning and research.

The displacement of traditional print materials with electronic resources is not only a question of technological convenience but also of environmental significance. The printing of books demands heavy consumption of paper, ink, and energy. The paper-making process has direct ecological impacts, including deforestation and the use of chemicals. Alternatively, the use of e-resources reduces paper consumption, thereby helping to conserve trees. In addition, e-resources also minimize energy consumption for storing, lighting, and air-conditioning systems that maintain printed collections, thereby saving a considerable amount of energy. Hence, e-resources are an essential revenue channel for academic growth and environmental sustainability.

Keeping these factors in mind, the present study was conducted at Suryodaya College of Engineering and Technology, Nagpur, an institute established in 2010. The library, commonly termed as the "heart of the institution", occupies 601.64 square meters of area and can accommodate 220 readers at a time. It boasts a rich collection of 18,000 volumes, comprising textbooks, reference books, book bank materials, and social welfare books, as well as 55 national and international journals, DELNET e-journals, 16 newspapers, and several magazines.

The library's other facilities include a separate multimedia section with Internet access, a technical CD collection, bound volumes of journals, and a special reference section catering to higher education and research. The entire library is computerized and utilizes a modern library management system, enabling users to access information quickly and easily.

This institution was selected for the study because of its progressive orientation toward technical education and its well-balanced combination of traditional and digital resources. Hence, this research focuses on investigating the status of e-resource use, its impact on academic performance, and whether it contributes practically to environmental sustainability within the institution.

Review of Literature

According to Saiyyad A. and Bashir A. (2024), environmental sustainability is becoming an increasingly important issue in the present age, as human activities significantly impact the planet's health and, consequently, the well being of future generations. With the previous exploitation of natural resources and industrial emissions, problems have arisen with laws created to address these issues. Environmental science, therefore, discusses various issues related to the conservation and promotion of renewable energy. Environmental science is concerned with the harmonious coexistence of humans and nature, striving to maintain a balance between human needs and ecological limits. It emphasizes cooperation at the national and global levels to find ways to solve environmental crises. In this regard, ecological science emphasizes the importance of incorporating sustainability into planning and supporting sustainable development policies.

According to Dr Sadlapur S. (2024), in the study "Green Library: Foundations of Sustainability in the Information Age", a "Green Library" refers to a modern library that uses environmentally friendly construction materials, maximizes the use of natural resources, reduces waste, and makes greater use of renewable resources. It operates cost-effectively and efficiently. Green libraries, by adopting such practices and principles, significantly contribute to promoting sustainability and fostering environmental awareness within their communities.

Solemanfarsi and Ghaffar (2023) state that libraries are indispensable in the context of the Sustainable Development Goals (SDGs) and the global educational process on the environment. Libraries, by fulfilling their role of providing information and acting as change agents, are at the forefront of society's needs for environmental conservation and sustainability. The term "Green Libraries" is used in this context, as they have already begun to enter this domain. Environmental knowledge is being disseminated daily by libraries and their surrounding communities. Green libraries, in collaboration with educational institutions, are developing environmental literacy and helping individuals make informed decisions on environmental issues through awareness and action.

Objectives of the Study

- To analyze the extent or magnitude of usage of e-resources by students and teaching staff of Suryodaya College of Engineering and Technology.
- To study the role of e-resource usage in Environmental sustainability.

- To observe the differences and the impact of the use of Printed and Digital kinds of resources.
- To suggest some recommendations for proper planning and use of e-resources in Library management.

Limitations of the Study

- This study is limited to Suryodaya College of Engineering and Technology, Nagpur, and does not include other institutions.
- The research findings are based solely on the responses of students, teachers, and library personnel from the selected institution.
- The study focuses solely on environmental aspects related to the use of e-resources, without considering other institutional or technical parameters.

Research Methodology

The research design of the study falls under the descriptive category. This method facilitated an in-depth investigation into the use of e-resources and their perception by users, as well as their potential impact on environmental sustainability.

Type of Study: Descriptive

Before a description reaches the reader's eyes, the researcher observes existing situations objectively. Reporting findings from the perspective of the eye is the British approach here.

Data Collection Method: Survey Method through a Questionnaire

A structured questionnaire was created for both students and teachers, addressing questions related to e-library use, availability, access frequency, and environmental consciousness.

Sample Size: 150 students and 25 teachers

The sample consisted of respondents from various departments of the college to ensure even participation.

Data Analysis:

The data were analyzed using the percentage method and tabulated, as well as pictorially represented, to facilitate the lucid and easy interpretation of the results.

Table 1: E-Resource Usage System

Observation Component	Observed Condition	Remarks / Comments
E-Resource Access Room	Separate Computer Section	10 computers available
Internet Facility	Stable and fast	Students are satisfied
Digital Database Access	DELNET, NPTEL, E-journals	Properly utilized
Printing / Scanning Facility	Limited	Used occasionally
Software Availability	OPAC, Library Management Software	Fully functional

Table 2: User Participation

Observation Parameters	Observed Pattern	Remarks / Comments
User Attendance	Higher usage in the morning hours	An average of 25 students visit daily
Student Interest	E-books and E-journals	Mainly used for research and assignments
Faculty Participation	Limited	Primarily for reference purposes
Training Activities	Occasionally conducted	Students show good participation

Table 3: Reading Room and Print Resource Usage

Observation Parameters	Observed Pattern	Remarks / Comments
Reading Room Usage	Moderate	Limited use of printed books
Printed Journals	Low demand	Preference towards e-journals
Condition of Books	Good	Regular maintenance
Library Timings	9 AM – 6 PM	Convenient for users

Table 4: Technical Support and Assistance

Observation Parameters	Observed Pattern	Remarks / Comments
Role of Librarian	Active	Assists in e-resource utilization
Supporting Staff	Available	Provides user guidance
Maintenance System	Regular	Computers and the internet function efficiently
User Satisfaction	High	Positive feedback from students

Table 5: Environmental Sustainability Aspect

Observation Parameters	Observed Pattern	Remarks / Comments
Paper Usage	Reduced	Due to the increased use of e-resources
Energy Consumption	Controlled	Use of modern LED and power-saving devices
Space Utilization	Efficient	Reduced print collection, increased e-databases
Recycling Initiatives	Partially implemented	Old books given for reuse or recycling

Data Analysis and Interpretation

The above tables clearly demonstrate that Suryodaya College of Engineering and Technology, Nagpur, has effectively utilized its E-resources to implement the library system.

The library has a computer section with about ten computers available for student use. With a high-speed internet connection, students would have used e-resources in the form of licensed digital resources, including e-books, e-journals, DELNET, and NPTEL.

From the user's perspective, the response has been positive. Especially during the morning hours, there is much use of e-resources. Thus, about 25 students use the e-resources daily. However, to a limited extent, faculty use of e-resources is frequent, primarily for referencing e-journals and developing research projects. Occasionally, training programs are conducted, and students show good participation.

Reading Salles are moderately utilized, and e-resources are mostly preferred over printed materials by the student user. The demand for print journals is negligible, whereas the trend is moving toward electronic journals. From 9:00 AM to 6:00 PM, the hours have been adjusted to accommodate the schedules of both students and faculty members.

From a technical perspective, librarians and support staff assist and guide users in accessing and using electronic resources. A regular maintenance schedule is in place for computers and internet facilities to ensure all equipment functions optimally. This has resulted in high satisfaction rates among users, with positive feedback from students regarding the services.

Due to the increased use of e-resources, environmental sustainability has seen a notable improvement in reducing paper consumption. The library has implemented green measures, including the use of LED lights and energy-saving gadgets. A reduced reliance on printed materials is therefore a valuable space saver. Additionally, there are recycling initiatives that refurbish or reuse old or scrap books.

Through the use of e-resources, the library has also enhanced academic learning and research at Suryodaya College, making a significant contribution to environmental sustainability by promoting paperless and green practices.

Table 7: Types of E-Resources Used

Question	Response Options	Response Percentage (%)
Which type of e-resource do you primarily use?	E-Books	40%
	E-Journals	30%
	NDLI / NPTEL	20%
	Others (DELNET, Databases, etc.)	10%

Table 8: Difficulties Faced in Using E-Resources

Question	Response Options	Response Percentage (%)
What difficulties do you face while using e-resources?	Slow Internet speed	30%
	Difficulty in finding relevant information	25%
	Lack of time	20%
	Lack of proper guidance	25%

Table 9: Awareness about Environmental Sustainability

Question	Response Options	Response Percentage (%)
To what extent are you aware that the use of e-resources contributes to environmental sustainability?	Highly aware	50%
	Somewhat aware	40%
	Not aware at all	10%

Table 10: Suggestions to Increase E-Resource Use

Question	Response Options	Response Percentage (%)
What is needed to increase the use of e-resources?	Organizing training workshops	35%
	Providing more computers	30%
	Improving internet speed	20%
	Regular demonstrations/ orientation sessions on e-resources	15%

Interpretation of Data

The data collected from the survey clearly shows that the students and teachers of Suryodaya College of Engineering and Technology, Nagpur, widely access e-resources. The findings revealed that 45% of respondents use e-resources daily, 35% use them once a week, 15% use them once a month, and 5% use them rarely. This is a good indicator of the steady increase in digital information usage within the institution, suggesting that students are fully leveraging the available technologies.

Regarding the types of e-resources accessed by the respondents, the highest usage was observed for e-books at 40%, followed by e-journals at 30%, and educational platforms such as NDLI/NPTEL at 20%. The other 10% of respondents utilized DELNET and other databases. The findings clearly indicate that students primarily use e-resources for academic research and assignments, highlighting their growing inclination towards digital-based learning.

The issues experienced in using e-resources are primarily resolved by addressing the correct infrastructure and providing user training. About slow internet speed, 30% of the respondents mentioned it as a big problem. In contrast, 20% stated that there was no time, and 25% cited the need for proper guidance and technical support. However, the remaining 25% of respondents said that the core problem was the difficulty in locating relevant information. Hence, the use of e-resources is relatively widespread; however, the lack of infrastructure and user training to improve their usage remains a concern.

Fifty per cent of the respondents gave a high rating to their awareness of environmental sustainability, while 40% claimed to be somewhat aware. Only a mere 10% did not embrace the idea. This implies that most students are aware

of the concept of e-resource usage in relation to environmental conservation, whereby the use of digital platforms has a positive impact on reducing paper consumption, which constitutes a benefit to ecological sustainability.

According to the response variants, respondents suggested ways to make the e-resources more effective. Specifically, 35% were in favour of training workshops, 30% requested more computers, 20% requested a faster internet connection, and 15% wanted regular orientation or demonstration sessions on the e-resources.

From these findings, it can be inferred that both students and faculty members favour e-resources. The use of digital media not only enhances academic quality but also plays an equally substantial role in environmental conservation by reducing paper use and supporting green processes.

Conclusion

This introductory research aimed to analyze the e-resource usage of students and faculty at Suryodaya College of Engineering and Technology, Nagpur, and how this usage affects environmental sustainability. Information technology is sparking a change; thus, institutions for educational activities are adopting digital tools at a rapid rate, with the conventional library system undergoing a profound transformation toward an e-library model. Within this framework of analysis, the study asserts that the effective use of e-resources enhances the quality of education and serves a worthy cause in environmental conservation.

It can be inferred from the study that a majority of the clientele, comprising students and teachers, use e-resources. Forty-five per cent of the respondents said they used e-resources daily, whereas 35% said that they did so once a week. Thus, digital information sources have become the lifeline of academic life. Students frequently utilize resources such as e-books, e-journals, NPTEL, and DELNET. This demonstrably makes research, assignments, and project work much more comfortable and smoother.

Thus, the finding highlights a direct link between the use of e-resources and environmental sustainability. With the increasing use of computers and digital media, paper consumption has declined drastically, thereby preventing deforestation and supporting ecological preservation. Furthermore, newer libraries equipped with energy-efficient technologies, such as LED lighting, energy-efficient computers, and online database management systems, would constitute an optimal use of energy. These measures will serve the big agenda of sustainable development.

However, the investigation has also highlighted issues such as slow internet speeds, limited computer availability, and a lack of training programs for the user community. In this regard, IDIs are encouraged to upgrade their technical infrastructure, conduct regular training programs, and promote digital literacy among their students and staff, so that e-resources can be utilized more effectively.

This research has concluded that the use of e-resources ensures an improvement in the quality of education, regardless of the environment. If e-resources are implemented with planning and institutional efforts, they can serve as a tool for promoting academic effectiveness. Still, they may also act as a motivating example in terms of environmental conservation and sustainable academic bricolage.

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Libraries and the United Nations Sustainable Development Goals (SDGs): Global Contributions and the Road Ahead for India

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ABSTRACT: Libraries have turned into active partners for the advancement of the United Nations 2030 Agenda for Sustainable Development. This research paper examines how libraries worldwide contribute to achieving the Sustainable Development Goals, with a focus on SDG 4 (Quality Education), SDG 10 (Reduced Inequality), SDG 13 (Climate Action), and SDG 16 (Peace, Justice, and Strong Institutions). By analysing secondary data from IFLA reports (2019–2025), OCLC's Global Library Survey (2023), and peer-reviewed studies from various countries, the paper highlights recurring patterns in library initiatives and their community impact. The findings of this study indicate that through library initiatives, literacy is being promoted, the digital divide is being reduced, equality is being encouraged, environmental awareness is growing, and transparent institutions are being built. The study also reviews the development of libraries in India, including the Delhi Public Library, INFLIBNET, IGNOU, and Kerala's Green Library Initiative. It discusses their potential for aligning more closely with global SDG frameworks. Such recommendations include policy integration, training, development of digital infrastructure, and better partnerships. The research concludes that libraries, by providing equitable access to information and fostering informed citizenship, are indispensable in realizingachieving sustainable and inclusive societies worldwide.

KEYWORDS: Libraries, Sustainable Development Goals, Secondary Data, IFLA, OCLC, India, Global Development

Introduction

The UN adopted the 2030 Agenda for Sustainable Development in September 2015, a comprehensive global framework consisting of 17 Sustainable Development Goals (SDGs) designed to end poverty, protect the planet, and ensure prosperity for all. These goals embody a holistic vision of development that integrates economic growth with environmental care and social inclusion. The SDGs include:



Among these, access to information, education, inclusion, and transparency are cross-cutting elements for achieving every SDG. As identified by IFLA (2023), "Access to information empowers people to exercise their rights, make informed decisions, and actively participate in sustainable development." Libraries of all kinds-public, academic, school, and special-are central to this mission.

1.1 Libraries and the Global Development Agenda

While traditionally viewed as repositories of knowledge, libraries have become agents of social transformation. They serve as community hubs that foster literacy, lifelong learning, digital inclusion, and civic engagement. The International Federation of Library Associations and Institutions (IFLA) has long advocated for libraries as partners in sustainable development by drawing attention to their contributions toward the implementation of the SDGs through access to information, preservation of cultural heritage, and community development at the local level. IFLA 2019

For instance, libraries contribute to SDG 4 (Quality Education) by providing a host of educational materials and digital resources that foster lifelong learning. They support SDG 10 (Reduced Inequalities) with their inclusive services for underprivileged and marginalized groups. Libraries increasingly engage with SDG 13 (Climate Action) through sustainability education and green practices. In addition, through transparency and the facilitation of democratic participation, they support SDG 16 (Peace, Justice, and Strong Institutions).

According to the OCLC Global Survey by Connaway et al. (2023), 80% of libraries worldwide recognize their activities as directly contributing to one or more SDGs; the most common areas of engagement concern education and inclusion. Libraries thus provide both the infrastructure for access to knowledge and agency for social empowerment, two critical pillars of sustainable development.

1.2 Importance of the Study on Libraries and SDGs

The relationship between libraries and the SDGs is especially significant today for three key reasons:

Information as a Driver of Development: In times of misinformation and digital inequity, libraries serve as trusted sources of verified knowledge and digital skills training, making informed participation in society possible.

Equity and Social Justice: Libraries serve a diverse range of populations, including students, women, rural citizens, and persons with disabilities, thereby helping to bridge gaps in education and opportunity.

Local-to-Global Impact: Through initiatives like IFLA's Library Map of the World, libraries from over 120 countries showcase measurable contributions to the SDGs, reinforcing their importance in global policy dialogue. IFLA 2023

Scholars such as Bangani and Dube (2023) and Missingham (2024) have noted the expanding role of libraries, which now encompasses community development, sustainability, and climate action. This shift highlights the significance of libraries in fostering inclusive and knowledge-driven growth.

1.3 Libraries and India's Development Landscape

In India, with access to information and literacy being uneven, libraries have the potential for transformative change. Initiatives such as Digital India, National Mission on Libraries (NML), and INFLIBNET's open-access platforms reflect growing recognition of libraries' developmental value. However, explicit alignment with the SDGs remains limited, indicating the need for policy frameworks that connect library services with national and global development goals. The present study, therefore, explores how libraries worldwide contribute to the UN SDGs, identifying key areas of impact such as education, equality, climate action, and peace, and assesses how Indian libraries can enhance their contributions towards achieving sustainable development. This paper analyses the contribution of libraries to sustainable development, draws on secondary data from international organizations, surveys, and scholarly research, and outlines some practical ways in which the SDG agenda could be advanced in India.

2. Methodology (Updated with 2024–2025 IFLA Reports)

The basis of this paper is secondary data analysis from credible global and regional sources, including published reports, academic journal articles, institutional documents, and international library databases, generated between 2020 and 2025.

Key sources include:

IFLA Reports (2019–2025)

These include Access and Opportunity for All (2019), the IFLA Library Map of the World SDG Stories (updated 2023), and the most recent IFLA Global Library Field Report 2024, which highlights libraries' roles in information access, sustainability education, and community resilience in the post-pandemic era. Additionally, the IFLA Trend Report 2025 emphasizeshighlights the role of libraries in addressing misinformation, digital equity, and climate literacy—all of which are linked to SDGs 4, 10, 13, and 16 (IFLA, 2025).

OCLC Global Library Survey (Connaway et al., 2023)

The survey represents over 1,700 libraries in 100 countries and examines how libraries align their missions with specific SDG targets, primarily in education, equality, and innovation.

Peer-reviewed Studies: The most recent scholarly works from around the world were reviewed, including:

Australia - Thorpe & Gunton, 2021; Missingham, 2024-

South Africa (Bangani & Dube, 2023),

Jordan by Hamad & Al-Fadel, 2021, and

Ghana (Ntsiful et al., 2023)

Institutional Information and National Sources: Examples of Indian institutions were identified from the INFLIBNET Centre, Delhi Public Library, IGNOU Library, and the Kerala State Library Council, each of which has issued reports linking their activities in support of literacy, digital access, and community development with the SDGs.

The materials collected were analysed to identify recurring patterns, initiatives, and success stories that describe how libraries contribute to the achievement of the SDGs through their programs, services, technology use, and partnerships. In the analysis, a descriptive synthesis approach has been followed, summarising best practices globally and highlighting the implications for Indian libraries.

3. How Libraries Support the SDGs

Their contribution spans many SDGs, but the following six dimensions help represent how library services support the sustainable development agenda.

3.1 Promoting Literacy and Education (SDG 4: Quality Education)

Libraries play a crucial role in promoting lifelong learning and educational inclusion.

Public libraries in over 100 countries worldwide run literacy initiatives; among them, most aim to contribute to SDG Target 4.6, which seeks to ensure that all youth and a substantial proportion of adults have achieved relevant and recognised proficiency in literacy and numeracy (IFLA, 2023).

According to the OCLC Global Survey, more than 80% of libraries consider education their highest SDG contribution area.

Through literacy campaigns, after-school programs, and partnerships with local schools and libraries, learners of all ages are being empowered.

3.2 Bridging the Digital Divide (SDG 9: Industry, Innovation, and Infrastructure & SDG 10: Reduced Inequalities)

Libraries contribute directly to SDG 9 by providing free Wi-Fi, computer labs, and digital-skills training, and to SDG 10.

Librarianship fosters social inclusion, providing safe, accessible, and welcoming facilities for all community members, particularly those who have been historically marginalised.

IFLA's Library Map of the World 2023 documents numerous instances where libraries offer inclusive spaces for women, refugees, and indigenous communities.

3.3 Environmental Awareness Raising (SDG 13: Climate Action)

Libraries in Australia have introduced design principles for "green libraries" that utilise renewable energy, energy-efficient lighting, and paperless systems. (Missingham 2024)

In South Africa, for example, libraries organizeoften organise community workshops on topics such as waste reduction, water conservation, and sustainable food practices. Some examples from India include the Kerala State Library Council's "Green Library Initiative", which has, inter alia, encouraged local libraries to host environmental-awareness sessions and follow eco-friendly operations (2022). Through exhibitions, climate information hubs, and collaboration with NGOs,

libraries raise awareness among people about how individual and collective actions impact the environment. Libraries support democratic governance and civic participation by providing access to information, government data, and legal resources. By strengthening transparency and trust, libraries can build effective and accountable institutions. 3.6 Fostering Partnerships for Development (SDG 17: Partnerships for the Goals) This is just one example of how libraries can be used to bridge global goals to local realities.

4. Global Evidence of Library Contributions

4.1 SDG 4 – Quality Education

Globally, it is widely acknowledged that libraries play a central role in quality education. OCLC's global study found that 80% of libraries directly support SDG 4 through literacy and learning programs (Connaway et al., 2023).

The school libraries in Ghana have contributed to the improvement of reading culture and the professional development of teachers, while in Jordan, academic libraries facilitate lifelong learning and digital skills development.

Australian libraries have incorporated targets from the SDGs into their strategic plans, which means that their educational services are linked to aspects of sustainability.

4.2 SDG 10 – Reduced Inequalities

Libraries try to reduce inequalities by providing equal access to knowledge.

The academic libraries in South Africa address social and digital inequality by offering health education and technology programs to bridge these gaps.

Australian university libraries promote equity through open access and offer inclusive models of education. Missingham, 2024

According to IFLA (2023), globally, libraries "empower marginalized people by removing barriers to education and information.

4.3 SDG 13 – Climate Action

Libraries support climate action by raising awareness and modelling sustainability.

South African university libraries provide the organization of tree-planting, recycling, and sustainability awareness projects (Bangani & Dube, 2023).

Australian libraries are promoting "green buildings" and paperless services to reduce environmental impacts.

Libraries connect communities with practical climate knowledge through environmental education.

4.4 SDG 16 – Peace, Justice, and Strong Institutions

Libraries ensure democratic participation and civic engagement by guaranteeing both transparency and access to information. Academic libraries provide access to policy documents, open data, and research that support informed decisions. Thorpe & Gunton, 2021. Libraries around the world view themselves, according to OCLC's survey, as "trusted institutions for informed citizenship" (Connaway et al., 2023).

4.5 SDG 17 – Partnerships for the Goals International networks of libraries, like the IFLA's Library Map of the World, show what can be done through partnership. By sharing stories, strategies, and open data, libraries worldwide collaborate to achieve the SDGs, according to IFLA 2023.

5. The Indian Context: Progress and Opportunities

The library sector in India has begun engaging in various SDG themes on inclusion, digital access, and literacy.

5.1 Current Initiatives

- Delhi Public Library (DPL): Promotes literacy through community reading rooms, bookmobiles, and digital-literacy training, advancing SDGs 4 and 10.
- INFLIBNET Centre: Through projects like Shodhganga and e-ShodhSindhu, supports open access and transparency in higher education (SDG 4, 16).
- IGNOU Library System: Supporting distance learning and providing free educational resources to millions of learners across the country.
- Kerala State Library Council: executes the Green Library projects and sustainability awareness campaigns. -Kerala State Library Council, 2022
- Anna Centenary Library, Chennai: Inclusive services for visually challenged users; Women's education programs - SDG 5, 10.
- At the academic level, several **Indian Institutes of Technology (IITs)** have also begun transforming their libraries into sustainable, technology-driven spaces. The **Central Library at IIT Delhi** has introduced paperless administrative workflows, digital repositories, and solar-panel installations to reduce its carbon footprint. Likewise, the **IIT Madras and IIT Gandhinagar libraries** promote open-access resources and eco-

conscious infrastructure design, aligning library operations with campus-wide sustainability policies. These initiatives reflect how Indian libraries, both public and academic, are contributing to environmental awareness and operational sustainability, thereby reinforcing the global call for "green libraries" promoted by **IFLA's Green Library Manifesto (2024)**.

5.2 Future Directions

- Policy Integration: Include SDG indicators in the national library policy and ILA frameworks.
- Sustainability training on green practices, digital inclusion, and SDG awareness should be provided through workshops for librarians.
- Community Partnerships: Collaborate with local schools, NGOs, and civic organisations to support literacy, health, and climate programs.
- Rural Library Development: Improve the connectivity and infrastructure of libraries in rural areas to bridge the urban–rural knowledge gap.
- National SDG Documentation: Record and publish India's library SDG stories on IFLA's global platform.

6. Challenges and Recommendations

While many libraries around the world have taken impressive steps towards contributing to the Sustainable Development Goals, structural, financial, and institutional obstacles continue to hamper their potential.

Such challenges need to be addressed if libraries are to act as effective partners in sustainable development.

6.1 Global Challenges

Limited Awareness and Policy Integration

While many libraries contribute to the SDGs through community programs and educational initiatives, not all explicitly link their work to the global agenda. According to the OCLC survey (Connaway et al., 2023), about half of the libraries actively map their activities to specific SDG indicators. This gap arises due to a lack of awareness among library staff and the absence of SDG-related training within national library systems.

Funding and Resource Constraints

Sustainable initiatives can range from digital inclusion and green infrastructure to literacy outreach activities. Many libraries, especially those in developing

countries, rely on government grants or local donations, which often arrive sporadically or in limited quantities. This is corroborated by IFLA's Global Library Field Report 2024, which states that funding is the "single most cited barrier" to expanding services related to the SDGs.

Digital Divide and Infrastructure Gaps

Despite the well-developed ICT, there is still a digital inequality between urban and rural areas; many libraries lack high-speed internet, modern devices, or skilled personnel to manage digital resources. These conditions include are reflected in their offerings of e-learning opportunities and remote access, which are central to SDG 4 on Quality Education and SDG 9 on Innovation and Infrastructure.

Capacity and Skills Gaps

Yet, in many regions, librarians are not specifically trained in sustainability literacy, data management, or impact reporting. IFLA 2025 reports that only 30% of national library associations offer any formal training courses on integrating the SDGs into their operations. Without proper capacity building, even committed libraries face immense difficulties in documenting or evaluating their contributions.

Issues With Measurement and Documentation

While IFLA's Library Map of the World encourages SDG reporting, a lack of standardizedstandardised evaluation tools remains. Most libraries are undertaking sustainability programs, but do not keep any records of measurable outcomes; hence, these libraries' achievements become underrepresented in various national and global development reports.

Unequal Global Representation

Most SDG case studies come from Europe, North America, and Oceania, while library services in Asia, Africa, and Latin America remain under-documented. This imbalance limits the visibility of successful local models and reduces opportunities for South–South knowledge exchange.

6.2 Challenges in the Indian Context

Fragmented Policy Support

In India, there is no explicit national policy linking libraries to the SDGs. Although access is facilitated by programs such as the National Mission on Libraries and

Digital India, these initiatives have not incorporated sustainability indicators or SDG-specific frameworks.

Urban–Rural Disparity

Several rural and semi-urban areas face acute shortages of libraries and digital infrastructure. The Raja Rammohun Roy Library Foundation and the Kerala State Library Council have initiated rural library development programs; however, the coverage remains uneven across states.

Low Professional Training in SDGs

Most library professionals in India have limited exposure to the framework of the SDGs or sustainability concepts. The workshops and continuing education programs would help librarians align their activities with national and UN priorities.

Limited Collaboration and Visibility

Indian Libraries Contribute Significantly to Literacy, Inclusion, and Education. However, their success stories are hardly reported in international forums, such as the IFLA's Library Map of the World. This results in the global underrecognition of India's contributions.

6.3 Recommendations

The following recommendations are proposed to enhance the library sector's contribution to sustainable development, both globally and within India.

Integrate SDGs into Library Policies and Strategic Plans. Individual national library associations and government agencies should therefore increasingly apply SDG targets in the formulation of policies guiding library services. For example, SDG-related performance indicators can be included in institutional planning and annual reports. ILA could, for instance, develop national guidelines to correspond with IFLA's SDG Indicators Framework, 2024.

Increase Funding and Investment. Dedicated funds from governments and development partners are required to support library projects on education, equity, and climate literacy. CSR initiatives in India can also be utilizedutilised to sponsor local library programs related to SDGs 4 and 10.

Capacity Building and Professional Development: Continuous professional development is essential. According to IFLA (2025), it is recommended that

national associations organizeorganise regular workshops and training sessions on sustainability reporting, data literacy, and community engagement. The Indian library schools might integrate modules on "Libraries and Sustainable Development" into their LIS curricula.

Expand Digital Infrastructure and Open Access. The libraries also require support with reliable internet, modern ICT facilities, and digitizationdigitisation programs. Digital repositories such as Shodhganga and e-ShodhSindhu of the INFLIBNET Centre should serve as models for the expansion of open access. Improvement in the public library network through Digital India initiatives can narrow the gap between urban and rural divides.

Promote Green and Sustainable Library Practices. The "green library" models can be encouraged to meet SDG 13 by introducing energy-efficient designs, recycling systems, and environmental awareness programs. The Kerala Green Library Initiative (2022) serves as a strong domestic model for replication across other states.

Encourage Partnerships and International Collaboration. Libraries must strengthen their partnerships with universities, NGOs, and government bodies. Globally, this would mean increasing participation in IFLA's Library Map of the World and UNESCO's information literacy programs to increase visibility. Nationally, it would mean increased collaboration with educational boards and local authorities to extend outreach.

Standardise Reporting and Evaluation. Common reporting frameworks will help libraries measure and report on the impact they have on SDGs. IFLA's Monitoring and Evaluation Toolkit (2024) outlines templates for assessing contributions to specific SDG targets.

Raise Public Awareness of Libraries' Role in the SDGs. Awareness campaigns, both digital and community-based, can highlight how libraries contribute to literacy, inclusion, and sustainability. Events like National Library Week could incorporate SDG themes and educate citizens about the value of libraries in their development.

Conclusion

From being book-lending facilities, libraries around the world are transitioning their roles into acting as catalysts for sustainable development. Evidence from IFLA 2024 and 2025, OCLC 2023, and various global studies prove that the work of libraries is directly contributing to the attainment of several SDGs, especially

in education, equality, climate action, and peace. By providing free access to knowledge, technology, and safe spaces to learn, libraries enable people to make informed decisions and contribute actively to civic life.

Globally, libraries have aligned their activities in support of SDG 4 through literacy programs, digital skills workshops, and open-access educational resources. They reduce inequalities in SDG 10 by ensuring marginalized and rural populations have the same opportunities to learn and connect as urban communities do. Through green practices and sustainability education, they further SDG 13, Climate Action, while a commitment to transparency and information access strengthens SDG 16, Peace, Justice, and Strong Institutions. Such collaborative networks as IFLA's Library Map of the World reinforce SDG 17 through facilitating international cooperation and knowledge sharing.

Indian libraries are only recently waking up to their developmental role. While certain libraries, such as the Delhi Public Library, INFLIBNET, IGNOU, and the Kerala State Library Council, have initiated programs that aim to further the goals of literacy, open access, and environmental awareness, most of these contributions are implicit and not mapped to the SDGs through standardised documentation. The road ahead for Indian libraries lies in integrating SDG awareness into national policy, enhancing the training of librarians in sustainability and data literacy, expanding digital infrastructure, and fostering greater collaboration across sectors.

Ultimately, this study confirms that libraries are not peripheral players but central enablers of the UN's 2030 Agenda. From ensuring equitable access to information to enabling citizens and fostering lifelong learning, it is the core of "leaving no one behind." In the words of IFLA (2025), "Sustainable development begins with access to knowledge." Investment in libraries for India and the world is an investment in an informed, inclusive, and sustainable future.

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A Century of Academic Service: A Case Study of the Knowledge Resource Centre, RTM Nagpur University

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ABSTRACT: The Knowledge Resource Centre of RTM Municipal University has maintained a library of natural knowledge. It is a core of enriching knowledge of distinguished researchers and authors. It has a vast almanack of resources in the form of theses, manuscripts, and institutional e-reserves. The digital library, online resources, web OPAC, remote login, and information services are collectively proving to be user-centric in KRC. The Institution provides for historical preservation, conservation, and human rights. User satisfaction and technology-adoption analysis for further case-study research substantiate this adage. Therefore, the Knowledge Resource Centre can rightly be called a pillar of academic and conservation development within the university.

KEYWORDS: Knowledge Resource Centre, Digital Library Services, User Satisfaction, Academic Resources, Cultural Preservation

Introduction

Libraries are considered the prime source of knowledge in higher education institutions. The Knowledge Resource Centre (KRC) at Rashtrasant Tukadoji Maharaj Nagpur University has played a significant role in the educational field for the last century. The continuous transformation in the service paradigm, facilities, and resources of this centre has witnessed numerous developments, and its transition from traditional print libraries to the present highly advanced digital and e-resource-rich knowledge centre is indeed praiseworthy. This paper thoroughly examines the historical development of the centre, its services, and its role in the current educational landscape.

Today, the internet is used by people to disseminate information, exchange knowledge, and provide services to visitors. There is a radical change that the Web is making in processes, production, innovation, and regional and international commercial transactions, which will challenge skilled competition in global trade for enterprises. The internet holds just about all that anyone wants to know, and

hence, alters the concept of knowledge management for an organization. The existing traditional knowledge management systems, which are limited to the boundaries of an organization, fail to facilitate the sharing and mobility necessary for global innovation.

The subject thus introduces KRC, which is viewed as an enabling tool for innovation within the realm of intelligent knowledge-based socio-technical systems. Two key points demonstrate how KRC contributes to innovation. First, KRC enables the aggregation of information, knowledge, services, and other resources that are already available through various tools, and is designed to present them to users in a straightforward manner. The second form or mechanism for a user utilizing KRC for innovations is that it enables the formation of individual knowledge sets to draw from and share with other users. KRC is primarily designed to serve as an active community centre for data, knowledge, and services, where information is disseminated to the user base from a centralized core hub. Thus, students, lecturers, intelligence agents, and researchers are not treated as clients for any expert, but rather as engaged agents in the creation of knowledge and the resolution of problems.

Review of literature

Biswas, Bidhan Chandra (2007). Research was conducted under the guidance of Chaitali Dutta at Jadavpur University. This study was framed to gain insight into the "Information Seeking Behaviour of Users in University Libraries in West Bengal: A Case Study of Three University Libraries." Upon scrutinizing the literature, one finds that diverse patterns of information seeking exist, particularly among university professors, researchers, and students, in terms of their information needs, aims, and tools. In those studies, it is revealed that indexes, abstracts, bibliographies, primary and secondary sources, etc., are rated as significant means of information seeking, while finding methods, techniques for employing technology, search strategies, and library-use skills are also found to have a considerable influence. Several studies have highlighted the allocation of time among service offerings for teaching, research, and administration, as well as the usefulness of these information services, satisfaction levels, and patterns of information resource utilization. Literature has also scrutinized the interplay between information literacy, subject knowledge, availability, accessibility, and technological support from the user's side, examining how these factors contribute to making information retrieval transparent. This leads to the conclusion that the maximum success in library service planning, resource management, and user-friendly information services would result from the judicious blend of various factors.

P. Soma Raju (1984) conducted a study entitled "Role of University Libraries in Supporting Research: A Case Study of the Andhra University Library" under the supervision of A. Neelameghan at Andhra University. A review of the available literature suggests that the importance of university libraries in supplying the necessary information, resources and services for research cannot be overstated. Since the information requirements of researchers vary with their subject area, field of study, and research methodology, many researchers have emphasized the need for libraries to offer a range of resources—print, digital, and reference-based—to support research. Studies after studies have shown that the use of library reference services, bibliographic tools, indexes, catalogues, database search systems, and information retrieval technologies facilitates research in the areas of Computer Science, Engineering and Technology, as well as Library and Information Science. Some researchers have attributed the performance of university libraries to factors such as the availability of research materials, the efficiency of information services, user satisfaction, and the interaction between researchers and the library, as well as resource accessibility. The discussion in the literature recommends that the coordinated use of techniques such as reference services, document distribution, interlibrary loan, and database access and cataloguing-classification systems is crucial in promoting the research and development process. The accumulation of all this suggests that university libraries have not merely been in the role of information storage, but rather that they are cooperative partners in the research process, providing the necessary infrastructure for teaching, learning, and scientific research.

Author: Pathak, Sandip J; Guide: Vyas, Priyanki R; University: Kadi Sarva Vishwavidyalaya; Title: Library Security: A Case Study of the University Libraries of Gujarat; Year: 2020. A review of the existing literature reveals that university libraries are facing increasing challenges, including asset loss, resource theft, digital security breaches, and threats stemming from human intervention. Security awareness among library staff has been identified as the most important factor by many researchers, along with their ability to detect and implement security measures effectively. Libraries' compliance and adherence to rules, policies, and security protocols, as well as human security measures, are also highlighted in the literature. Moreover, the necessity of trained IT personnel for ICT-based library management and the need for digital data security are especially emphasized. The primary concern of the literature is the evaluation of the current security measures in place in the university libraries of Gujarat, the identification of security gaps, and the recommendation of solutions to address them.

Shonhe (2016) identifies the issues that hinder the efficient use of resources

in developed school libraries as the major ones that need to be addressed first before developing countries' school libraries can take the next step towards the information-centred community they aspire to. The aforementioned issues include inappropriate personnel procedures, inadequate staffing, poor library policies, outdated ICT, subpar library services, and a lack of awareness about the importance of school libraries. This situation is complicated.

Objective Study

1. To study the adoption of technological advancements in the KRC, including digital libraries, online databases, e-books, and open-access repositories.
2. To explore the methods used for preservation, conservation, and digitization of historical collections.
3. To investigate the satisfaction levels of KRC users (students, faculty, and researchers) with the services and resources provided, open–access

Scope and limitation

The primary objective of this paper is to examine the evolution, services provided, resources, and technology of the RTM Nagpur University Library Knowledge Resource Centre over the last century. The transition from physical libraries to digital knowledge centres, including information services, e-resources, user feedback, and library management practices, is among the changes that were studied. Conversely, the case study was limited by the fact that the results obtained may not be fully applicable to other university libraries. Additionally, the lack of some historical data and the incompleteness of records may also limit the analysis. Additionally, the evaluation of current services may not be entirely accurate due to the rapid technological advancements.

Research Methodology

The descriptive research surveying method is adopted in the present study, which involves the completion of an elaborate, objective, and century-long work to report on the knowledge resource centre activities and services. Primary data are used as a data collection method, where helpful information is collected from the websites of RTMNU, annual reports, and documents related to the library's constitution, services, and resources, in both historical and comparative contexts. To analyse the historical evolution, technical developments, and service patterns of the centre, existing literature, research articles, theses, and research papers

have been scrutinizedscrutinised. Several sources have been thoroughly reviewed to collect comprehensive information, ensuring the scientific credibility of this study.

RTM Nagpur University Knowledge Resource Centre – E-Resources Table

Category	Type of Sources / Services	Available Resources
E-Databases	Databases for reference and research	• SCOPUS • Manupatra • EBSCO Academic Search Ultimate • CMIE PIO
E-Journals	Online scholarly journals	• E-ShodhSindhu • Subject-wise Journals
E-Books Collection	E-book collections from various publishers	• Oxford Scholarship Online eBooks • Elsevier (Science Direct) eBooks • ProQuest eBooks • Cambridge eBooks • Arts and Science eBooks • eBooks from JSTOR
Thesis Access	Full-text Ph.D. theses	• Full-text PhD. Thesis – *Click Here*

The present editorial organisation of New Media is highly varied, in accordance with the ever-growing need for web resources among undergraduate and postgraduate researchers and students. Human knowledge is rich with e-sources at the Knowledge Resource Centre of Rashtrasant Tukadoji Maharaj Nagpur University. The vast ocean of e-databases includes major ones such as SCOPUS, Manupatra, EBSCO Academic Search Ultimate, CMIE PIO, and many others, which students can use for reference and research purposes. Additionally, e-searches with respect to cases dealing with specific subjects and e-journals related to particular subjects have proven quite helpful. The Knowledge Resource Centre also possesses a rich collection of knowledge materials in the form of e-books from renowned international publishers, such as Oxford Scholarship, Elsevier ScienceDirect, ProQuest, Cambridge, Arts & Science, and JSTOR, to facilitate higher specialization and deeper studies. Additionally, the full-text collection of PhD theses submitted to the university was made accessible, making it an essential research tool for researchers. The fulfilment of an internship requirement was not possible without the help of the existing intellectual base.

In the presence of these resources, the services of the Knowledge Resource Centre have become even more effective, modern, technology-driven, world-class, and research-based.

Knowledge Resource Centre – Collection Table

Sr. No.	Category	Details / Quantity
1	**Total Collection – 4,24,257**	• Books Purchase – 3,95,129 • Gifted Books – 20,329 • RUSA Books – 7,606 • E-Books – 1,193
2	**Theses**	16,549
3	**Manuscripts**	14,313
4	**Bound Volumes (Periodicals)**	36,833
5	**Subscribed Journals – 109**	• Indian Print Journals – 97 • Foreign Print Journals – 6 • Indian E-Journals – 6 • Foreign E-Journals – Nil
6	**Online Resources**	• E-Journals (UGC Infonet Consortium) – 7,040 • Databases – 05

The statistics mentioned in the table represent the entire collection of the Knowledge Resource Centre, one of the integral components of the University Library System at Rashtrasant Tukadoji Maharaj Nagpur University. The resource centre contains approximately 424,257 documents, comprising 395,129 purchased books, 20,329 gifted books, 7,606 RUSA-sponsored books, and 1,193 e-books. Besides, there are 16,549 theses, 14,313 manuscripts, and 36,833 volumes of periodicals. The centre has a total of 109 subscription holdings, comprising 97 Indian printed titles, six foreign printed titles, six Indian e-journals, and none with foreign e-journals. While not available in non-electronic formats, 7,040 e-journals and five separate databases remain accessible electronically through the UGC Infonet Consortium. Therefore, the centre's collection has proven to be a rich database for students, researchers, and faculty who are researching and studying in this field.

Services of the Knowledge Resource Centre – Table

Sr. No.	Service	Description
1	Registration of Members	Users are enrolled as registered members of KRC
2	Issue & Return	Borrowing and returning of books
3	ILL (Inter Library Loan)	For university teachers and research scholars only
4	Access to Periodicals	Use of current issues and back volumes

Sr. No.	Service	Description
5	Access to Manuscripts & Rare Books	Special access for research use
6	Reference & Information Service	Assistance for queries and research support
7	Reading Room Facility	Reading space for students and researchers
8	OPAC	On-site Online Public Access Catalogue
9	Web OPAC	Web-based catalogue for remote search
10	Internet Lab	Internet and email services at KRC
11	Display of New Arrivals	New books and journals displayed
12	Newspapers & Clipping Service	Daily newspapers and an article clipping facility
13	Photocopying	Copying facility for users
14	Library Orientation	User orientation and training sessions

The Knowledge Resource Centre is renowned for providing its registered members with a wide range of services. The centre handles matters such as membership registration, the issuance and return of books, and networking with other libraries, specifically targeting university staff and researchers. Additionally, there are opportunities to utilize old periodical volumes, rare manuscripts, and exceptional reference services. The KRC offers unequalled room space in the library, online bibliographic searching with OPAC and web OPAC, an internet lab, and another net-connected email provision facility on campus. The centre offers excellent benefits for students and researchers, including services such as new book displays, periodical clipping services, library user orientation, access to daily newspapers and newspaper clippings, and photocopying service**s.**

Table: E-Library Services / Resources

Sr. No.	Service / Resource
1	About e-Library
2	E-Databases
3	e-Journals
4	e-Books
5	Remote Login
6	Sugamya Pustakalaya

Sr. No.	Service / Resource
7	e-Thesis (Shodhganga)
8	e-PG Pathshala
9	Web OPAC
10	INFLIBNET
11	Plagiarism Checking
12	RTMNU Law Journal
13	Enabling Unit (for PWD)

RTM Nagpur University's digitally hosted e-Library is a rich and comprehensive electronic knowledge powerhouse that modern technology has created for its diverse users, ranging from students to researchers. The e-library is equipped with specialised symbolic tools, e-databases, e-journals, e-books, e-theses (Shodh Ganga), e-PG Pathshala, and other resources that enhance research work with consistency, quality, and effectiveness. The use of remote login by users facilitates easy access to journals, both on and off the university campus, promoting clarity and continuity in the learning setup.

Keeping the roles of Web OPAC and e-OPAC in perspective, they can be used to search for books, e-resources, and other materials found in the library, becoming even more efficient. Resources at the national level are available through INFLIBNET, while the plagiarism check ensures an increase in research quality. Special collections of the RTMNU Law Journal: legal resources enriched by subject units and equipped to facilitate Divyang(Autonomously abled) users to realize the mission of inclusive education.

The online library offers an open and rich platform that is well-suited for web tutoring, research, information searches, and knowledge acquisition, thereby significantly enhancing the scholarly standards of this university**.**

Conclusion

The Knowledge Resource Centre (KRC) at RTM Nagpur University is a crucial hub that mentors the entire gamut of academic and research activities at this university, surpassing the conventional library concept. KRC is a convergence of contemporary knowledge, electronic resources, and research-friendly services that meet modern-day educational demands. Additionally, the Academic community has access to a vast collection of study and research materials, comprising approximately 4.24 lakh bibliographical resources, including books, manuscripts,

theses, bound volumes, journals, e-books, and e-resources. Of special interest are the Indian and foreign print and electronic journals that aid the users in retrieving the latest information.

"As part of this 'New Education', the college under KRC has, in fact, needed to keep up with the moves of digital training. Description of content or materials, including the placement or making available of benefits from several worldwide e-resources, which collectively offer an advantage from multiple library networks, falling within the domain of assistance provided by KRC. OPACs that embody advanced library services and developments, such as EZproxy, can effectively bridge distances and access, particularly to vast regions and valuable sub-roles within a dynamically resourced library framework. A variety of strategies, including inter-library loans, reference services, and in-house Internet access, in addition to the library facilities, remain available to students. What further enhances the library's use are the display of current titles and journals, as well as library orientation programmes. Access to the library service is also facilitated by the presence of an Enabling Unit for students with disabilities, thus establishing a sense of empathy towards a diverse set of users.

The collection of over 14,000 manuscripts at KRC presents a significant chunk of cultural and heritage history. This document's preservation is done with utmost regard, making it worth the hype. The digitalisation of papers and conservation-related technological aids will enable this wealth to be in such safe hands.

All these, other than the fact that KRC already has several modern systems running successfully, are problems. Cybersecurity has been a pressing issue, and the escalating costs of resources, such as electronic resources, demand supporting IT infrastructure upgrades and user information processing literacy. The availability of a constant IT staff is another key issue. In planning and decision-making, overcoming the challenges, KRC will surely grow as a predominant knowledge centre in the future.

By and large, the Knowledge Resource Centre is much more than a library. It is the intellectual nerve centre of the university's academic advancement. The sensible blend of traditional and modern services, sizeable collections, very accessible digital facilities, and research-oriented atmospheres render the KRC an asset of undisputed benefit to the students, teachers, and researchers. Properly planned improvements, technological advancements, and user-centric projects will make the centre an exciting model knowledge centre for the country in the future.

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Towards the Librarian of Tomorrow: A Competency-Based Framework for Capacity Building in India

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ABSTRACT: This study investigates how the rapid digital transformation of information environments is reshaping the skills and roles required of library professionals in India. It emphasizes the need for professional development and capacity building, highlighting the importance of integrating foundational, digital, and future-focused competencies essential for the twenty-first Century. By drawing on key frameworks like IFLA's Continuing Professional Development and Workplace Learning (CPDWL), the American Library Association's Core Competencies, and UNESCO's Digital Competency Framework, the paper proposes a tailored Three-Layer Competency Model for Indian Librarianship. This model views professional growth as a progression, starting with traditional information management skills and evolving into expertise in areas such as digital literacy, data governance, ethical leadership, and innovation. Through a qualitative review of current literature and national studies, the research reveals that LIS education and professional training in India remain disjointed, with considerable gaps between academic programs and the evolving demands of the workforce. The paper concludes by recommending the development of structured, competency-based training programs and policy reforms to enhance the readiness of India's library workforce for the digital age.

KEYWORDS: Professional Development, Capacity Building, Digital Competencies, AI Literacy, Lifelong Learning

Introduction

The 21st Century has brought dramatic changes to how information is created, stored, and exchanged, primarily driven by technological advancements, increased digital connectivity, and the widespread use of artificial intelligence (AI) in everyday life (Rameshwari, 2025). This rapid technological evolution has fundamentally altered the way information is produced, managed, and accessed, significantly reshaping the role of librarians and information professionals. Traditionally responsible for maintaining print collections, librarians now play a vital role in helping individuals access information, promoting digital literacy, and facilitating knowledge-sharing in both physical and virtual environments (Ismail et al., 2024). As they adapt to these new roles, librarians must integrate conventional library practices with modern technological tools to effectively meet the diverse needs of users (Rameshwari, 2025).

The transition from traditional cataloguing methods to automated systems, the integration of big data analytics, and the expansion of open-access and cloud-based repositories have broadened the operational capabilities of libraries (Subaveerapandiyan & Sindhu, 2021). Consequently, librarians must develop an extensive range of competencies that go beyond traditional information management, including digital curation, data governance, content development, AI literacy, and the ability to address ethical concerns in the digital realm (Malaniuc & Sandu, 2024). This transformation highlights the increasing importance of ongoing professional development and capacity building to ensure that library professionals remain effective and adaptable in this rapidly evolving technological landscape. Professional development encompasses structured learning opportunities designed to enhance librarians' knowledge, skills, and professional perspectives, including formal education, workshops, and mentorship (Namaganda, 2019). It is crucial for helping librarians stay current with technological advancements; foster innovation in service delivery; and enhance the overall quality of library services (Jayasuriya et al., 2022). In contrast, capacity building refers to strengthening the institutional infrastructure, policies, and collaborative frameworks that allow professionals to apply their new skills effectively within their organizations (Barik & Jena, 2019).

As libraries transition to more digital and data-driven environments, librarians require not only technical skills, such as managing integrated systems and digital archives, but also critical thinking, problem-solving, and leadership abilities (Pothier & Condon, 2025). The increasing implementation of AI-based tools, such as chatbots and data visualization software, underscores the need for librarians to understand and manage automated systems while ensuring that ethical

considerations, including privacy and equitable access, are maintained (Midde & Sc, 2024). The COVID-19 pandemic further accelerated these changes, forcing libraries to quickly adapt by offering virtual services and remote learning opportunities, highlighting the necessity of digital adaptability in today's world (Rammutloa, 2023). In countries like India, where significant gaps exist in infrastructure and digital literacy, capacity building is even more critical (Barik & Jena, 2019; Subaveerapandiyan & Sindhu, 2021). While initiatives like the National Mission on Libraries (NML) and IFLA's Continuing Professional Development and Workplace Learning (CPDWL) programs have made progress, a more comprehensive and future-oriented strategy is needed to ensure that library professionals are well-equipped to face the challenges ahead (Ministry of Culture, 2012).

This research takes a qualitative and conceptual approach (Dixon-woods, 2011), relying on an in-depth analysis of existing literature rather than primary data collection. It examines prominent frameworks such as IFLA's CPDWL and UNESCO's Digital Competency Framework to explore professional development and capacity-building trends in Librarianship. Relevant studies were sourced from reputable databases, including Scopus, Web of Science, and Google Scholar, using keywords such as "capacity building," "digital literacy," and "AI in libraries." A thematic analysis was conducted to identify key competencies, offering insights into how librarians can adapt to the digital landscape.

Review of Literature

A literature review systematically examines and synthesizes existing research in a specific field, offering insights into evolving trends, concepts, and challenges. Relevant keywords such as "digital librarianship" and "LIS education" guided the exploration, which was organized into five key thematic areas that reflect the ongoing transformation of the LIS field.

Evolution of Professional Competencies and LIS Education

In the 21st Century, the landscape of Library and information science (LIS) has been shaped by evolving competency frameworks that redefine the profession's role in a digital context. According to the International Federation of Library Associations (IFLA, 2016) and the American Library Association (ALA, 2009), modern librarians must possess a blend of technical adaptability, ethical awareness, and user-focused service delivery. These frameworks highlight a shift from traditional roles to more participatory, tech-driven responsibilities. In India, LIS education has been adapting more slowly to these global changes. Early critiques by Mahapatra (2006) and Varalakshmi (2006) called for curriculum reforms that integrate ICT,

leadership, and ethics into LIS training. Studies by Nazim & Mukherjee (2013) pointed to a growing gap between academic instruction and the skills demanded by employers. Research by Yadav (2021, 2022) highlighted a rising demand for competencies in library automation, computing, and management, with an increasing focus on managerial abilities. Meena (2024) emphasized that LIS programs must equip students with skills such as information literacy and digital ethics to enhance their employability on the global stage. These findings suggest that while global frameworks advocate for continuous professional development, Indian LIS education is still adapting reactively rather than proactively to technological shifts.

Digital Transformation and the Rise of Digital Librarianship

The digital transformation has dramatically reshaped Librarianship, broadening professional roles beyond traditional tasks. Myburgh & Tammaro (2012) documented early efforts in Europe to create educational programs for digital librarians, focusing on interdisciplinary skills like digital curation and metadata management. In India, Singh (2006) observed similar transformations in special libraries, where digital networking and user-driven services were redefining the role of librarians. Boumarafi (2015) conducted a global analysis of job advertisements, finding that nearly half required technological competencies, indicating a clear trend toward tech-driven roles in libraries. While some Indian LIS programs have made strides in adapting to these changes, Jain et al. (2011) and Vyas and Panchal (2022) noted that many schools have been slow to incorporate these digital competencies into their curricula. Nazim & Mukherjee (2013) and Subaveerapandiyan and Sindhu (2021) emphasized the importance of knowledge management skills, highlighting the need for LIS professionals to merge managerial and technical abilities. Zhou (2020) explored digital preservation frameworks and the role of librarians in managing cultural heritage digitally. Hasan (2023) expanded on this by showing how libraries are increasingly involved in digital humanities, blending scholarly communication with data curation.

Artificial Intelligence, Machine Learning, and Smart Libraries

Artificial intelligence (AI) and machine learning (ML) are revolutionizing library services by automating cataloguing, enhancing recommendation systems, and improving user interactions. Jha (2023) explored how AI is being applied to library operations, revealing both its potential and the challenges librarians face due to a lack of technical training and support. Kalbande et al. (2024) discussed the potential of AI to improve library services while also raising concerns about data privacy and algorithmic biases.

AI's role in transforming libraries into data-driven, interactive spaces is highlighted by Adewojo and Dunmade (2024), who focused on the use of predictive analytics to enhance user experience. A. U. Khan et al. (2025) tracked the growing integration of AI, IoT, and blockchain in library systems, emphasizing the need for librarians to update their technical and ethical competencies continually. These studies illustrate that while AI holds transformative potential, its implementation requires careful consideration of both the technical and ethical challenges it presents.

Continuing Professional Development (CPD) and Lifelong Learning

Continuing professional development (CPD) has become a vital part of Librarianship, especially as libraries navigate technological change. Halllam (2007) argued that CPD is crucial for the long-term sustainability of the library workforce, with ongoing learning necessary to stay relevant in the digital age. Guder (2013) introduced the concept of ePortfolios as a tool for librarians to track their professional growth, while Martzoukou (2013) stressed the interconnectedness of information and digital literacy in CPD. Despite these advancements, many libraries face institutional barriers such as a lack of support and resources, which impede continuous learning. Margam and Pandey (2025) identified that CPD programs are often inconsistent, particularly in developing countries. These studies underline the need for systemic changes to make CPD a core part of LIS practice, particularly in countries with limited resources.

Global and Future Perspectives in Librarianship

Globalization and the digital economy have reshaped the role of LIS professionals worldwide. Mahapatra (2006) and Varalakshmi (2006) have advocated for LIS curricula to be aligned with international standards, thereby preparing professionals for the globalised, technology-driven information landscape. Recent studies by Debbarma and Praveen (2019) highlighted the growing convergence of LIS education systems globally, underscoring the need for digital fluency and innovation to remain competitive. Shah et al. (2024) explored the universal competencies required by LIS professionals, such as leadership and IT skills, and found that these needs are consistent across regions.

At the same time, the digital humanities movement is reshaping Librarianship by merging data curation with cultural heritage preservation (Hasan, 2023). As the digital age accelerates, new technologies such as AI, robotics, and blockchain are defining the future of Librarianship. Oyedokun (2025) examined how these technologies, in conjunction with ethical frameworks, are shaping the next phase of library services within the context of the Fifth Industrial Revolution. Malaniuc and Sandu (2024) also emphasized the need for inclusive and adaptable approaches to ensure global sustainability in the LIS profession.

These global trends suggest a fluid, interconnected future for Librarianship, where the boundaries between information technology, social responsibility, and professional practice are increasingly blurred. However, regional disparities, particularly in developing countries such as India, remain a significant challenge to fully realizing the potential of global collaboration in LIS.

3. Theoretical Framework: Building the Foundation for 21st-Century Librarian Competencies

In today's rapidly evolving information landscape, a robust theoretical framework is crucial for understanding how librarians develop and maintain the professional competencies essential for success. This study integrates six interconnected frameworks (Table 1) that collectively explore how professional development, digital adaptation, and capacity building intersect within modern Librarianship. These frameworks contribute to the design of the Integrated Competency Model for 21st-Century Librarianship, presented in this paper.

The IFLA Guidelines for CPDWL underscore the importance of lifelong learning, reflective practice, and leadership, positioning librarians as adaptable, ethically conscious professionals. The ALA Core Competencies highlight key skills, including information organization, technological literacy, and ethical practice, ensuring librarians remain relevant as technological changes occur. Similarly, the CILIP PKSB emphasises personal effectiveness and continuous professional development.

Table 1: Integrated Competency Model for 21st-Century Librarianship

Framework	Core Focus	Key Competencies	Relevance
IFLA Guidelines for CPDWL	Ongoing, collaborative, ethical professional development	Lifelong learning, reflection, leadership, teamwork, and ethical responsibility	Encourages librarians to be adaptable, fostering continuous growth in an evolving field
ALA Core Competences of Librarianship	Foundational knowledge base integrating professional values and tech literacy	Information organization, tech proficiency, ethical decision-making, and leadership	Provides a normative and structured approach, blending traditional skills with new digital demands

Framework	Core Focus	Key Competencies	Relevance
CILIP (PKSB)	Holistic competency framework that merges professional expertise with personal effectiveness	Data management, information governance, digital communication, innovation	Assists in evaluating skills and enhancing workforce alignment within user-driven digital environments
UNESCO (ICT-CFT)	Regional and global guidelines for digital literacy and ICT-enabled learning	Digital literacy, problem-solving, ethical technology use, and content creation	Reinforces librarians' roles in promoting digital literacy and equal access to technology
Kotter's Eight-Step Change Model	Framework for leading organizational transformation and strategic change	Communication, coalition building, vision development, and change leadership	Aids librarians in managing digital shifts, including AI integration and automation in library services
T-Shaped Skills Model	Conceptual framework combining deep expertise with broad cross-disciplinary skills	Domain-specific skills (metadata, digital preservation), collaboration, and leadership	Promotes a hybrid professional identity that fosters cross-disciplinary innovation and adaptability

Professional development, while UNESCO's ICT-CFT and the European Digital Competence Framework focus on promoting digital literacy, critical thinking, and inclusivity in digital learning environments. Kotter's Eight-Step Change Model helps guide institutional transformation, while the T-Shaped Skills Model fosters hybrid professional identities that combine deep expertise with broad cross-functional skills. Collectively, these frameworks support a holistic, adaptive approach to professional development, guiding librarians through the complexities of the digital age.

4. Conceptual Framework: The Three-Layer Competency Model for 21st-Century Librarians in the Indian Scenario

The rapidly evolving information environment in India, influenced by digital advancements, globalization, and educational reforms, necessitates a reevaluation of librarians' professional skills. Traditional roles, such as cataloguing and reference

services, are now expanding to include digital innovation, user interaction, and ethical data management. To address these shifts, this study presents a Three-Layer Competency Model for 21st-Century Librarians, tailored to the Indian context, as depicted in Figure 1. The model consists of Core Competencies, Transversal Digital Competencies, and Future-Ready Competencies, illustrating the progression from foundational expertise to adaptive leadership in the digital era.

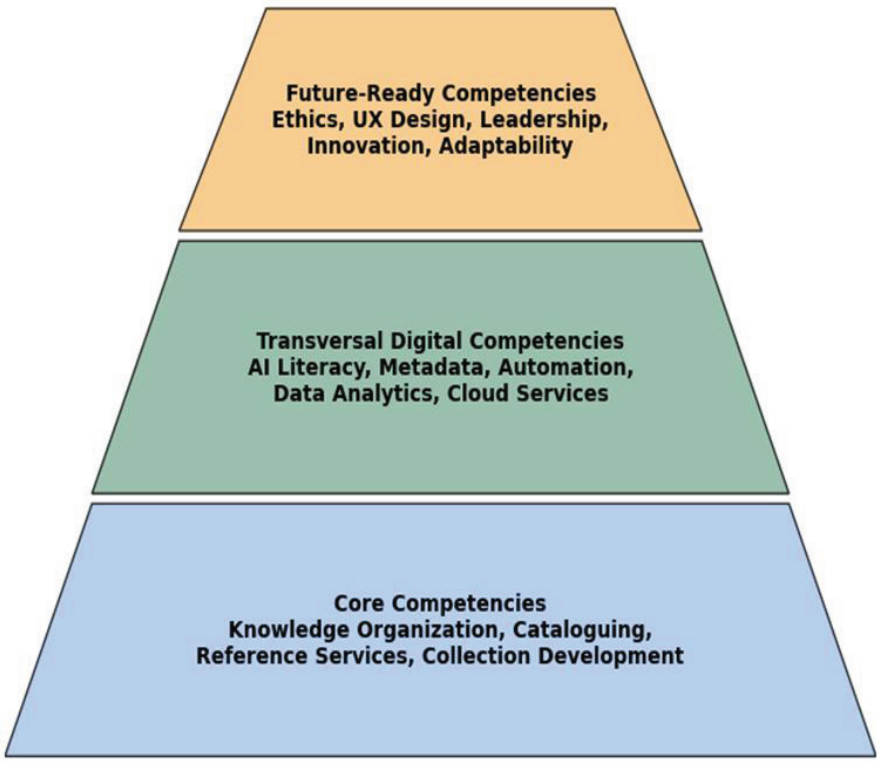


Figure 1: Three Layer Competency Model for 21st Century Librarians

The Core Competencies layer highlights essential skills, such as cataloguing, metadata management, and reference services, which remain crucial, particularly in libraries transitioning to digital formats.

Transversal Digital Competencies encompass skills related to digital tools, such as data management, AI integration, and digital curation, which are becoming increasingly important in Indian libraries.

Lastly, Future-Ready Competencies emphasize leadership, innovation, and ethical decision-making, preparing librarians to address emerging challenges such as misinformation and privacy concerns. The model advocates for ongoing

professional development and reform in LIS education, ensuring that librarians in India remain adaptable and capable of navigating future challenges.

5. Discussion, Conclusion and Recommendations

Digital technologies, globalization, and evolving user demands are reshaping the role of librarians. The Three-Layer Competency Model for 21st-century librarians, encompassing Core Competencies, Transversal Digital Competencies, and Future-Ready Competencies, provides a structured framework for navigating this transformation. Core Competencies sustain the foundational skills of Librarianship, including cataloguing, metadata handling, information retrieval, collection management, and reference services. These capabilities maintain professional rigour, ethical standards, and equitable access to information, providing a stable foundation for modern practices. Transversal Digital Competencies address the increasing technological dimension of library work. Librarians must now manage digital repositories, utilize automation and AI tools, engage with linked data and cloud platforms, and guide users in digital literacy. These skills enable professionals to operate as both information experts and facilitators of digital services, supporting collaboration and user-centred outcomes. Future-Ready Competencies emphasize leadership, strategic thinking, innovation, adaptability, and ethical decision-making. Librarians equipped with these capabilities can lead digital initiatives, promote open access, uphold data ethics, and foster inclusive learning environments.

This model has wide-ranging implications. Library administrators can adopt competency-based recruitment and staff development practices, while LIS educators should integrate digital skills, innovation, and leadership into curricula. Professional associations and policymakers must prioritize ongoing professional development and infrastructure support to build workforce capacity.

In conclusion, the Three-Layer Competency Model positions librarians as adaptable knowledge leaders who integrate traditional expertise with digital proficiency and forward-looking strategies. By cultivating this blend of competencies, libraries can remain resilient, inclusive, and central to knowledge creation, learning, and innovation in the twenty-first Century.

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Role of Libraries in Achieving Sustainable Development Goals

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ABSTRACT: Libraries are acknowledged as the centre of knowledge, innovation and learning for personal development. The United Nations (UN) established seventeen Sustainable Development Goals (SDGs) in 2015 to create a better world, promising a bright future for generations, with the target of achieving them by 2030. Libraries, being a storehouse of resources and supporting lifelong learning, can play a crucial role in achieving the SDGs. The paper examines the role of libraries in achieving the United Nations Sustainable Development Goals and thereby contributing to a sustainable community.

KEYWORDS*:* United Nations Sustainable Development Goals, Libraries, Education, Community Engagement, Space Applications Centre (SAC)

1. Introduction

The seventeen United Nations Sustainable Development Goals, established by the United Nations, focus on various challenges at the National and International levels. The vision of the SDGs is a universal call to eradicate poverty, protect the environment by achieving a zero-carbon footprint, eliminate harmful gas emissions, and ensure peace and prosperity worldwide. The International Federation of Library Associations and Institutions (IFLA) has been actively promoting libraries as key institutions for disseminating information and knowledge, while also fostering community engagement and involvement. As an institution, libraries provide spaces that promote literacy and access to information for current and future generations, with dedicated library professionals who cater to patrons' needs (Omona, 2020). The implementation of One Nation and One Subscription is a boon by the Indian government to provide nationwide access to 13,000 scholarly journals and research publications from 30 major Publishers. This initiative aims to provide equitable access to resources, promote research and innovation nationwide, and support education, literacy, and lifelong learning.

2. Sustainable Development Goals (SDGs)

The aim of the seventeen Sustainable Development Goals (SDGs) defined by the United Nations in 2015 is to eradicate poverty and protect the planet by ensuring that all people live healthy and prosperous lives by 2030 (Stig, 2018). Achieving these goals requires global cooperation and collaboration among governments, international organizations, civil society, and individuals.

The 17 SDGs are:

- No Poverty: Eradicate poverty by providing education to all, creating job opportunities and supporting humanity for a better world.
- Zero Hunger: Building a better future by providing access to food to needy people and improving their livelihoods. Thus, ending hunger and malnutrition is a barrier to sustainable development.
- Good Health and Well Being: Raising awareness about healthy lifestyles, food habits, and ensuring the physical as well as mental wellbeing of humanity.
- Quality Education: Promote education as it empowers people with knowledge and skills, which help them in their personal growth.
- Gender Equality: It is essential to have equal access to rights, resources, and opportunities for all genders to achieve economic growth and sustainable development.
- Clean water and sanitation: Ensure that all people have access to clean drinking water and improved hygiene, thereby preventing diseases and promoting overall health and wellbeing.
- Affordable and clean energy: Access to sustainable energy by reducing carbon emissions, thus providing a boost in economic development and improving living standards.
- Decent work and economic growth: The working environment should provide decent work and safety measures for all employees, which will definitely boost the global economy.
- Industry, Innovation and Infrastructure: Promote innovation and build resilient infrastructure. The growth of new sectors will generate employment and improve the standard of living of the world's population.
- Reduced Inequalities: It is essential to provide equal opportunities for a decent life for all.
- Sustainable Cities and Communities: Safe and sustainable cities and communities by providing access to basic needs. Environmental protection by reducing pollution and increasing green spaces.

- Responsible Consumption and Production: By reducing the carbon footprint in day-to-day consumption and choosing resources efficiently, having lower environmental impacts like reusable bags and banning plastic bottles, etc.
- Climate Action: Take proactive steps to combat climate change, as its impacts can be devastating, including extreme weather conditions and rising sea levels.
- Life Below Water: Conserve oceans, seas and marine resources as they are essential for life on Earth.
- Life on Land: It is essential to protect forests and promote the sustainable use of ecosystems.
- Peace, Justice and Strong Institutions: Promote a peaceful life for all and people should be safe.
- Partnership for the Goals: Strengthening global collaboration and cooperation by working together and ensuring no one is left behind.

3. Libraries and Sustainable Development Goals (SDGs)

Libraries are a place for learning, interacting, collaboration and providing SDG-related resources. IFLA contributes to the SDGs by promoting access to information as a fundamental human right, advocating for lifelong learning opportunities, promoting digital literacy skills, and supporting the preservation and provision of access to information.

In 2016, IFLA launched the International Advocacy Programme (IAP), a capacity-building programme to support the role of libraries in planning and implementing the UN 2030 Agenda and the Sustainable Development Goals (SDGs).

Libraries can support the United Nations Sustainability Goals in various ways:

3.1: SDG1: No Poverty

Establishing libraries in villages and providing resources for developing their skills will support in eradicating poverty and empowering people and improving their lives by providing opportunities so that they are employed.

Libraries can design outreach programs and public exhibitions that can have a positive impact on rural communities, helping them achieve economic and social transformation and prosperity. The Space Applications Centre Library has taken the initiative. It empowers people, especially school/college students, by organizing book exhibitions in rural schools and colleges and providing access to books written by SAC Scientists through QR codes.



Fig. 1: Inauguration of access to Books written by SAC Scientists at NK Goel World School, Raipur, using QR code Technology along with a Book Exhibition



पहली बार बुक एग्जीबिशन भी

डॉ. रचना पटनायक ने बताया कि एग्जीबिशन में हम पहली बार एक नया प्रयोग करने जा रहे हैं। हम किताब एग्जीबिशन भी रख रहे हैं, जिसके लिए हम साइंटिस्ट्स द्वारा लिखी गई 50 बुक्स और एटलस भी लेकर आए हैं। वहीं हमारे बुक्स ऑनलाइन भी हैं, जिसका क्यूआर कोड भी बनाया गया है। इस दौरान क्यूआर कोड वाले पंपलेट भी बांटेंगे। ताकि स्टूडेंट्स कहीं से भी स्कैन करके बुक्स पढ़ सकें। बुक्स में अंतरिक्ष पर लिखी किताबें, वहां कैसे वार्तालाप किया जाता है, वहीं सैटेलाइट पर लिखी गई कविताओं की किताब भी होगी।

Fig. 2. Published in Dainik Bhaskar, Raipur, 2nd Feb. 2023



Fig. 3. Scan the QR code to access the resources.

This initiative helped children access books and resources, motivating them to pursue a career in science. The library's outreach activities in rural areas are empowering the community and reaching a broader audience.

3.2: SDG2: Zero Hunger

Libraries can provide access to resources, information on food, sustainable agriculture and nutrition, thereby supporting efforts to eradicate hunger. SAC Library has subscribed to a commodities database which provides real-time spot and futures prices, market intelligence, historical fundamental data and robust forecasts for crops—providing resources/information to Scientists so that they can apply remote sensing techniques and utilize satellite imagery to monitor crop health and predict yields, supporting sustainable agriculture, natural resource management, and rural development.

3.3: SDG3: Good Health and Well Being

The Library is providing access to resources on health, yoga, nutrition and patrons can stay healthy. During the COVID-19 Pandemic, the SAC library provided health-related information online to the patrons. The Space Applications Centre, through ISRO's satellite-based Telemedicine network, is connecting over 400 remote hospitals and healthcare centres, providing medical services to remote and underserved areas of India. The Telemedicine network is reaching remote villages, and people can improve their health and wellbeing.



Fig. 4. ISRO Telemedicine Network

3.4: SDG4: Quality Education

Libraries promote literacy and education by providing valuable and reliable information resources to researchers. They play a crucial role by providing access to collections, fostering a reading culture, and promoting lifelong learning.

In addition, libraries serve as inclusive and welcoming spaces that bring communities together, exchange ideas, enrich the learning experience by giving them access, and thus foster community and social cohesion. The library's contribution, with the support of a dedicated staff, is remarkable in promoting literacy, innovation, and access to the world's knowledge for current and future generations.

The SAC Library has created an Institutional Repository that caters to institutional content, including books, scientific and technical reports, Theses, Research Articles, and House Journals written by SAC Scientists. The content is archived with proper metadata, which is used by present users for research and academic pursuits and will also be used by future generations.

One Nation, One Subscription (ONOS) is an initiative designed to provide nationwide access to scientific and research journals, fostering knowledge sharing and supporting research and development. ONOS includes access to 13,000 full-text e-journals from 30 publishers, serving over 6,500 higher education and R&D Institutions. The SAC Library is also part of this initiative, and users access these resources through the ONOS platform on/off campus.

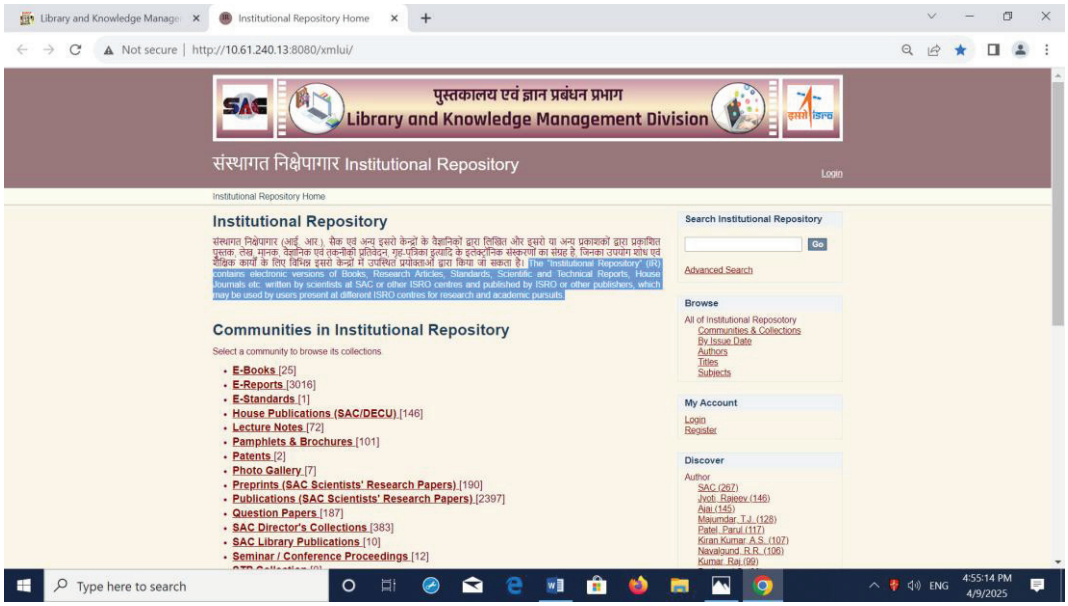


Fig. 5. Institutional Repository of SAC Library

The National Digital Library (NDLI) is a digital platform that provides access to e-content from various sources. By providing access to scientific and research content and making learning resources available through a single window, it supports quality education and promotes lifelong learning.

Some of the best practices that the SAC library has adopted to provide quality education in the context of sustainable development:

3.4.1 Curating resources related to SDGs

Curating a collection of books, journals, and other resources related to sustainable development goals. These resources cover a range of topics, including climate change, poverty reduction, biodiversity, and sustainable consumption. Promoting access to the National Programme on Technology Enhanced Learning (NPTEL) videos so that patrons can access and enrich their knowledge. Additionally, organizing thematic digital exhibitions related to the SDGs enables the exploration of online resources for personal and professional development.

3.4.2 Providing access to digital resources

Reduced paper-based collection and providing access to digital resources, including ebooks, ejournals, and online databases related to sustainable development goals.

3.4.3 Promoting literacy

Promoting literacy and reading skills, which are essential for understanding and addressing the SDGs.

3.4.4 Providing research support

Providing support for research related to the SDGs by offering access to databases and other resources and promoting a more sustainable future.

Libraries are providing open learning spaces that foster collaborative learning by incorporating the concept of makerspaces, enabling patrons to work on creative projects and promoting quality education. These vibrant collaborative spaces offer opportunities for users to engage in lifelong learning.

3.5: SDG5: Gender Equality

Libraries include resources in their collection that promote gender equality. Additionally, we provide safe spaces for the community by supporting gender equality without any form of discrimination.

3.6: SDG7: Affordable and Clean Energy

Libraries are utilizing energy-efficient practices by implementing various strategies that reduce energy consumption while maintaining a comfortable and functional environment. The SAC library supports sustainable energy practices and reduces carbon emissions by replacing traditional lighting with LED lighting, which uses less energy and lasts longer. Additionally, sensors are used to turn off lights when an area is not in use, utilizing energy-efficient computers and monitors, and automatically shutting down computers and other devices when they are not in use.

In the SAC library, the virtualization concept was implemented, which can reduce carbon emissions by creating multiple virtual servers with various operating systems and applications on a single physical server. The resulting benefits include economies of scale and greater efficiency. Virtual servers saved costs by allowing devices to be used to their full potential.

3.7: SDG9: Industry, Innovation and Infrastructure

Innovation and creativity are critical for addressing the complex social, economic, and environmental challenges that the SDGs aim to address. The library can provide the information and resources needed to develop innovative solutions (United

Nations, 2019). Providing access to digital infrastructure, including computers and Internet connectivity. Libraries are embracing this goal by providing space for students to create, experiment, innovate and develop new ideas contributing to economic growth.

3.8: SDG10: Reduced Inequalities

Libraries address social inequalities by providing resources and materials that cater to the needs of the community and contribute to building a more equitable and sustainable society.

3.9: SDG 11: Sustainable Cities and Communities

Libraries are transformed into open space that encourages community participation and host various activities, discussions, and events where patrons come together, share ideas, and collaborate on initiatives that contribute to the wellbeing of their communities.

3.10: SDG13: Climate Action

Libraries provide access to information on climate change and its impact. Using remote sensing and oceanographic data for monitoring and management of water quality, forests, land degradation, biodiversity, etc.

3.11: SDG 16: Peace, Justice, and Strong Institutions

Libraries as strong institutions can empower individuals by curating collections, organizing workshops, and offering digital resources on various topics.

3.12: SDG17: Partnerships for the Goals

The initiative encourages partnerships among stakeholders, promoting knowledge sharing and supporting research and development. The Information and Library Network (INFLIBNET) facilitates partnerships among universities, research institutions, and libraries to promote resource sharing and collaboration. By encouraging open access and knowledge sharing, INFLIBNET contributes to sustainable development and the achievement of SDGs.

4. Challenges Faced by Libraries in Achieving SDGs

Despite their potential to contribute to the SDGs, libraries are facing several challenges that limit their effectiveness.

4.1. Inadequate funding:

Many libraries, particularly those in rural areas or small universities, are constrained by inadequate funds, which impacts their ability to provide adequate services and resources to support SDGs.

4.2. Inadequate staff:

Lack of experienced staff to support SDGs, particularly in areas such as digital literacy and community engagement.

4.3. Digital Infrastructure Gaps

Some libraries are still struggling with poor Internet connectivity, outdated technology and limited access to e-resources, hindering their ability to support SDGs.

4.4. Lack of Awareness and Advocacy

Lack of awareness and collaborations among library professionals for achieving SDG goals.

5. Conclusion

Libraries, as vital knowledge institutions, have the potential to play a transformative role by promoting SDG-related resources that can inspire community members to take action and actively participate in achieving the goals. By supporting and promoting digital initiatives, resource management, and technological innovations, libraries can contribute to the global sustainable development agenda. Libraries are supporting the SDGs by providing resources to achieve global literacy, supporting research and quality education, and collaborating with international and national organisations, which facilitates knowledge sharing and helps raise the living standards of people, thereby boosting the country's economy.

Libraries are expanding their roles as advocates for environmental sustainability by providing access to resources that raise awareness about climate change and environmental conservation. Additionally, they are enriching their collections with SDG-related resources and organising activities that focus on the SDGs. These campaigns involve community engagement and media outreach to raise the visibility of libraries' contributions to sustainable development.

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Financial Literacy of the Library, by the Library, for the Library: A Triadic Framework for Institutional Competence and Sustainability

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ABSTRACT: This paper explores the concept of "financial literacy of the library, by the library, for the library" as a holistic framework for reimagining fiscal competence, educational agency, and institutional sustainability within the library ecosystem. Drawing from theories of organizational learning, stewardship, and transformational leadership, it articulates a triadic model that positions financial literacy as both an internal competency and a civic mission. Through a comprehensive literature review and conceptual synthesis, the study reveals how libraries can integrate financial literacy into their operational culture, pedagogical practices, and governance strategies. The analysis concludes with recommendations for professional development, educational programming, and policy alignment that collectively advance libraries as financially literate, socially responsible, and sustainable institutions.

KEYWORDS: Financial Literacy, Libraries, Institutional Learning, Fiscal Management, Sustainability, Stewardship Theory

1. Introduction

Financial literacy has become a critical competence in modern societies, extending beyond individual or household management into the broader landscape of institutional sustainability and public education. Within higher education, libraries occupy a distinctive position—they are not only repositories of knowledge but also administrative entities that require strong fiscal governance. As publicly funded or institutionally supported organisations, libraries must navigate complex financial ecosystems that encompass acquisitions, staffing, technology investments, and infrastructure maintenance (Dilevko & Gottlieb, 2004). Thus, financial literacy for libraries is not merely an auxiliary skill but a strategic necessity for their long-term viability and service innovation.

In the academic discourse on financial literacy, scholars such as Lusardi and Mitchell (2014) have defined it as the ability to "use knowledge and skills to manage financial resources effectively for a lifetime of financial wellbeing" (p.

6). Extending this definition to libraries invites an institutional interpretation: libraries must also "manage resources effectively" to ensure their sustainability and capacity to serve communities. However, while significant research exists on personal financial education (OECD, 2023; Atkinson & Messy, 2012), far less attention has been paid to how libraries both practice and promote financial literacy internally. This gap provides the rationale for reimagining financial literacy not only *in* libraries but *also of, by,* and *for* libraries.

The triadic phrase "of the library, by the library, for the library" mirrors the democratic ethos of "of the people, by the people, for the people," situating the library as an autonomous learning institution responsible for cultivating its own fiscal awareness and sharing that knowledge outwardly. The first dimension, *financial literacy of the library*, concerns how libraries understand and apply financial management principles within their own operations. The second, *located in the library*, emphasises the role of librarians and staff as educators who design and deliver financial literacy programs for students and the public. Finally, *the library* underscores the reciprocal benefit—how financial literacy initiatives contribute to institutional resilience, transparency, and innovation.

In recent years, many libraries have incorporated financial literacy programming into their outreach efforts. Studies such as those by Faulkner (2019) and McCormick and Humphries (2020) have documented the increasing role of academic libraries in hosting workshops, creating resource guides, and forming partnerships with business schools or financial aid offices. However, while external programs proliferate, the internal financial competencies of libraries—such as budget literacy, grant management, cost-benefit analysis, and sustainability planning—remain underexamined. The paradox is that libraries teach financial literacy while often struggling with their own fiscal literacy challenges, from declining budgets to increasing digital infrastructure costs (Jaguszewski & Williams, 2013).

This paper argues that bridging this internal-external gap is essential to the future of libraries. Financial literacy, when conceptualized as a dual process of institutional learning and community education, strengthens libraries' accountability and adaptability in changing economic conditions. By developing a comprehensive understanding of their financial environments, libraries can align their educational missions with fiscal responsibility, ensuring that sustainable operational practices match their advocacy for information equity.

Accordingly, this paper aims to:

- Analyze existing literature on financial literacy in both educational and library contexts.

- Theorize a model of *financial literacy of, by, and for the library*;
- Propose strategies for embedding financial literacy into library governance, professional development, and community engagement.

The following sections elaborate on these dimensions, beginning with a review of existing scholarship and practice on financial literacy within higher education and libraries.

2. Literature Review

2.1 Financial Literacy in Higher Education

The discourse on financial literacy in higher education has evolved from an individual-centric model toward a systemic understanding of institutional and community impact. According to Lusardi and Mitchell (2014), financial literacy constitutes a cornerstone of economic participation, influencing not only personal outcomes but also the collective fiscal health of organizations. Within universities, financial education initiatives often emerge through interdisciplinary collaborations between business schools, student affairs offices, and libraries (Chen et al., 2021).

The OECD (2023) emphasizes that higher-education institutions serve as "financial literacy ecosystems," wherein knowledge dissemination occurs through formal curricula and informal learning infrastructures. This conceptualization aligns closely with the mission of libraries, which act as gateways to verified information and lifelong learning (Atkinson & Messy, 2012). Studies by Peng et al. (2018) and Xiao and Porto (2020) reveal that financial literacy programming in universities correlates positively with students' confidence in managing debt and budgeting; however, less attention is given to the librarians' role as facilitators or co-educators in this process.

2.2 Libraries as Financial Educators

Libraries increasingly function as pivotal nodes in public and academic financial literacy education. Faulkner (2019) documents that public libraries in the United States have incorporated financial literacy into their civic engagement missions, offering workshops on credit management, retirement planning, and fraud prevention. Similarly, McCormick and Humphries (2020) analyze the collaboration between libraries and campus financial aid offices, noting that librarians' neutrality and trusted reputation enable them to mediate complex financial topics effectively.

At the policy level, the American Library Association (ALA, 2021) introduced the "Money Smart Week @ Your Library" initiative, which integrates community-based financial education into library outreach. Libraries in developing regions have adopted similar models. Bhattacharya (2020) reports that Indian university libraries deliver digital literacy and financial skills training through blended learning modules, while Nyantakyi-Baah and Essandoh (2022) describe how Ghanaian libraries have supported national financial inclusion agendas. These initiatives collectively illustrate how libraries operationalize their mandate for information equity through financial education.

2.3 Financial Management and Institutional Literacy in Libraries

Despite their educational role, libraries themselves face ongoing fiscal challenges. Studies indicate that declining public funding, rising subscription costs, and digital infrastructure expenses have forced libraries to adopt entrepreneurial and evidence-based management strategies (Jaguszewski & Williams, 2013; Miller, 2017). Financial literacy within library management, therefore, extends beyond budgeting—it involves competency in strategic planning, grant acquisition, cost–benefit analysis, and outcome measurement.

The Association of College and Research Libraries (ACRL, 2018) stresses that financial stewardship is a professional core competency, identifying "budget awareness and fiscal accountability" as integral to librarianship. Meanwhile, IFLA (2020) emphasizes that financial management literacy is crucial for ensuring institutional resilience during crises, such as the COVID-19 pandemic, when many libraries were required to reallocate resources to sustain digital services rapidly. Empirical research by Sharman (2021) demonstrates that libraries with financially literate leadership display higher adaptability, transparency, and innovation in resource allocation.

2.4 Emerging Models and Case Studies

Several case studies demonstrate the integration of financial literacy *within* and *through* library operations. Faulkner (2019) and Parikh (2021) describe "train-the-trainer" models where librarians receive professional development in financial topics and subsequently deliver workshops to users. Similarly, the University of Arizona Libraries' "Financial Wellness Project" embeds financial literacy resources directly into information literacy courses (Borg & Duran, 2020).

From an institutional standpoint, libraries such as the Toronto Public Library (TPL) have implemented participatory budgeting programs, allowing community

members to co-decide specific funding allocations (TPL, 2021). This participatory approach not only democratizes financial decision-making but also cultivates communal financial awareness—embodying the "by the library, for the library" principle in action. In the United Kingdom, the Chartered Institute of Library and Information Professionals (CILIP, 2022) advocates for the integration of financial literacy into library leadership training as part of governance modernisation.

Across these examples, financial literacy emerges as both a content area and an operational ethos—integrating fiscal responsibility, user empowerment, and transparency.

2.5 Synthesis

The reviewed literature reveals an expanding yet uneven engagement with financial literacy across library ecosystems. While the external dimension—libraries as educators—is well-documented, the internal dimension—libraries as financially literate institutions—remains under-theorized. The gap between pedagogical and managerial financial literacy underscores the need for a unified framework. The proposed triadic model (*of the library, by the library, for the library*) offers such an integrative lens, linking internal fiscal competence to external educational missions. In the following section, this paper develops the conceptual foundation for that model.

3. Conceptual Framework

The conceptual foundation for *"financial literacy of the library, by the library, for the library"* emerges at the intersection of **institutional learning theory**, **knowledge stewardship**, and **fiscal responsibility**. This triadic model draws inspiration from democratic philosophy—" of the people, by the people, for the people"—recontextualised to emphasise the library's dual identity as both a **financial learner** and a **financial educator**. The model outlines how libraries can integrate financial literacy internally, operationalise it pedagogically, and sustain it institutionally.

3.1 Financial Literacy *of* the Library

This dimension centres on the **internal financial competence** of the library as an organization. It involves understanding budgetary structures, funding streams, cost modelling, procurement ethics, and long-term fiscal planning. Drawing upon *organisational learning theory* (Argyris & Schön, 1996), libraries

must become "learning organisations" that adapt financially through reflective practice. Financial literacy "of the library" thus signifies the institutional capacity to **analyze, interpret, and act upon financial data** for strategic decision-making.

As IFLA (2020) suggests, libraries with higher financial literacy demonstrate resilience in crises by reallocating resources efficiently and maintaining service continuity. Internally, this requires cultivating "budget literacy" among librarians—an understanding of how funds flow, how expenditures impact mission outcomes, and how data-driven evidence supports accountability (Sharman, 2021). The ACRL (2018) identifies these skills as integral to "professional competencies for fiscal stewardship." Therefore, the *"of"* dimension reflects the library's **self-education and internal sustainability**.

3.2 Financial Literacy *by* the Library

The second dimension addresses the **educational and programmatic roles** of libraries in disseminating knowledge of financial literacy. Libraries act as **intermediaries between financial information and the public**, transforming complex financial systems into accessible learning opportunities. As McCormick and Humphries (2020) argue, librarians' neutrality and pedagogical skills uniquely position them to teach financial literacy without commercial bias.

Through partnerships with universities, financial institutions, and community organizations, libraries can curate resources, host workshops, and create open educational repositories. The ALA's *Money Smart Week* and IMLS-funded *Financial Literacy Hub* exemplify initiatives where libraries directly facilitate financial education (Faulkner, 2019). The *"by"* dimension, therefore, underscores libraries' active agency as educators—leveraging their mission of equitable access to information to empower users in managing their personal and professional finances.

3.3 Financial Literacy *for* the Library

The third dimension, *"for the library,"* focuses on the **outcomes and benefits** of financial literacy for institutional sustainability and advancing the mission. When libraries practice and promote financial literacy, they generate reciprocal value: improved transparency, diversified funding, and enhanced community trust. According to Miller (2017), financially literate libraries are better positioned to attract grants, justify budgets, and measure return on investment in services.



(https://sjpl.bibliocommons.com/events/68655e0216b091280035d6b1 date of access 17-11-25)

This dimension also aligns with **stewardship theory** (Block, 1993), which frames librarians not merely as managers of public funds but as stewards of shared cultural and informational assets. By incorporating financial literacy into policy and leadership training, libraries cultivate cultures of fiscal responsibility, thereby enhancing their credibility as public institutions. The *"for"* dimension thus completes the feedback loop—financially literate practices ultimately sustain the library's educational and social missions.

3.4 Integrative Model

The triadic model functions dynamically:

- *Of the library* → Internal competence and self-reflection.
- *By the library* → Educational outreach and public engagement.
- *For the library* → Institutional sustainability and societal trust.

Each dimension supports and reinforces the others, creating a **circular model of literacy and sustainability**. Financially literate libraries model responsible behaviour, teach it to their communities, and reap the benefits of the resulting trust and efficiency. This framework thus operationalizes financial literacy not as a

static skill but as a **continuous, reciprocal process** linking institutional learning, civic education, and fiscal stewardship.

4. Methodological Reflection

While the conceptual model of *"financial literacy of the library, by the library, for the library"* provides an interpretive lens, its practical realization requires structured methods of **assessment and evaluation**. This section examines how libraries can **assess their financial literacy**—both as organizations and as educational institutions—through established frameworks, competency indicators, and evidence-based methodologies. The purpose of this reflection is not to prescribe a single methodology, but to outline adaptable approaches that align with the diverse operational realities of libraries worldwide.

4.1 Assessing Financial Literacy *of* the Library

To evaluate the *financial literacy of the library*, internal assessment tools must be developed to measure fiscal competence across organizational tiers. The **Association of College and Research Libraries (ACRL, 2018)** outlines "budget awareness, financial planning, and data-informed decision-making" as essential competencies for academic librarians. Building upon this, libraries can conduct **self-assessment audits** that examine:

- Understanding of funding sources and allocation models;
- Staff familiarity with institutional financial policies.
- Capacity to interpret financial reports and performance metrics;
- Use of financial data in service evaluation and strategic planning.

Quantitative indicators, such as budget variance ratios, cost-per-use analytics, and fund utilisation rates, can supplement qualitative data from staff interviews and reflective surveys. These data points help identify knowledge gaps, training needs, and areas for professional development. As Sharman (2021) emphasizes, internal financial literacy assessments are most effective when integrated into **continuous professional learning frameworks**, ensuring that fiscal awareness evolves in tandem with technological and policy changes.

4.2 Evaluating Financial Literacy *by* the Library

The educational dimension—*financial literacy by the library*—requires different metrics. Libraries must assess not only program frequency or attendance but also **learning outcomes and behavioural impact**. The **Institute of Museum and Library Services (IMLS, 2019)** suggests using outcome-based evaluation

(OBE) frameworks to measure how users apply knowledge gained through library programming. Key performance indicators (KPIs) might include:

- Increased user confidence in financial decision-making (measured via pre- and post-workshop surveys);
- Access and engagement rates for financial literacy resources (e.g., LibGuides, databases);
- Collaborative partnerships were established with financial education organizations.

Moreover, **participatory evaluation**—involving community members and learners in assessing program effectiveness—aligns with the democratic ethos of the *"by the library"* model (Patton, 2015). Libraries that involve their audiences in co-creating learning objectives often report greater program relevance and retention (Faulkner, 2019).

4.3 Evaluating Financial Literacy *for* the Library

Finally, assessing *financial literacy for the library* involves measuring **institutional outcomes** resulting from improved financial knowledge and practice. These may include:

- Enhanced budget transparency and stakeholder trust;
- Increased success in grant writing and external fundraising;
- Documented improvements in resource allocation efficiency;
- Strengthened community perception of library accountability.

According to **IFLA (2020)**, such indicators reflect a library's "fiscal maturity"—its ability to balance social mission with economic sustainability. Methodologically, mixed-method approaches are ideal: combining **quantitative fiscal indicators** (e.g., revenue diversification ratios, donor growth) with **qualitative institutional narratives** (case studies of budget innovation or staff empowerment). This triangulation produces a more holistic picture of library financial health.

4.4 Integrative Methodological Approach

To fully operationalize the triadic model, libraries should adopt a **three-tiered evaluation framework**:

- **Internal Competence Assessment** (*of the library*): Surveys, audits, fiscal analytics.
- **Program Evaluation** (*by the library*): Learning outcomes, user impact, community participation.

- **Institutional Performance Review** (*for the library*): Organizational metrics, transparency, and sustainability.

Each tier feeds into the next, creating a **feedback cycle of learning and accountability**. The methodological challenge lies in balancing standardized metrics with local adaptability; financial literacy manifests differently in small public libraries than in large academic systems. Therefore, methodologies should be **context-responsive**, rooted in regional policy, funding environments, and community needs.

Ultimately, measuring financial literacy in libraries requires a paradigm shift—from viewing finance as an administrative function to treating it as a **core literacy** embedded in institutional culture. As O'Beirne (2022) observes, "Libraries that learn to learn financially become both educators and exemplars of economic citizenship." This reflective and participatory methodological stance reinforces the library's evolving identity as both a steward and a scholar of financial wisdom.

5. Discussion and Implications

5.1 Overview

The conceptual and methodological reflections outlined earlier illustrate how financial literacy, when understood through the triadic model—*of the library, by the library, for the library*—extends beyond budgeting or instruction into a holistic philosophy of institutional learning. This discussion synthesizes the theoretical and empirical insights into practical implications for library practice, policy, and leadership. It argues that financial literacy is not merely a supplemental competency but a **strategic capacity** that determines a library's ability to sustain its mission amid evolving economic and informational landscapes.

5.2 Institutional Capacity Building: Strengthening the "Of" Dimension

Building *financial literacy in the library* begins with recognizing fiscal competence as a **core professional literacy**, equivalent in importance to information or digital literacy. The internal dimension requires deliberate investment in training, transparency, and collaborative management. According to **Sharman (2021)**, libraries with financially literate staff demonstrate greater autonomy in decision-making and more effective advocacy during budget negotiations. This internal strength enables libraries to act confidently as financial stewards, rather than passive recipients of institutional directives.

To achieve this, libraries should integrate **financial education modules into staff development programs**, drawing on models such as ACRL's *Budget and Finance Toolkit* (ACRL, 2018). Workshops on cost-benefit analysis, data-driven decision-making, and grant-writing can empower librarians to interpret fiscal data critically. Furthermore, introducing **participatory budgeting practices** within library teams enhances transparency and shared ownership. Case studies from the **Toronto Public Library (TPL, 2021)** and the **University of Cape Town Libraries (Mabunda, 2020)** demonstrate that participatory financial management promotes innovation, as staff contribute ideas for optimizing expenditures and enhancing resource allocation.

Institutional financial literacy also relies on the adoption of **financial technologies (FinTech)** and **data analytics tools** for decision support. Library management systems (LMS) that integrate financial dashboards—tracking expenditures, usage, and cost-effectiveness—enable evidence-based resource management (Miller, 2017). By embracing digital financial management, libraries can move toward *"financial intelligence systems"* that facilitate predictive budgeting, trend forecasting, and transparent reporting.

5.3 Pedagogical Innovation: Expanding the "By" Dimension

The *financial literacy dimension of the library* situates libraries as **educational actors** in financial learning ecosystems. Libraries—particularly academic ones—are uniquely positioned to bridge disciplinary and societal divides in economic education. Through **embedded learning models**, libraries can collaborate with academic departments to integrate financial literacy into information literacy courses or general education curricula (Borg & Duran, 2020). Such integration promotes holistic learning, connecting information evaluation skills with financial decision-making competence.

Libraries can also serve as **safe spaces for financial dialogue**, countering misinformation and promoting trust. Unlike commercial financial institutions, libraries maintain a public-service ethos that prioritizes equity and access. As **Faulkner (2019)** notes, public libraries have become "financial commons" where individuals can learn without stigma. This aligns with the **United Nations' Sustainable Development Goals (SDG**s) 4 and 8, which emphasize inclusive, quality education and financial inclusion, respectively (United Nations, 2022). Thus, by advancing financial literacy education, libraries contribute to global development agendas.

The pedagogical role also calls for **multimodal learning approaches**. Libraries can deploy blended formats—combining workshops, online courses, and gamified

resources—to engage a diverse range of learners. Examples include the *Money Smart @ Your Library* program (ALA, 2021), which integrates webinars, mobile apps, and digital literacy content. Through co-design with local communities, libraries can tailor programs to specific demographic needs, such as students managing debt, entrepreneurs seeking funding, or retirees planning pensions.

5.4 Institutional Sustainability: Realizing the "For" Dimension

Financial literacy *for the library* addresses sustainability—how financial understanding contributes to institutional growth, credibility, and resilience. The sustainability challenge facing libraries is multifaceted, encompassing declining budgets, rising information costs, and increasing demands for digital infrastructure. **IFLA (2020)** stresses that libraries must adopt diversified funding strategies, including **philanthropic partnerships, endowments, and entrepreneurial ventures**, to maintain service continuity. Financial literacy enables library leaders to evaluate such opportunities responsibly and ethically.

Moreover, financial literacy enhances **transparency** in governance. Libraries that publish accessible financial reports and engage stakeholders in fiscal discussions strengthen public trust. According to **Block's (1993)** stewardship theory, such transparency transforms hierarchical management into participatory governance. In practice, this might involve open financial dashboards, public budget summaries, and stakeholder consultations on resource allocation.

Another dimension of sustainability is **environmental and social finance**. Libraries can model sustainable fiscal behaviour by investing in green technologies and adopting ethical procurement policies. As **Miller (2017)** suggests, sustainability is both financial and moral: libraries must align spending with social responsibility. Financial literacy thus becomes a tool for ethical reflection—enabling libraries to question how their economic decisions impact society and the planet.

5.5 Policy Implications and Leadership

From a policy perspective, embedding financial literacy in library governance demands **integration at institutional, national, and international levels**. National library associations should formalize fiscal literacy within professional standards and accreditation requirements. The **Chartered Institute of Library and Information Professionals (CILIP, 2022)** has begun incorporating "financial management literacy" into its leadership competencies, recognizing its centrality to modern librarianship.

At the institutional level, universities and municipalities can incorporate **financial literacy audits** into performance evaluations for library administrators.

These audits, modelled on frameworks from ACRL and IFLA, would assess budget transparency, fiscal planning, and financial decision-making. Libraries demonstrating excellence could be recognized through accreditation or funding incentives, reinforcing the value of fiscal stewardship.

Leadership also plays a pivotal role. **Transformational leadership theory** (Bass & Riggio, 2006) emphasizes vision, inspiration, and empowerment—qualities essential for cultivating a financially literate culture. Library directors who model transparency, engage staff in open budget discussions, and mentor emerging professionals in financial decision-making foster long-term institutional health. Leadership development programs, such as the **ARL Leadership Fellows**, could incorporate financial management modules to prepare future leaders for complex fiscal landscapes.

5.6 Ethical Dimensions

Financial literacy also entails an ethical dimension. As libraries engage in financial education and management, they must navigate issues of neutrality, equity, and accountability. Ethical financial literacy requires **critical engagement with sources**, avoiding endorsement of biased or commercial materials. Libraries should adopt transparent selection policies for financial content and maintain independence from financial institutions that may have vested interests (McCormick & Humphries, 2020). Furthermore, financial decisions within libraries—such as vendor negotiations or subscription cancellations—should be guided by ethical considerations of access and fairness, not merely cost efficiency.

5.7 Integrative Implications

Synthesizing these dimensions, the triadic model offers an actionable roadmap for library transformation:

- **Cultural Implication:** Financial literacy becomes part of institutional identity—valued, shared, and sustained.
- **Educational Implication:** Libraries assume proactive roles in community and campus financial education.
- **Policy Implication:** Governance frameworks evolve to include fiscal literacy as a standard of accountability.
- **Sustainability Implication:** Financially literate libraries achieve long-term viability, trust, and social relevance.

Together, these implications illustrate a paradigm shift: libraries are not merely subjects of fiscal constraint but **agents of financial empowerment**—institutions that teach by example and lead through literacy.

6. Conclusion and Recommendations

6.1 Conclusion

The exploration of *"financial literacy of the library, by the library, for the library"* has demonstrated that financial literacy in the context of libraries transcends individual skills and institutional bookkeeping. It represents a holistic framework that integrates **organizational learning, fiscal stewardship, educational empowerment, and institutional sustainability**. Drawing on theoretical models of organizational learning (Argyris & Schön, 1996), stewardship theory (Block, 1993), and transformational leadership (Bass & Riggio, 2006), the study positions financial literacy as both a strategic and ethical imperative for libraries in the 21st century.

The **financial literacy program at the library** emphasises the internal cultivation of fiscal competence among library professionals and administrators. Libraries, as learning organizations, must engage in reflective financial practice—understanding their funding models, measuring their expenditures, and aligning their fiscal decisions with mission-driven outcomes. This internal literacy forms the foundation upon which libraries can act with confidence, transparency, and innovation.

The **library's financial literacy** initiatives underscore its educational agency. Libraries are not passive repositories but **active mediators of economic knowledge**, facilitating community empowerment through equitable access to reliable financial information. Through workshops, online modules, and partnerships, libraries can help dismantle barriers to financial understanding, particularly for marginalized groups that face systemic exclusion from financial education. This pedagogical role aligns libraries with global educational goals and expands their civic and intellectual influence.

The **financial literacy for the library** completes the cycle, reinforcing how financial awareness contributes to the institution's resilience, credibility, and social legitimacy. Financially literate libraries are better equipped to sustain their operations, diversify funding sources, and effectively communicate their value to stakeholders. As public trust in information institutions becomes increasingly vital, transparency in financial governance enhances the library's standing as a steward of both knowledge and resources.

The triadic model, therefore, articulates a **self-reinforcing ecosystem** in which learning, teaching, and sustainability form an integrated loop. Financial literacy is not merely *about* finance—it is about **responsible learning, ethical practice, and sustainable futures**. Libraries that internalize this philosophy move from reactive

management to proactive leadership, from constrained budgets to empowered agency, and from transactional operations to transformational impact.

6.2 Strategic Recommendations

Based on the synthesis of literature and conceptual insights, the following recommendations are proposed for academic, public, and special libraries seeking to operationalize the triadic model:

- **Building Financial Competence: "Of the Library"**
  - **Integrate fiscal education into professional development** — Implement structured financial training as part of staff induction and continuing education, including modules on budgeting, data interpretation, and grant acquisition.
  - **Establish participatory financial management models** — Encourage inclusive budget discussions among staff to enhance shared understanding and ownership.
  - **Adopt financial analytics tools** — Utilise digital dashboards to visualize spending, usage, and value metrics, enabling data-driven financial decision-making.
  - **Encourage reflective practice** by conducting annual financial literacy audits using the ACRL (2018) and IFLA (2020) frameworks to identify learning gaps and training priorities.
- **Expanding Educational Impact: "By the Library"**
  - **Embed financial literacy into information literacy instruction** — Collaborate with academic departments and student services to integrate financial topics into curricula.
  - **Develop inclusive community programming** — Tailor workshops and resources to specific demographics, such as youth, retirees, entrepreneurs, or marginalized populations.
  - **Leverage partnerships for expertise** — Partner with local banks, NGOs, and university finance departments to co-design non-commercial, unbiased financial education initiatives.
  - **Promote open educational resources (OER)** — Curate and disseminate freely accessible financial learning materials through library repositories and online portals.
- **Ensuring Institutional Sustainability: "For the Library"**
  - **Diversify funding sources** — Pursue multi-channel funding, including grants, philanthropy, and earned-income programs aligned with library ethics.

- **Enhance financial transparency** — Publish annual financial reports in accessible formats, reinforcing trust and accountability to stakeholders.
- **Implement sustainability-aligned spending policies** — Prioritise environmentally and socially responsible financial decisions consistent with institutional values.
- **Develop fiscal leadership pipelines** — Include financial management in leadership training programs to prepare emerging professionals for administrative responsibilities.

➢ **Advancing Policy and Research**

- **Institutionalize fiscal literacy standards** — National and international library associations should formally integrate financial literacy into competency frameworks and accreditation criteria.
- **Encourage comparative research** — Scholars should investigate cross-cultural models of financial literacy in libraries to identify global best practices.
- **Align with global development goals** — Position financial literacy initiatives within the UN's Sustainable Development Goals (SDGs), especially those addressing education, economic inclusion, and institutional capacity.
- **Develop impact metrics** — Establish standardized indicators to measure the social and institutional return on investment (ROI) of financial literacy programs.

6.3 Future Directions

Future research should explore the **intersection of financial literacy with digital transformation** in libraries. As fiscal management increasingly relies on digital infrastructures, librarians must navigate data security, algorithmic budgeting, and ethical procurement of digital services. Another emerging direction involves **AI-driven financial decision support**, where predictive analytics could optimize library expenditures while preserving human oversight and ethical governance.

In the context of global crises—such as economic recessions, pandemics, or climate disruptions—financially literate libraries serve as **pillars of resilience**. Their capacity to manage resources wisely and educate communities responsibly determines not only their survival but also their relevance in promoting democratic access to knowledge. As libraries evolve from custodians of information to **architects of informed citizenship**, financial literacy becomes both their moral compass and strategic instrument.

6.4 Final Reflection

Ultimately, financial literacy "of, by, and for the library" redefines the library as a **learning economy in miniature**—an institution that learns financially to teach socially, and that teaches financially to sustain intellectually. The model reframes the library's financial narrative from one of scarcity to one of stewardship, from constraint to creativity. It affirms that when libraries master financial literacy, they not only secure their own futures but also empower the communities they serve to thrive within an increasingly complex financial world.

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Empowering Indian Academia: INFLIBNET's Initiatives for Accessible and Cost-Effective Knowledge Sharing

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ABSTRACT: The Information and Library Network (INFLIBNET) Centre is an Inter-University Centre of the UGC and has transformed India's academic and research infrastructure through its ICT-based solutions. The paper examines the various methods and programs offered by INFLIBNET for enhancing information dissemination and research visibility, as well as promoting affordable knowledge sharing among Indian higher education institutions. The main activities included, among others, relate to open-access repositories such as Shodhganga and subscription services like e-ShodhSindhu, library automation via SOUL, research profiling tools like IRINS and VIDWAN, and access management via INFED. These platforms enable over 10,000 academic institutions to achieve greater transparency while reducing costs and making scholarly research freely available. The paper outlines the role of INFLIBNET in empowering its partners and simultaneously reaching out to global ones through ORCID and CrossRef, for example, and aligning with standards according to NEP 2020. Additionally, the organisation faces several further challenges due to inadequate infrastructure and incompatible language and system operations. These pose additional difficulties. Recommendations for these actions involve the use of artificial intelligence and the facilitation of citizen science. Policy *changes are also necessary to enable innovative academic knowledge systems in India.*

KEYWORDS: INFLIBNET, Digital Academic Infrastructure, Open Access Repositories, Research Visibility, Knowledge Sharing

1. Historical Evolution of INFLIBNET

Higher education serves as a national development base that propels intellectual growth, while also contributing to economic development and generating innovative ideas. The Indian educational system comprises numerous academic institutions, but students still face persistent problems when they require high-

quality information resources. Academic libraries serve as vital research and learning resources, but they face ongoing challenges, including insufficient funding, inadequate facilities, and understaffing. As Urquhart (1982) aptly quoted, "No library is an island," highlighting the need for collaborative systems. The Ministry of Education initiated the Information and Library Network (INFLIBNET) Centre in 1991 as an Inter-University Centre under the UGC, which became autonomous in 1996 (Chandrakar & Arora, 2011). Indian academic libraries underwent a significant transformation due to INFLIBNET, which implemented digitisation processes and capacity development programs and introduced ICT tools. Through the SOUL software (Murthy & Cholin, 2003), INFLIBNET initiated the automation of library operations at numerous institutions and established the INDCAT union catalogue, which provided unified bibliographic access.

The organisation expands its mission through its e-ShodhSindhu platform, which functions as a national e-resource consortium in conjunction with One Nation One Subscription, providing nationwide access to all citizens (Arora, 2016; Arora, 2022). Through its promotion of open access and research visibility, INFLIBNET operates platforms such as Shodhganga, SWAYAM e-PG Pathshala, VIDWAN, and IRINS (Chandrakar & Arora, 2011; Nand & Surulinathi, 2023) to support research visibility. The platforms offer academic profiling, e-learning features, and repository creation through tools such as DSpace and IR@INFLIBNET. The organization provides collaborative support through ORCID and participates in the National Digital Library of India (NDLI), hosting national conferences and training programs to enhance library and research capabilities. Through multiple initiatives, the organization has transformed libraries into digital knowledge centres that serve as essential components of higher education in India.

INFLIBNET has made significant progress in academic library services and research infrastructure in India through its policy-driven initiatives. The library automation process began with the implementation of SOUL in 2000, followed by the UGC-INFONET Digital Library Consortium's joining of e-ShodhSindhu in 2016. Shodhganga implemented its electronic theses submission system to bring transparency in research at the time of its launch in 2010. The N-LIST programme provided colleges with access to digital resources that were previously unavailable to them (Chandrakar & Arora, 2011). ShodhShuddhi, established in 2019 by UGC, detects plagiarism based on its guidelines; however, IRINS acts as a platform which deals with maintaining research profiles. These programs aim to achieve the goals set by NEP 2020 through their services, which deliver digital innovation, open access, and inclusive higher education (Pandey & Gautam, 2025).

2. Core Initiatives and Services of INFLIBNET

2.1. Scholarly Communication & Open Access

INFLIBNET operates under the University Grants Commission (UGC) to lead multiple academic programs which enhance the research environment across India. Shodhganga functions as a digital repository which started operations in 2010 to collect Electronic Theses and Dissertations (ETDs). The platform operates on DSpace technology, which provides full-text search capabilities, institutional dashboards, and anti-plagiarism tools (Kumar & Sampath Kumar, 2017). After the UGC mandate, universities were required to deposit approved theses, making the repository one of the major ETD platforms in the world. ShodhGangotri acts as a database that stores authorised research proposals for M.Phil. and PhD students, while displaying preliminary research plans that link to completed theses in Shodhganga. As noted by Arora (2014), Arora & Trivedi (2015), and Arora (2021), the collaborative features of the system support trend analysis in order to reach the openness goals set by NEP 2020. In a similar context, INFLIBNET launched ShodhShuddhi, providing plagiarism detection using Urkund to all UGC-funded institutions to uphold research ethics. According to Deshmukh & Salve (2021), the platform ensures adherence to research ethics standards through workflow tracking and the provision of ethical training to educational staff. These combined initiatives establish better free access to information, improve research standards, and enhance India's worldwide academic standing.

2.2. Resource Sharing and Subscription Management

E-ShodhSindhu began its service in 2016 by integrating the three earlier consortia into one, providing affordable access to more than 10,000 Indian higher education institutions to journal, e-book, and database resources (Arora, 2016; MoE, 2021). Through centralised procurement, this initiative provides cost-effective access with IP-based authentication, thereby enhancing research visibility and facilitating academic inclusion for smaller and rural institutions.

The Government of India, through INFLIBNET and CSIR-NIScPR, introduced the One Nation One Subscription (ONOS) proposal, which enables users to access global scholarly content through one national license. The alignment with NEP 2020 provides free research access to all citizens through ONOS, while simplifying the national licensing system, as per CSIR-NIScPR & INFLIBNET (2021) and Arora (2022). Through the implementation of Projekt DEAL from Germany, the initiative aims to enhance research productivity while reducing redundant costs, thereby establishing India as a more prominent force in global research.

2.3. Access Management and Union Catalogue

The INFLIBNET Centre, under the UGC, developed INFED (INFLIBNET Access Management Federation) as a strategic initiative to provide secure, standardized electronic resource access to academic and research institutions throughout India (INFLIBNET Centre, 2021). The Shibboleth framework serves as the foundation for INFED, enabling users to log in with their institutional credentials to access electronic resources from remote areas, rural locations, and distance learning platforms (Cholin, 2020). The system operates an extensible identity federation system, which safeguards privacy and delivers role-based access to academic users through authentication methods that do not rely on IP addresses (Kumar & Bansode, 2022). The system enables the development of digital infrastructure, which fulfils the objectives of NEP 2020 by making knowledge equally accessible to all users. INDCAT serves as the online union catalogue, created by the INFLIBNET Centre by integrating university library bibliographic records throughout the country (Arora & Agarwal, 2008). This database, which debuted in the early 2000s, comprises three main modules: the Books Database, the Theses Database, which is linked to Shodhganga, and the Serials Database. Through its standardised MARC 21 format, INDCAT enables users to search for resources and facilitates inter-library loan and shared cataloguing functions, minimising collection duplication and supporting academic planning (Ramesh & Reddy, 2013). The system provides nationwide bibliographic control, along with access to distributed library holdings, which enhances India's educational infrastructure.

2.4. Technological Tools and Platforms

The INFLIBNET Centre developed SOUL (Software for University Libraries) to provide an integrated library management system that modernizes library operations at academic institutions and research centres throughout India. Since its launch in 2000, the software has served as a user-friendly and cost-effective solution that institutions can customise to meet their evolving requirements for digital bibliographic management (Arora & Agarwal, 2005; Dhule, 2023).

The MARC 21 bibliographic format serves as the core foundation for SOUL, providing acquisition and cataloguing, circulation, serials control, administration, and OPAC modules. The system offers multilingual input capabilities and authority control functionality while enabling integration with barcode and RFID technology systems. The initial release of SOUL 1.0 evolved into SOUL 2.0 during 2009 when developers introduced web-based functionality and open-source database compatibility with MySQL and PostgreSQL, along with international

standards support for Z39.50 and Unicode. Multiple Indian research libraries, college libraries, and university libraries have implemented SOUL to support their shift toward automated library systems from manual and semi-digital operations. INFLIBNET offers ongoing training, technical support, and customisation services to institutions implementing the software. The system enables effective cataloguing and resource sharing, as well as improved user services, according to Kumar & Venkata (2013). The software maintains its support for national initiatives, including NEP 2020, e-ShodhSindhu, and Shodhganga, to promote ICT-based academic infrastructure development and knowledge accessibility in India.

3. Academic Networking and Research Visibility

The Indian national expert database, VIDWAN, began operations in 2013 to store comprehensive academic records of researchers and faculty members from all Indian educational institutions. It helps users locate specialists and facilitates joint work on policy creation through its certified profiles, which showcase research papers, projects, patents, and academic achievements. IRINS works with VIDWAN to provide database services. This caters to bringing improvements in managing academic data and presenting institutional information.

The integration of Elsevier's Pure system with Indian institutions led to the creation of IRINS, which is equipped with automatic harvesting and display of research data via links to Scopus, CrossRef, and Google Scholar databases. Organisations can utilise IRINS to measure their performance metrics, which in turn helps them establish policies and build research profiles, as noted by Singh & Tiwari (2020) and Tiwari & Sharma (2021). More than 200 academic institutions use IRINS to boost their global academic assessment participation. The system enables researchers to connect their ORCID profiles to IRINS and VIDWAN, resulting in the automatic synchronization of worldwide academic records. The system enhances international recognition for Indian research through improved data accuracy and interoperability (Tiwari & Singh, 2021).

The platforms function as vital elements for institutions to present their performance outcomes during NIRF rankings and NAAC and NBA accreditation procedures. Institutional data collection is facilitated through IRINS, Shodhganga, and INDCAT, while INFLIBNET provides support for ranking preparation through training and auditing services (Arora & Rana, 2020; Rath & Sahu, 2021a).

4. Capacity Building and Training

The INFLIBNET Centre advances digital literacy and skill development in Indian higher education through its extensive training programs, workshops and conferences. It provides practical training to librarians, faculty members, researchers, and administrators in SOUL-based library automation, Shodhganga digital repository management, IRINS, VIDWAN research profiling, ShodhShuddhi plagiarism detection, and bibliometric research evaluation tools. The organisation also covers topics related to metadata standards, open access, and the development of OER.

The organisation facilitates National Workshops and Train-the-Trainer (ToT) programs, which it runs in conjunction with CALIBER conferences, providing hands-on training in MARC 21 cataloguing, academic integrity, and data analytics. The initiatives from INFLIBNET support the goals of NEP 2020 through their emphasis on ICT integration and research capacity development, alongside academic excellence. The training modules from INFLIBNET are certified and customizable, helping institutions develop their own expertise at the local level (Arora, 2019; Rath & Ojha, 2020).

5. International Collaborations and Global Impact

The INFLIBNET Centre has formed academic alliances with key global organisations that promote Indian research capabilities while integrating national research networks with international benchmarks. Digital interoperability and maintenance of research integrity enhance global research visibility through various partnerships that INFLIBNET has forged, such as with ORCID, CrossRef, and Urkund services. The collaboration on ORCID between VIDWAN and IRINS enables automatic profile linking, allowing research outputs to update without manual intervention while maintaining compliance with international publication standards (Rath & Sahu, 2021b).

INFLIBNET extends official CrossRef sponsorship to Indian academic institutions, along with Indian publishers, thereby granting them the right to assign DOIs and enhancing the visibility of scholarly work, improving citation rates, and providing long-term protection for academic work. Through its provision of Urkund to the ShodhShuddhi program, INFLIBNET demonstrates its commitment to educational ethics, as this system serves as an international tool for detecting plagiarism. The implementation of the system enables the institutions to protect the integrity of

research while achieving global standards for academic honesty. The organization continues to actively engage with international knowledge networks that uphold the principles of Open Science, FAIR data approaches, as well as MARC21 and Dublin Core metadata standards. Digital platforms like Shodhganga, VIDWAN, and IRINS are linked to key scholarly databases, including Scopus, CrossRef, PubMed, WorldCat, Google Scholar, and ORCID, to place Indian research outputs according to international standards of recognition.

6. Economic and Societal Impact

The INFLIBNET Centre has brought about significant changes to Indian higher education through its efforts to reduce institutional costs while providing equal access to academic resources and developing digital systems to serve multiple educational institutions (Arora, 2020; Kumar & Lenka, 2019). Significant monetary savings are generated by the platform e-ShodhSindhu through its centralised content acquisition system. The open-source, cost-effective solutions of Shodhganga, INDCAT, and SOUL avoid duplication by reducing operational costs. Free availability of 6 lakh theses and proposals through Shodhganga and Shodhgangotri becomes possible because INFLIBNET believes in providing knowledge access to all citizens. Research tools such as VIDWAN, IRINS, and ShodhShuddhi establish fair standards of evaluation and provide research transparency, facilitating the efforts of academic institutions to collaborate with scientists in inadequately resourced or geographically remote institutions. The Centre has trained thousands of people in digital libraries, research ethics, and data analysis, equipping them to fulfil the requirements of NEP 2020 for faculty development and digital literacy. The digital infrastructure of INFLIBNET reaches tier-II and rural institutions through the SOUL and IRINS tools, which enhance their resource-sharing capabilities, accreditation readiness, and visibility.

7. Challenges and Limitations

The INFLIBNET Centre has achieved extensive success, yet it faces multiple systemic and technological obstacles which prevent it from fulfilling its goal of making academic knowledge available to all Indian students.

- The primary challenge to achieving digital equity stems from the inadequate ICT infrastructure prevalent in rural colleges and educational institutions, particularly those located in Tier II and Tier III cities. A significant number of academic institutions continue to lack fundamental elements, including

dependable internet services, digital library infrastructure, and IT personnel with proper training.

- The limitations in technology adoption prevent institutions from utilizing IRINS and Shodhganga platforms, making it challenging to access electronic resources and reducing the number of participants in capacity-building programs. Most institutions, along with their members, show resistance to the adoption of open access, despite national directives. The lack of understanding about platform benefits, combined with concerns about property protection and plagiarism fears, results in low utilisation rates of Shodhganga, ORCID, and IRINS. The practice of institutions holding back their preliminary research, along with unpublished work, creates obstacles that prevent Indian academic work from achieving wider global distribution.
- The language inclusivity challenges arise because India contains various languages, which create significant obstacles for INFLIBNET platforms that operate predominantly in English. The current platforms encounter impediments when attempting to process multilingual data, translate regional materials, and handle Unicode inputs, which results in non-English research being less easily discoverable.
- Technical Integration and Interoperability Issues - Institutions face integration challenges because they use different library management systems and research databases in a fragmented manner. The technical alignment between INFLIBNET platforms, including SOUL and IRINS, and other systems remains problematic due to diverse metadata standards, such as MARC21 and Dublin Core, as well as insufficient API compatibility and limited connections with global systems, including Scopus, Web of Science, and ORCID. The fragmented nature of these systems causes problems in data sharing, which slows down bibliometric reporting and reduces operational efficiency.

8. Future Directions

The current achievements of INFLIBNET provide a foundation for setting future goals.

- AI integration into research discovery, metadata improvement, and predictive analytics to enrich platforms such as IRINS, ShodhShuddhi and VIDWAN.
- The system needs an intelligent recommendation system that generates personalized academic content for student users.

- INFLIBNET needs to create citizen science platforms that enable students, researchers, and citizens to join community research activities, gathering local and national data through participatory methods that support diverse involvement and hands-on participation.
- The institution must run awareness programs in conjunction with incentive systems that provide ranking recognition and simplified submission processes to encourage researchers to adopt open repository use and actively integrate ORCID and IRIS.
- The future development of INFLIBNET platforms should include machine translation systems, vernacular metadata tagging, and AI-based language indexing systems, which will enable regional language research and enhance accessibility for various language communities.
- The policy recommendations aim to foster ongoing innovation support through dedicated library technology funding, promoting UGC open standards, and implementing mandatory capacity-building programs for digital scholarship development.

Conclusions

The INFLIBNET Centre has transformed India's higher education and research system through its wide-ranging digital initiatives. Indian academic institutions have achieved operational excellence and global research impact through the use of Shodhganga and Shodhgangotri digital repositories, research profiling services, and library automation tools, which provide cost-effective solutions. The organization shows its commitment to open science, academic integrity, and innovation by focusing on NEP 2020. It has formed partnerships with ORCID, CrossRef, and other international agencies. Through its VIDWAN and IRINS platforms, the organization provides greater visibility to Indian scholars. The tools e-ShodhSindhu and SOUL help provide equal access to information and improve library operations.

INFLIBNET needs to address regional infrastructure disparities, as well as opposition to open access, language barriers, and system compatibility challenges, to reach its full potential. The establishment of a fair academic knowledge system will occur through the implementation of AI, combined with multilingual technology, policy development, and inclusive training approaches. Through continuous public infrastructure development, forward-thinking policy support, and digital transformation, INFLIBNET has demonstrated how academic gaps can be bridged to create an interconnected research culture within India.

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"Vision 2047": A vision for a fully developed India

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ABSTRACT: India's "Vision 2047" represents a national resolve to transform the country into a fully developed, innovation-driven and socially inclusive nation by the centenary of independence. Education and skill development form the foundation of this transformation, with the National Education Policy (NEP) 2020 setting a forward-looking agenda for critical thinking, creativity, digital literacy and lifelong learning. Within this evolving landscape, libraries emerge as essential partners in nation-building by providing equitable access to knowledge, strengthening research, supporting digital inclusion and nurturing informed citizenship. As India accelerates reforms in schooling, higher education, vocational training and digital infrastructure, libraries reinforce the intellectual and cultural backbone required for a future-ready society. This paper examines the interlinked roles of education, skill enhancement and library systems in advancing the national aspiration of a prosperous, capable and globally respected Viksit Bharat by 2047.

KEYWORDS: Vision 2047; Viksit Bharat; NEP 2020; Skill Development; Digital India; Libraries.

Introduction

India has set an ambitious goal to become a fully developed, prosperous, and knowledge-based nation by 2047, marking the country's 100th anniversary of independence. This long-term national vision, often called "Viksit Bharat 2047" or "Vision 2047", places education and skill development at the heart of India's growth strategy. The Government of India recognizes that a robust education system, complemented by vibrant libraries, is crucial for fostering a creative, skilled, and responsible population that can lead the nation in the 21st century.In this context, policies such as the National Education Policy (NEP) 2020 provide a clear roadmap for transforming Indian education in the coming decades. NEP 2020 aims to shift learning away from rote memorization toward understanding,

critical thinking, creativity, and problem-solving, which are all necessary for a modern and innovative economy. It also focuses on universal access, foundational literacy and numeracy, vocational education, and the integration of digital technology in classrooms, so that every child, youth, and adult receives meaningful learning opportunities. These educational reforms directly support the vision of a developed India that is inclusive, competitive and globally respected by 2047. Within this broader framework, libraries play a crucial yet often overlooked role in national development. Libraries are no longer seen only as storehouses of books, but as active knowledge centres that provide access to information, ideas and skills to all sections of society. From school libraries that foster early reading habits, to college and university libraries that support research, to public libraries that serve the broader community, these institutions help citizens learn, question, and innovate throughout their lives. In the age of digital learning, libraries also serve as gateways to e-books, online courses, digital archives, and virtual classrooms, thereby reducing the gap between those who have access to technology and those who do not.

The Government of India has repeatedly highlighted that empowering youth is central to achieving a "Viksit Bharat" by 2047. Initiatives related to school reforms, higher education expansion, skill development, Digital India and research support are all designed to build a strong human capital base for the future.

Vision 2047 and Indian Education

Vision 2047 aims to make India a fully developed, knowledge-based and innovation-driven country by the year 2047. To achieve this, the government aims for an education system that cultivates skilled, creative, moral, and confident citizens, rather than merely producing learners who focus on exams.

Some key ideas of education in Vision 2047 are:

- Shift from rote learning to critical thinking, creativity and problem solving.
- Make education inclusive so that all children, including girls, rural students and disadvantaged groups, get quality learning.
- Use digital technology, online platforms and modern tools to reach every learner.
- Connect education with skills, jobs, innovation, research and entrepreneurship.

National Education Policy 2020: Foundation for Vision 2047

The National Education Policy (NEP) 2020 represents a significant step in shaping education for the coming decades and supports the long-term goals of Vision 2047. NEP 2020 aims to make education more flexible, holistic, multidisciplinary, and student-centred, from school to higher education.

Essential features of NEP 2020 related to Vision 2047 include:

- New 5+3+3+4 school structure and focus on early childhood care and education.
- Universal access to school education and reduction of dropout rates.
- Focus on foundational literacy and numeracy for all children in the early grades.
- Emphasis on vocational education, skill development and life skills.
- Use of digital tools, e-learning and online resources to support teaching and learning.
- Promotion of research, innovation and multidisciplinary universities and colleges.

NEP 2020 clearly recognizes the role of libraries at all levels of education and calls for the development of modern, well-equipped libraries. This directly supports the vision of a knowledge society in 2047, where access to information is considered a basic need.

Role of Libraries in Vision 2047

Libraries are shifting from being solely book-storage places to becoming active hubs of knowledge and learning that support education, skills, and innovation. In Vision 2047, libraries are expected to contribute to creating an informed, skilled, and responsible population.

Major roles of libraries towards Vision 2047 include:

- Providing access to books, journals, digital resources and open educational resources to all.
- Supporting school, college and university curricula with updated and diverse learning materials.
- Promoting reading habits, information literacy and digital literacy among students and community members.
- Encouraging research, innovation and lifelong learning for all age groups.

- Reducing the knowledge gap between urban and rural areas through digital and networked services.

Government Initiatives for Libraries and Digital Access

The Government of India and states have initiated several programmes to enhance library infrastructure and digital access, aligning with the Vision 2047 agenda. These schemes focus on modernizing libraries, connecting them through networks, and promoting digital resources.

Some important initiatives are:

- National Mission on Libraries (NML): Upgrading and digitally connecting thousands of public and institutional libraries to improve access to books and information.
- Support through schemes like RUSA (Rashtriya Uchchatar Shiksha Abhiyan) to strengthen higher education libraries with better infrastructure and digital databases.
- Development of digital repositories and open educational resources to support self-learning for students and teachers.
- Promotion of e-learning platforms, online courses and virtual labs that can be accessed through libraries.

These efforts help create a strong library system that can support India's educational and economic growth till 2047.

Libraries and Holistic School Education

In schools, libraries can directly support the goals of NEP 2020 and Vision 2047 by encouraging children to move beyond rote memorisation towards understanding and creativity. A child-friendly school library can become a space for reading, exploration and project work.

Key contributions of school libraries are:

- Providing story books, reference books and digital content that match different age groups and languages.
- Supporting project-based learning and activities that build curiosity, critical thinking and creativity.
- Helping teachers design reading programmes and information-search exercises.
- Giving access to multimedia content, educational videos and simple online tools through library computers or tablets.

By 2047, strong school libraries can help ensure that every child becomes a confident reader and independent learner, which is essential for a developed India.

Academic Libraries and Higher Education Transformation

Higher education is central to the dream of a developed India by 2047 because it creates researchers, professionals and innovators. Academic libraries in universities and colleges support this by providing high-level information resources and research support services.

Essential roles of academic libraries in Vision 2047 include:

- Providing access to national and international journals, e-books, databases and research repositories.
- Supporting researchers with literature searches, reference services, plagiarism checking and research data management.
- Offering spaces for group study, innovation labs and maker spaces to promote collaboration and creativity.
- Training students and faculty in information literacy, citation practices and ethical use of information.

With support from policies like NEP 2020, RUSA, and NAAC guidelines, academic libraries are encouraged to adopt new technologies, such as AI tools, digital repositories, and collaborative platforms.

Public Libraries and Inclusive Growth

Public libraries are essential for inclusive growth because they serve all citizens, not only students or scholars. They help adults, women, senior citizens, workers, and youth access information, skills, and culture at low or no cost.

In Vision 2047, public libraries can:

- Provide reading materials in local languages for all age groups.
- Organise literacy classes, digital literacy training and community learning programmes.
- Offer career guidance, competitive exam materials and skill-development resources.
- Serve as community centres for discussions, workshops, exhibitions and cultural events.

By bridging the information divide, public libraries can help reduce social and economic inequalities and support the idea of an inclusive "Viksit Bharat".

Digital Libraries, Technology and Innovation

Technology is a key driver for education and library services under Vision 2047. Digital libraries enable users to access information at any time and from anywhere, which is particularly beneficial for remote and rural areas.

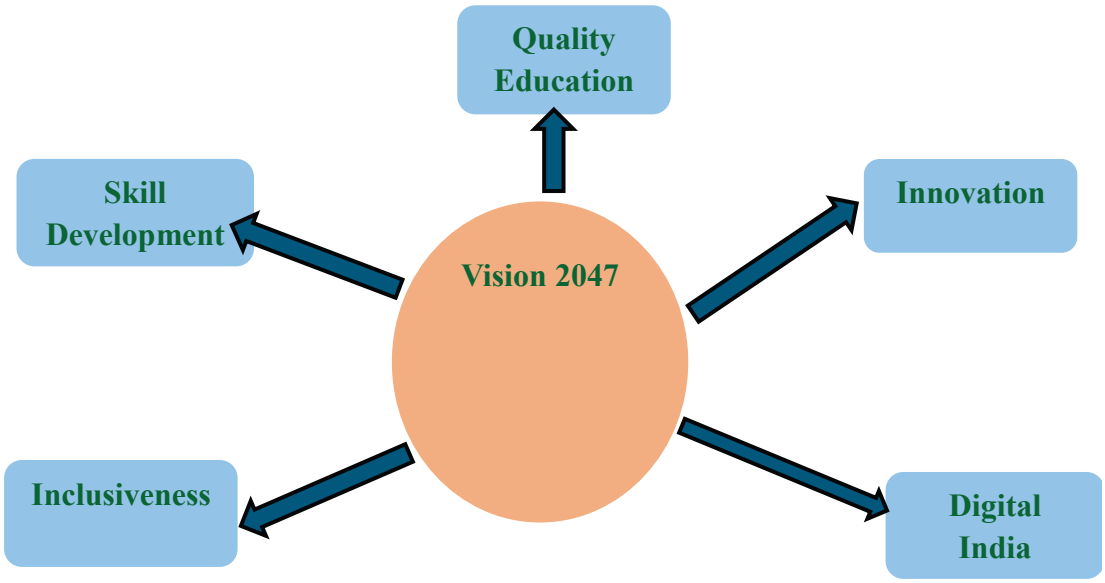
Main technological trends for libraries are:

- Digitization of books, manuscripts and local records so that they can be preserved and shared online.
- Use of library management systems, online catalogues and remote access tools.
- Providing online access to e-books, e-journals and educational videos.
- Exploring new technologies like artificial intelligence, virtual reality and blockchain for better search, personalized recommendations and secure sharing of resources.

These digital advances support an education system that is flexible, open and connected, matching the needs of a modern knowledge economy by 2047.

Coloured Diagrams You Can Add

To reduce plagiarism and make your assignment attractive, you can create simple coloured diagrams in your own style. Some ideas are:



Challenges and Future Directions

To fully utilise the power of libraries for Vision 2047, India must address several challenges, including a lack of funds, a shortage of trained librarians, unequal digital access, and limited awareness among users. Rural and small institutions often have limited library facilities and poor internet connectivity, which hinders inclusive growth and development.

Future steps:

- Increasing public investment in library infrastructure, digital resources and training.
- Strong cooperation between schools, colleges, universities and public libraries.
- Public–private partnerships to support technology upgradation and innovation in libraries.
- Regular training programmes for librarians in digital tools, user education and community engagement.

Conclusion

Vision 2047 of the Government of India places education and knowledge at the centre of national development, and libraries are key institutions to realize this dream. By becoming modern, inclusive and technology-rich knowledge hubs, libraries can support quality education, skills, research and innovation for all citizens, helping India move towards the goal of a strong and developed "Viksit Bharat" by 2047.

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Intellectual Property Rights (IPR) Trends in India: An Analytical Study Based on IP India Annual Report 2023–2024

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ABSTRACT: The paper focuses on the dynamic case of the Intellectual Property Rights (IPR) in India by an analytical overview of official data released by IP India and the Department of Promotion of Industry and Internal Trade (DPIIT). The analysis reveals a ten-year trend of increasing intellectual property, with the most significant growth in the number of patent applications, trademark applications, industrial design protection applications, geographical indication (GI) registration applications, and copyright applications. These tendencies indicate the maturation of the innovation ecosystem in India, the rise in the number of domestic applicants, and an increase in institutional focus on intellectual property management. Despite these advantages, there remain significant obstacles such as the lack of examination backlog, lack of uniform enforcement ability, lack of stakeholder awareness and tensions between property rights and fair access-especially in education and public health. The analysis has also highlighted the significant yet less understood role of libraries and information professionals in facilitating copyright compliance, managing digital resources, and promoting IPR awareness. The paper concludes with recommendations on how to enhance the institution's capacity, foster stakeholder awareness, and effectively integrate libraries into India's national IPR strategy.

KEYWORDS: Intellectual Property Rights, Patents, Trademarks, Designs, Geographical Indications, Copyright, India, IP India, CGPDTM

Introduction

Intellectual Property Rights (IPR) are one of the building blocks of modern innovation-based economies. They are used to safeguard creative and inventive

activities, encourage technological progress, and spur economic growth by ensuring that creators receive credit and financial rewards for their work. The IPR regime in India has undergone considerable transformation over the past three decades, with the most recent changes occurring after the economic liberalization of 1991 and the necessary amendments made to meet the requirements of the TRIPS Agreement. The modern IPR system in India is managed through a coordinated system under IP India, which the DPIIT controls. This institutional setup governs patents, trademarks, designs, GI, copyrights and Semiconductor Integrated Circuit Layout Designs (SICLD). The last technological advance, digitalization of filing, a policy intervention (e.g., the National IPR Policy of 2016), and the rise in entrepreneurship have led to a significant increase in intellectual property filings.

Nevertheless, despite this development, challenges such as administrative backlogs, unequal enforcement, a lack of IPR literacy, and conflicts between access and protection remain. In filling these gaps, academic and research libraries, which are the primary institutions for knowledge dissemination, are crucial. They advocate for copyright compliance, promote responsible use of information, assist in patent searching, and raise awareness of IPR among users. This paper aims to critically examine the legal environment, statistical trends, policy frameworks, and institutional issues related to IPR in India, drawing on official IPR India and DPIIT data. Moreover, it highlights the changing and required role of libraries in empowering the Indian innovation and information environment.

Literature Review

The emerging understanding of the importance of IPR in national innovation policy is evident in scholarly research on the topic in India. The article by Basheer and Reddy (2008) critically examined post-TRIPS pharmaceutical patenting, with a particular focus on the equilibrium between the interests of the people and their health on the one hand, and property rights on the other. Their contribution is relevant to India's current activities aimed at avoiding evergreening and encouraging more affordable healthcare.

Kumar (2019) examined the Indian innovation system and emphasized that the number of patent registrations in areas such as biotechnology, information technology, and pharmaceuticals increased steadily. The identified challenges, e.g. delay in exams and quality issues, reflect those mentioned in official IP India reports.

Ganguli (2016) highlighted the importance of IPR in enhancing economic competitiveness and noted that IPR could bring significant potential to traditional

knowledge fields in India with the help of GI protection. This is apparent in the increasing amount of GI registrations recorded at IP India.

Chowdhury and Chowdhury (2014) provided some perspectives on the issue of copyright in academic institutions, especially on digital platforms in terms of licensing, DRM, and institutional repositories.

Kumbar and Biradar (2012) noted the need for enhanced IPR awareness among LIS professionals, due to discrepancies in training and user education. The National IPR Policy (2016) and the subsequent efforts of DPIIT provide the government with direction on IPR infrastructure, awareness activities, and facilitating innovation. The combination of these works provides the analytical foundation for estimating the IPR environment in India and revealing the persistent gap.

Theoretical Framework

This paper employs a multidimensional theory that synthesizes innovation systems theory, access-to-knowledge views, and institutional theory to understand the dynamics of IPR in India.

Innovation Systems Theory: The Innovation Systems Theory posits that national innovation capacity is conditional, relying on interconnected institutions, policies, and actors that enable the creation, diffusion, and use of knowledge. In this context, IPR systems serve as critical institutional processes that encourage investments in research and development by guaranteeing that innovators can obtain economic reimbursement for their innovations. The emerging IPR infrastructure in India is a sign that the country is working towards improving its national innovation systems. Still, success will rely on other soft variables such as research infrastructure, human capital, and entrepreneurial ecosystems.

Access-to-Knowledge (A2K) Perspectives: Access-to-Knowledge (A2K) Perspectives: focus on the need to balance the proprietary rights and the needs of public access, especially in developing nations. A2K frameworks strongly criticize highly limiting regimes of IP that can hinder education, research, and even public health. The theory lens helps interpret the functions of libraries because information establishments have an inherent tendency to promote access to knowledge, while also adhering to the law. The conflict between protection and access is at the heart of the debate over copyright exceptions for education, compulsory licensing of essential medicines, and open access to scholarly research publications.

The Institutional Theory can provide insight into how IPR norms, practices, and enforcement mechanisms are integrated into organizational and societal frameworks. In this light, to reinforce the IPR policy in India, a more robust IPR governance is not just a legislative change, but also an institutional capability-building effort, educating stakeholders, and changing cultural orientations that acknowledge the importance of intellectual property. The example of libraries as formal institutions that mediate between creators and users of knowledge illustrates how representatives of organizational actors both shape and are shaped by changing IPR norms.

Together, these theoretical lenses enable a comprehensive study of IPR in India, considering the factors that stimulate innovation while also addressing issues of equity and the role of institutional players, particularly libraries, as significant intermediaries in complex intellectual property environments.

Types of IPR in India: Legal Frameworks and Statutory Provisions

Copyright

In India, copyright protection is regulated by the Copyright Act of 1957 (as amended periodically), most recently in 2012. Copyright is an automatic, vested creation right in original literary, dramatic, musical, and artistic works, cinematograph films, and sound recordings, which do not require registration. This coverage is in effect during the creator's lifetime and for sixty years after their demise. The Indian Copyright Office maintains registers and presides over disputes, but registration is not mandatory; it serves as prima facie evidence of ownership.

The Indian copyright law has had several limitations and exceptions that take into account the public interest. Section 52 authorizes fair dealing for purposes such as research, personal study, critique, appraisal, and news reporting. Schools can enjoy special clauses on reproduction to be used in teaching. These exceptions are particularly significant in the case of libraries, which rely on statutory authorization to provide access to copyrighted content for educational and research purposes.

Patents

India protects patents under the Patents Act of 1970, which has been amended in accordance with the provisions of the TRIPS Agreement. New inventions that have inventive steps and industrial applicability are given exclusive rights over a duration of twenty years that commences on the date of application of the

invention, without exception, except in cases of obvious inventions. India has a pre-grant and post-grant opposition system, under which a third party can contest a patent application or a granted patent, thereby enhancing the quality of patents through public scrutiny.

Remarkably, Indian patent law does not consider certain subject matters as patentable, such as mathematical methods, business methods, computer programs as such, and simple discoveries of natural substances. The Patents Act, Section 3(d), which thwarts evergreening by compelling pharmaceutical patents on derivatives to demonstrate greater therapeutic efficacy, has proven to be a contentious matter internationally. Still, it is intended to benefit public health. The Indian Patent Office is headquartered in Delhi, Mumbai, Chennai, and Kolkata, with examination time being a significant challenge for this organisation, although it has recently shown slight improvement.

Trademarks

The Trade Marks Act of 1999 offers protection to distinctive marks, which include words, logos, colours, sounds, and shapes that identify goods or services. The registration of trademarks, although optional, offers significant legal benefits, including an exclusive right to use, enhanced protection, and prevention of infringement. The coverage lasts ten years, with unlimited renewal opportunities, provided it is in use.

Applications are received at the Trade Marks Registry, which falls under the jurisdiction of IP India and operates in five offices across India. The adoption of the Madrid Protocol has enabled Indian businesses to obtain international trademark registration and simplified the process of protecting their trademarks in various jurisdictions. Nevertheless, it is still not without challenges, including counterfeit products, illegal use, and enforcement constraints, especially for small and medium-sized business owners who lack the resources to protect their work aggressively.

Geographical Indications

The Geographical Indications of Goods (Registration and Protection) Act of 1999 is the legislation that secures products originating from a particular geographical area that have unique qualities or reputations that can be attributed to their origin. GI registration prevents selfish application of geographical names and safeguards customary knowledge and cultural inheritance. Among the famous products in the

GI registry of India are Darjeeling tea, Basmati rice, Chanderi fabric and Mysore silk, among others.

GI protection has a positive impact on rural communities and traditional producers, as it enables them to differentiate themselves in the market and secure premium prices. Nevertheless, the lack of awareness, registration, and enforcement systems hinders the maximum use of GI systems, especially among marginalized producer cohorts that require institutional assistance to be registered and enter the market.

Industrial Designs

The Designs Act of 2000 protects new or original aesthetic designs on articles through the use of industrial procedures. Registration of a design grants exclusive rights for ten years, which may be renewed for an additional five years, for the shape, configuration, pattern, or ornamentation of articles, thereby giving them a distinctive visual form. Industrial design protection is especially applicable to sectors such as textiles, handicrafts, consumer goods, and electronics.

Although India is a country of design, the number of design registrations remains significantly lower than that of trademarks or patents, mainly due to a lack of awareness and understanding of the commercial value of design. Design thinking and approach to design innovations should be actively promoted, which may improve the use of design protection mechanisms.

Integrated Circuit Layout Designs

The Semiconductor Integrated Circuits Layout-Design Act of 2000 has created sui generis protection for integrated circuit layout designs, given the technological and economic significance of the semiconductor industry. Dubai: Ten-year protection after registration or first commercial exploitation. Nevertheless, the usage of this regime is not fully utilized, which is, in part, due to the developing ecosystem of semiconductor design in India.

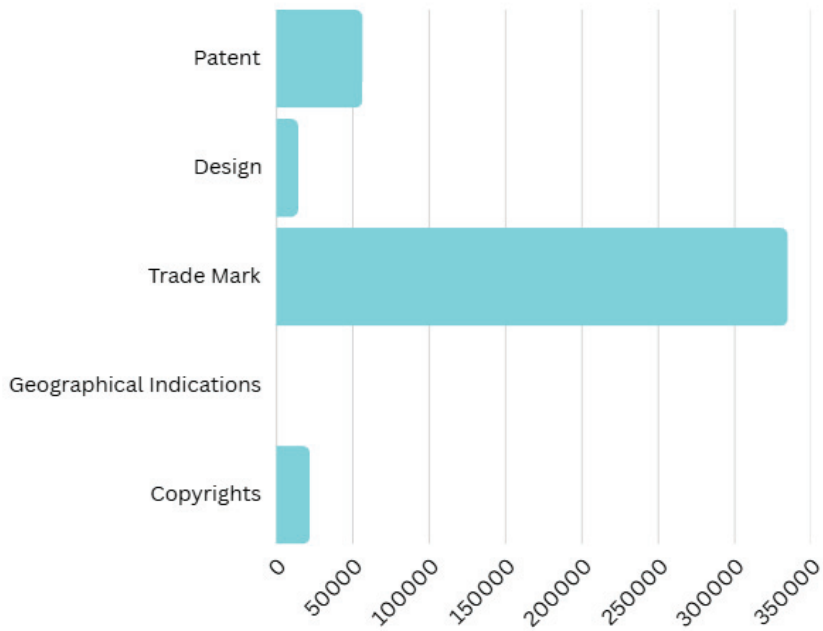
Recent Trends in IPR: Analysis of IP India Data (2019-2024)

The official data analysis of IP India indicates that several categories of IPR have increased over the last decade, reflecting a growing innovation environment and increasing awareness of IP issues in India.

Trends in the Last Five Years with Respect to Filing of IP Applications:

*All Tables and Images Source: IP India. (2024). Annual Report 2023-24. Government of India.

Application	2019-20	2020-21	2021-22	2022-23	2023-24
Patent	56267	58503	66440	82811	92168
Design	14290	14241	22699	22698	30389
Trade Mark	334805	431213	447805	466580	476089
Geographical Indications	42	58	116	211	134
Copyrights	21905	24451	30988	29466	36726



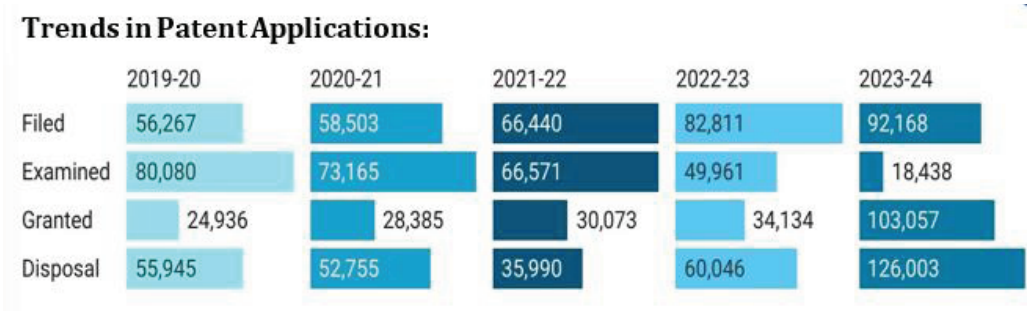
Trends in respect of IP activities

Patent Filing Trends

This year, 92168 patent applications were registered, representing a growth rate of approximately 11.29% compared to the previous year. Household filing also reported an increase, with 51574 (55.96%) of total filings, up from 43301 (52.29%) in 2022-23.

The five-year trends in relation to the applications of patent claims, which have been examined, granted, and disposed of, are presented below. Applications

that are disposed of comprise those patents granted, those that the Patent Office rejected, and those applications which were abandoned and withdrawn by the applicants.

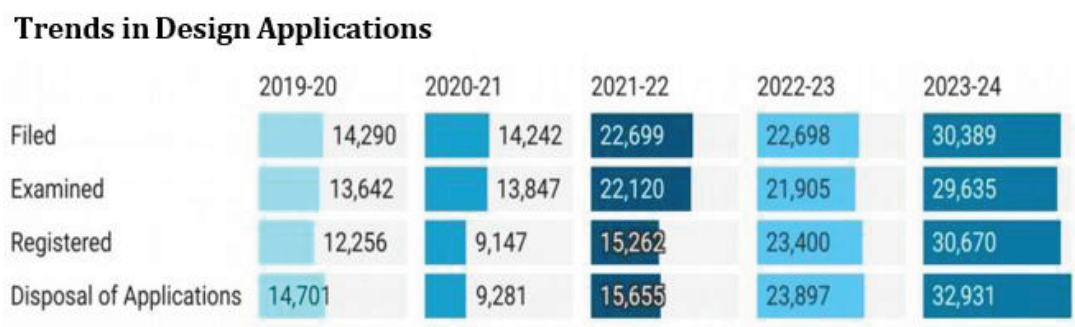


Year	2019-20	2020-21	2021-22	2022-23	2023-24
Filed	56267	58503	66440	82811	92168
Examined	80080	73165	66571	49961	18438
Granted	24936	28385	30073	34134	103057
Disposal	55945	52755	35990*	60046	126003

*Disposal of 15991 applications U/s 21(1) was deferred due to the extension of the prescribed period of limitation by the Hon'ble Supreme Court of India

Designs

In this year, 30,389 design applications were registered, and the percentage of growth seems to be 33.88% compared to the past year. There were 29635 design applications under examination and registration, and disposal of design applications under 2023-24 had risen by 31.06 per cent and 37.80 per cent, respectively, compared to the previous year.



Year	2019-20	2020-21	2021-22	2022-23	2023-24
Filed	14290	14242	22699	22698	30389
Examined	13642	13847	22120	21905	29635
Registered	12256	9147	15262	23400	30670
Disposal of Applications	14701	9281	15655	23897	32931

Trademarks

During this year, 476,089 applications for trademark registration were filed, and 721,944 applications were examined. The number of trademark registrations and disposals during 2023-24 increased by 20.58% and 48.46%, respectively, compared to the previous year.



Source: IP India Annual Report 2023–24

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Filed	334805	431213	447805	466580	476089
Examined	338551	463912	431520	395405	721944
Registered	294172	255976	261408	231977	279717
Disposal of Applications	419566	294944	318878	292154	433754

Geographical Indication

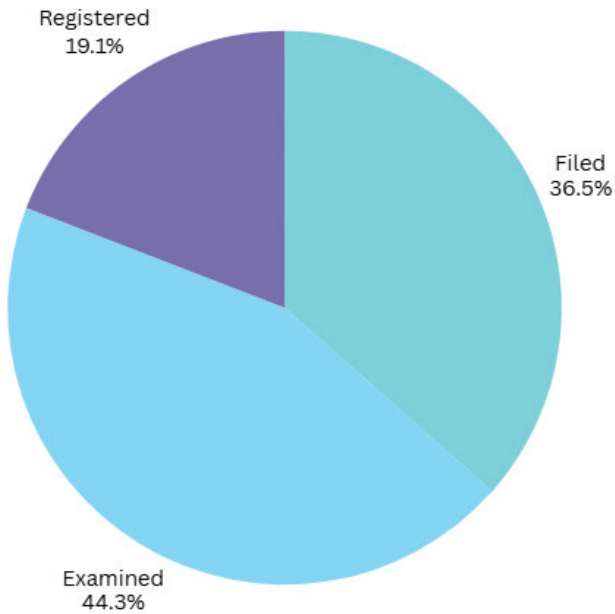
In the same reporting year, 134 applications were received, 98 applications were reviewed, and 160 geographical indications were registered. The trends in GI applications lodged, scrutinized, and registered over the past five years are provided below.

Trends in Geographical Indication Applications:



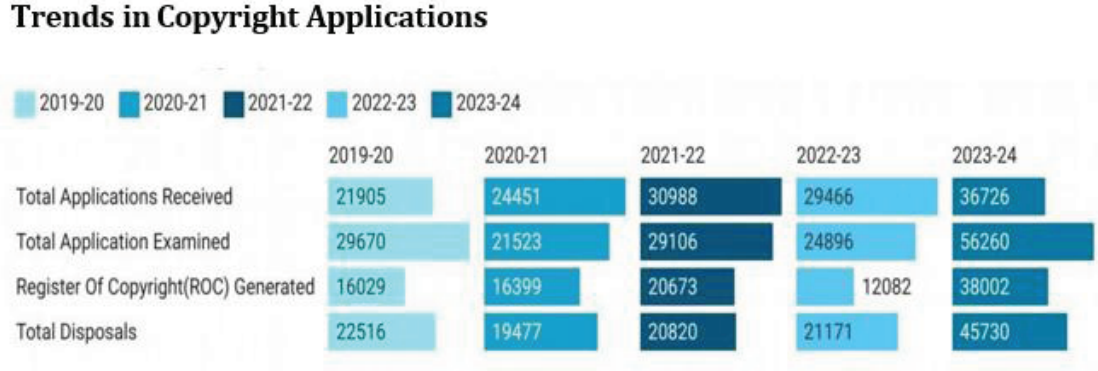
Source: IP India Annual Report 2023–24

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Filed	42	58	116	211	134
Examined	51	0	46	100	98
Registered	22	05	50	55	160



Copyrights

In FY 2023-24, 36,726 applications were registered under the copyright law. A total of 56260 applications were considered, and the total number of Copyright (ROC) registrations was 38002, which have been registered. The total number of applications that have been disposed of was 45730.

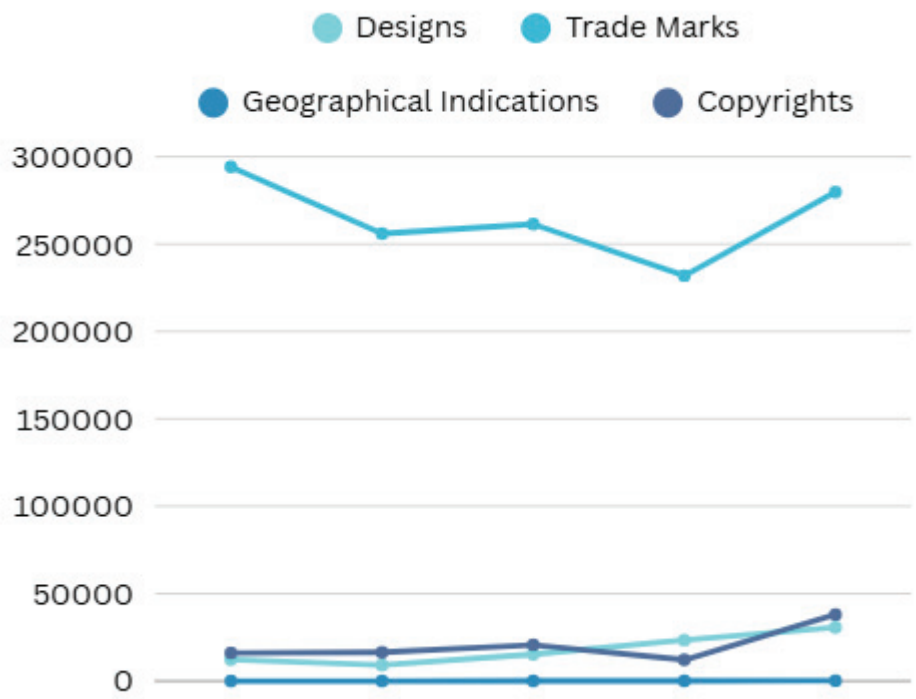


Source: IP India Annual Report 2023–24

Year	Total applications received	Total application examined	Register of Copyright (ROC) generated	Total Disposal
2019-20	21905	29670	16029	22516
2020-21	24451	21523	16399	19477
2021-2022	30988	29106	20673	20820
2022-2023	29466	24896	12082	21171
2023-2024	36726	56260	38002	45730

Comparative Trends of IPRs Granted/Registered (and Disposed)

Designs	12256 (14701)	9147 (9281)	15262 (15655)	23400 (23897)	30670 (32931)
Trade Marks	294172 (419566)	255976 (294944)	261408 (318878)	231977 (292154)	279717 (433754)
Geographical Indications	22	05	50	55	160
Copyrights	16029 (22516)	16399 (19477)	20673 (20820)	12082 (21171)	38002 (45730)



Current Issues, Challenges, and Ethical Concerns

Even with improvement, the IPR regime in India faces complex issues that should be addressed in the long term through policy considerations and institutional implementation.

Administrative Backlogs and Processing Delays

The problem of examination and timelines for granting remains persistent within the types of IPR, especially in the case of patents. Although progress has been made, the average time to examine patents remains longer than on an international level, deterring innovation and making the process uncertain to the applicants. These delays are caused by limited examiner capacity, technical complexity, and resource constraints. The Patents Office has made efforts, such as hiring examiners and capacity building, but long-term investments are still required.

Enforcement Deficiencies

The enforcement of IPR has been particularly challenging, especially in the cases of counterfeit products, trademark infringement, and copyright piracy. Although legal structures have solutions, the lack of effective redress mechanisms, due to judicial delays, resource constraints in enforcement agencies, and coordination problems between the administration and the judicial system, has undermined the efficacy of the enforcement mechanisms. The resources needed to take infringement action are often lacking in small businesses and individual creators, resulting in a disadvantage for these entities compared to well-resourced companies.

Awareness Gaps

A significant portion of the Indian entrepreneurial environment, particularly MSMEs and rural manufacturers, exhibits poor IPR awareness, resulting in limited utilization of protection systems. The holders of traditional knowledge are often unaware of GI systems, researchers are still unsure about the patenting process, and creators are confused about copyrights. The systematic awareness program for different stakeholder groups remains lacking, despite government efforts.

Access Versus Protection Tensions

Creating a balance between proprietary rights and the imperatives of access creates ongoing controversies, especially in the cases of pharmaceutical patents, educational resources, and research papers. However, patent systems encourage pharmaceutical research, and patent protection results in increased prices of medicines, which impacts access in resource-limited environments. Equally, the repressive enforcement of copyright can inhibit access to education, especially within the context of developing countries, where affordability is very crucial.

Ethical Considerations

Several moral aspects warrant consideration. The issue of biosurgery requires the use of traditional knowledge or biology without any benefits-sharing agreements with the community of origin. There have been controversies regarding the recognition of prior art and community rights in patent applications for yoga postures, Ayurvedic preparations, and agricultural varieties. Additionally, there is a question of fair use of patented technology, which is critical in addressing developmental issues such as healthcare, agriculture, and environmental sustainability.

Digital Challenges

Online piracy, peer-to-peer sharing, database protection, and software patenting are new IPR issues introduced by digital technologies. Digital collections present libraries with complicated licensing agreements, digital rights management systems, and evolving copyright exceptions in digital settings. The provisions of technological protection sometimes clash with the legitimate rights of users, creating conflicts that require clarification of the relevant policies.

Conclusion

The information on the IPR analysis of India, as presented in the official IP India and DPIIT statistics, indicates that India is gradually transitioning to a more robust and innovation-driven intellectual property ecosystem. The reported substantial growth in the number of patent applications and grants, high achievement in trademark and design applications, and impressive growth in GI protection are all indicative of the growing creative, technological, and traditional knowledge sector in India. The increase in examination and disposal rates is an indication of the positive influence of policy reforms, digital processing systems, and management strengthening. Such developments make India a more and more competitive participant in the global IP framework.

In the future, to enhance IPR in India, concerted efforts should be made that involve capacity building of the administration, strengthening enforcement, creating awareness, and cooperation among stakeholders. The formal acknowledgement of the library's contributions to national IP policies is a significant policy move, leveraging the expertise of information professionals to benefit society as a whole. A balanced system, in which innovation is awarded in consideration of equitable access to knowledge, especially in education and research settings, is key to inclusive development.

Libraries and information professionals are emerging as key stakeholders in this evolving environment. Their expertise in copyright literacy, academic integrity, digital resource management, and open-access dissemination places them at the intersection of innovation, ethics, and public knowledge. LIS experts work to ensure that academic institutions are equipped with enhanced intellectual and research potential by training them on patent search strategies, responsible information use, and institutional repositories. Their contribution aligns with the vision of NEP 2020, which focuses on transparent knowledge ecosystems, ethical scholarship, and digital empowerment.

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Exploring the Research Trends on Environmentally Sustainable Library: A Bibliometric Study

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ABSTRACT: Environmentally sustainable libraries incorporate eco-friendly practices to minimize their environmental impact. The purpose of this study is to investigate the current global trend in research on ecologically sustainable libraries. To conduct this research, the team searched the Scopus and Web of Science databases for articles published between 2006 and 2025, up to the last week of October 2025, resulting in a collection of 66 publications. The data were analyzed using MS Excel and VOSviewer. About 62 per cent of papers were published during the last five years. Roughly 83% of researchers produced just one article, underscoring limited individual output amid rising collaboration. The average number of papers is 1.69 per journal, according to the study. India and the USA emerged as the major contributors (~32%). The findings from this research aim to guide future scholarly work on environmentally sustainable libraries.

KEYWORDS: Environmentally sustainable library, Green library, Bibliometrics

1 Introduction

Environmentally sustainable libraries incorporate eco-friendly practices to minimize their environmental impact while maintaining core services, including collection preservation and community education. The process of greening libraries involves building green library buildings, greening existing library facilities, providing green library services, and embracing environmentally supportive and sustainable practices within the library (Antonelli, 2008). IFLA's adaptation of the United Nations 2030 Agenda of "Transforming our world" and the UN Sustainable Development Goals (SDGs) exemplifies a growing focus on libraries and librarians working with or contributing to sustainability and sustainable development. (Mathiasson & Jochumsen, 2022). The terms 'Environmentally sustainable library' and 'Green library are often used interchangeably nowadays.

A broad understanding of environmentally sustainable libraries using various bibliometric indicators has been developed in recent years (Li & Yang, 2023;

Khalid, Farid, & Mahmood, 2021; Fedorowicz-Kruszewska, 2020). The current investigation broadens the temporal framework of the research undertaken. In this context, the purpose of the present study is to ascertain the recent global trend of research on environmentally sustainable libraries.

1.1 Objectives

The present study has specific objectives to explore the dynamics of research activity in green libraries. The objectives are:

- To determine the volume of research activity for the period of 2006-2025;
- To recognize the authorship pattern;
- To identify the most relevant source journals;
- To find out the most active countries;
- To explore the frequency of keywords through the analysis of the Co-occurrence of keywords.

2 Scope and Research Methodology

The raw data have been downloaded from Scopus and Web of Science (WoS) collection using the following search string (Table 1):

Table 1: Database search result

Database	Search Term	Result
Scopus	AUTHKEY (“environmentally sustainable librar*”) OR AUTHKEY (“Green Librar*”) AND PUBYEAR > 2005 AND PUBYEAR < 2026 AND (LIMIT-TO (PUBSTAGE , “final”)) AND (LIMIT-TO (DOCTYPE , “ar”)) AND (LIMIT-TO (LANGUAGE , “English”))	102
WoS	TOPIC: (“environmentally sustainable library* ”) AND TOPIC: (“Green Library* ”) Refined by: DOCUMENT TYPES: (ARTICLE) AND LANGUAGES: (ENGLISH) Timespan: 2006-2025.	26

This study is based on 66 publications that were published between 2006 and 2025. To ensure the accuracy of the process, duplicate records were removed manually after being checked. Searches were conducted in the last week of October 2025.

The growth in the number of publications about green libraries was ascertained through the application of the bibliometric approach. Bibliometrics is a library and information science research field where bibliographic material is studied using quantitative methods (Broadus, 1987).

3 Results and Discussion

3.1 Year-wise distribution

The frequency generally trends upward over time, with substantial increases after 2018. A simple linear fit yields a positive slope (approximately 0.47), indicating an overall increasing trend in frequency over the past 20 years. Most of the growth occurs from around 2012 onward, with a sharp jump after 2018 that remains relatively high through 2025 (Figure 1).

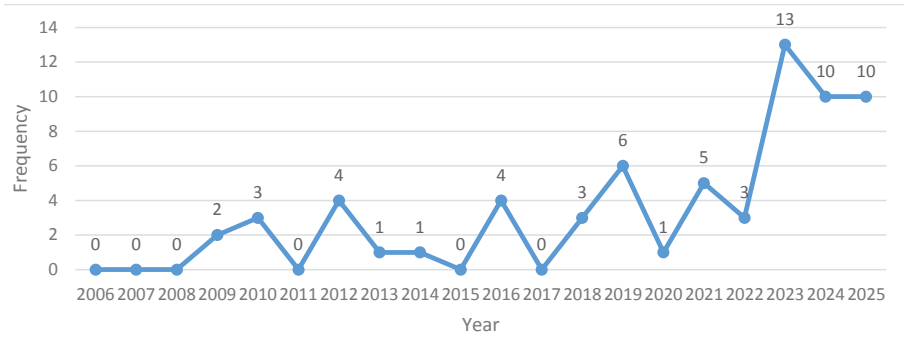


Figure 1: Year-wise distribution

This suggests a phase transition: once past a threshold (around 2018–2019), growth becomes more self-sustaining, and the system stabilizes at a higher level rather than reverting to near zero.

3.2 Authorship Pattern

The study reveals a strong trend toward collaborative research in environmentally sustainable library initiatives, with approximately 70% of publications involving multiple authors. Table 2 illustrates the trend in authorship patterns. Out of 66 papers, 20 papers (30.3%) are single-authored, and 46 papers (69.6%) are multi-authored. Individually, Two-authored papers dominate at 40.9%, followed by single-authored papers at 30.3%, more than three authors at 15.1%, and three authors at 13.6% respectively.

Table 2: Authorship pattern

Authorship pattern	Frequency	Percentage
One	20	30.3
Two	27	40.91
Three	9	13.63
More than three	10	15.15

A total of 113 researchers contributed to environmentally sustainable library research between 2006 and 2025. The average number of authors per document is 1.71, and the average number of documents per author is 0.58. The most prolific researchers are **Małgorzata** Fedorowicz-Kruszewska of Nicolaus Copernicus University, Poland, with 4 papers, followed by Arnold Mmbwanga Mwanzu of Aga Khan University, Kenya, with 3 papers. Roughly 83% of researchers produced just one article, underscoring limited individual output amid rising collaboration.

3.3 Most relevant journals

The 66 publications appeared across 39 journals, averaging 1.69 papers per journal. Table 3 presents the data related to the journal-wise distribution of papers and the corresponding citation impact of the top five most sought journals.

Table 3: Journal-wise distribution

Source	Documents	CiteScore	SJR	SNIP	Quartile (Q)
IFLA Journal	8	3.2	0.546	1.020	2
Library Philosophy and Practice	6	0.4	0.233	0.638	3
Journal of Academic Librarianship	4	6.0	0.975	1.627	1
Library Management	3	2.5	0.449	0.904	2
Library Hi-Tech	3	11.7	1.150	1.789	1
Libri	3	1.9	0.309	0.686	2
Electronic Green Journal	2	0.87	0.184	0.500	4
College and Research Libraries	2	3.1	0.821	1.368	1
Public Library Quarterly	2	3.5	0.680	1.240	2
Business Information Review	2	3.03	0.358	2.236	2
Journal of Librarianship and Information Science	2	5.1	0.665	1.450	1
Library Trends	2	1.0	0.176	0.322	3

The analysis also indicates that journals are distributed across different quartiles (Q) according to their classified sub-disciplines. Four journals belong to the first quartile (Q1), i.e., they are among the top 25% of journals in the list. Five journals are in the Q2 category (25% to 50% group), and two journals are in the Q3 category (50% to 75% group). One journal is categorised under Q4 (75% to 100%).

3.4 Country-wise distribution of research output

There are 24 countries listed, with a total of 66 documents across all of them. The average document count per country is about 2.75. India has 12 documents, and the United States has 9, together accounting for about 32% of all documents. The following countries are the most significant contributors, with Nigeria (4) and a group of countries with 3 documents each (China, France, Iran, Kenya, Pakistan, Poland, and the United Kingdom) (Table 4).

Table 4: Country-wise distribution

Countries/Regions	Record Count (n)	% of share
India	12	18.18
United States	9	13.63
China	3	4.54
Kenya	3	4.54
Nigeria	4	6.06
Poland	3	4.54
United Kingdom	3	4.54

This pattern suggests a highly skewed distribution where a small number of countries are core sources, and most others appear only sporadically. India and the United States dominate the document counts, with most other countries contributing only a few documents each.

3.5 Frequency of Keywords

Generally, it is assumed that author keywords are manifestations of research themes and thereby provide a direction for trends in research within a given field. The most sought-after author keyword is 'green libraries' with 20 occurrences, followed by 'sustainability' with 13 occurrences and 'green library' with 12 occurrences (Table 5).

Table 5: Distribution of author keywords

Keyword	Occurrences	% of share
green libraries	20	8.54
sustainability	13	5.55
green library	12	5.12
libraries	11	4.71
sustainable development	9	3.84
Environmental sustainability	9	3.84

When the terms “green libraries” and “green library” are combined, these hotspots account for almost 14 per cent of all keywords.

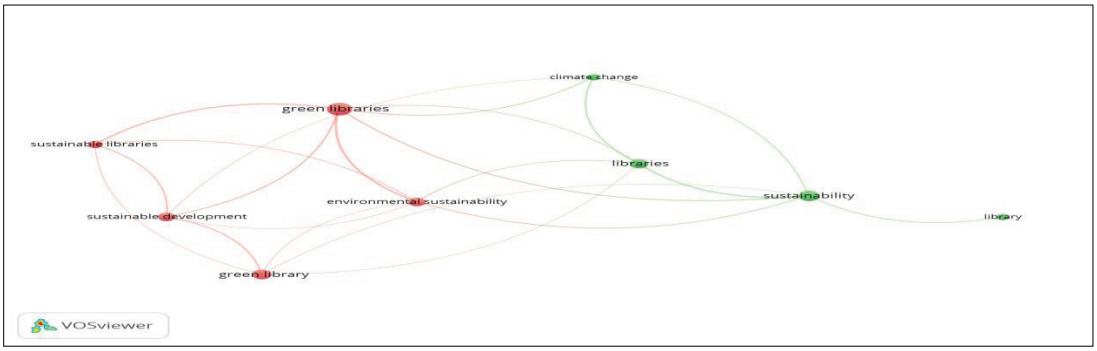


Figure 2: Co-occurrence of keywords

Figure 2 shows the keywords used by authors to identify various facets of an environmentally sustainable library. The co-occurrence network of keywords is generated using VOSviewer (Van Eck & Waltman, 2010). The scientific mapping of author keywords, using a clustering approach, reveals the emergence of two distinct clusters. Out of 234 author keywords analysed, a minimum occurrence threshold of five was applied, resulting in nine keywords meeting the criteria and were included in the final map.

4 Conclusions

The present bibliometric analysis of environmentally sustainable library literature highlights several notable patterns in the evolution of research within this field. Publication output has exhibited uneven growth, with multiple years—sometimes as many as five—showing no contributions at all. However, a marked increase in scholarly activity emerged in 2018, mainly attributable to initiatives and support provided by IFLA. The formation of the Environment, Sustainability and Libraries (ENSULIB) Special Interest Group by IFLA at the beginning of 2021 acted as the catalyst for mobilising the environmentally sustainable library awareness campaign globally. About 62 per cent of papers were published during the last five years. Consequently, the second decade of the twenty-first century saw the most significant number of publications, which may have been a result of the United Nations adopting the SDG-2030 agenda in 2015. Roughly 83% of researchers produced just one article, underscoring limited individual output amid rising collaboration. The average number of papers is 1.69 per journal, as per the study. According to the findings, India and the USA emerged as the major

contributors (~32%) to research. The outcome is analogous to what Li & Yang (2022) found, who claimed that the USA has taken the lead in the field of green library research. The most popular keyword is "green libraries," which is followed by "sustainability" and "green library," respectively.

Since this study focused solely on papers indexed in the Scopus and Web of Science databases, expanding the search to include additional databases, such as Google Scholar, Dimensions, and LISA, could enhance the scope. This broader approach might offer a more complete picture of the evolving topics covered in the literature. The findings from this research aim to guide future scholarly work on environmentally sustainable libraries.

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Strategies For Effective Marketing of Library and Information Services in the Present Era

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ABSTRACT: Libraries play a crucial role in society by providing users with access to advanced information in various formats. The concept of marketing library services is not new; it is illustrated by examples of Dr Ranganathan's five laws. It informs us about the efforts undertaken by some European countries to increase the use of library resources. It also highlights that library services are not very popular in India. The author suggests several methods through which we can improve library usage and also attract more users towards the library; this is beautifully shown and illustrated by the author.

KEYWORDS: Library services, Information services, Marketing, Internet.

Introdution

The relation between the library and marketing is not very understandable. The term 'Marketing' primarily relates to the promotion of goods or services for profit, and in particular, for financial gain. As far as libraries are concerned, they are nonprofit organisations. However, the meaning of present-day marketing is not only to generate profit but also to inform all types of users about the products they offer. Now, the fundamental principle of marketing is also the main objective of libraries; we are not treating users of the library. Customers play a vital role. The medium of advertising has increased. The American Marketing Association, representing marketing professionals, states that 'Marketing' is an organisational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that modern marketing is concerned. These days, companies market their products through the internet, mobile devices, newspapers, online shopping stores, television, and other channels.

Marketing Strategy

Not all enterprises can afford to use all the marketing techniques. Furthermore, different situations require different approaches. The marketing manager must be able to select the methods necessary for a particular product in a specific problem. Therefore, successful marketing involves the art of choosing the most effective techniques for various situations. Marketing strategy also means selecting various techniques in proper proportion and balance.

Marketing Techniques

The following marketing techniques can be applied in a library:

1- Knowledge of the purpose and resources: The librarian or information manager should know the purpose and resources/products of library and information centres and identify the goals, particularly for an effective marketing program. He must be familiar with the products/ resources to serve the information needs of his patrons effectively.

2- Knowledge about competitors: Libraries and information centres compete with several nonprofit organisations in providing information. They should identify the organisations with which they are in direct competition. They should evaluate their roles in terms of their services, products, distinctive competencies, and market, and provide or create new services that their competition does not offer.

3- Identification of users: Librarians and information managers should identify the users for marketing information services and take necessary steps for complete analysis of the marketing situation. They have to identify the various groups of users' needs by applying marketing techniques. Furthermore, the librarian must identify non-users of the library and provide them with the necessary information services. They are essential to the library and information centres.

4- Establishment of marketing strategy: Establishment of marketing strategy is an essential ingredient of modern library/information services. The next step is to identify specific goals for the marketing programs and develop a corresponding marketing strategy.

5- Using marketing mix method: This includes advertising and public relations, channels of distribution, and policies. These are all communications with the library/information centres segments. It also makes sense to get feedback from the users.

The Need For Marketing Of Library And Information Services

The marketing of library and information services is needed for many reasons. The unique reasons that require a marketing orientation in library and information services are: customers' requirements, Scarcity of resources, maintaining relevance, visibility, being a valuable community resource, rising expectations, survival, and being beneficial to the library's image. The marketing of library and information services will help in-

1. Management of libraries
2. Commitment to customer satisfaction.
3. Understanding the customers.
4. The growth of libraries.
5. Improving the image.

1- Management of Libraries: According to Keiser & Galvin (1995 "The world in which libraries exist has changed dramatically. It moves faster, relies on technology and competes more intensely. Fearless, the change may threaten our existence; we must look to marketing to help us manage better. Due to the global explosion of information, the increasing availability of information in the market necessitates effective library management to meet the information needs of users.

2- Commitment to Customer Satisfaction: In particular, in the library services area, the users are fund providers, patrons, employees, etc. As such, customer satisfaction is of primary concern in the marketing process, and the entire ethos and shared values of the organisation share the responsibility.

3- Understanding Customers: Marketing helps libraries gather and analyse data about their users, which is crucial for improving services and offerings. By conducting surveys, tracking user behaviour, and engaging in community outreach, libraries can gain insights into user needs, preferences, and expectations, allowing them to enhance service delivery.

4- The growth of Libraries: Libraries that embrace marketing are better positioned for growth. By attracting new users, expanding programs, and launching innovative services, libraries can increase their reach and impact. Marketing efforts that highlight the library's role in education, research, and community engagement foster greater participation and utilisation.

5- Improving the Image: Effective marketing can significantly enhance a library's image. By promoting its strengths, highlighting success stories, and communicating its value, marketing can help change perceptions, increase public support, and strengthen relationships with the community. A positive image can also make the library more attractive to potential donors, partners, and supporters.

Requirement of Marketing to Promote Library Services

The marketing of a library doesn't mean that any library is selling something and promoting products. It means that the library user must be aware of the services provided by the library. The approach and demands of users are rapidly changing. With the advent of internet, any user can't wait for long to access to any information. Librarians are supposed to be internet-savvy and fully aware of all the latest tools for assessing any particular information. Those days are gone when librarians took at least two days to collect information on any foreign country and policy; now all the information is available with just one click. Now every person has their own library on their laptop.

In India, government agencies are not making any serious efforts to promote libraries. Expect to find a few government organisations that have well-stocked libraries; the other central and State government organisations have only a few racks with dusty books, which are maintained for the sake of the library. To date, only 15 states in India have passed the Library Act in their respective States.

The University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) are paying special attention to the infrastructure and facilities provided by university and institute libraries. INDEST – AICTE consortium and UGC–InfoNet consortium are examples of the outstanding efforts of these organisations. These consortia are particularly fruitful for all users, especially research scholars. All the online databases are available in these consortia at affordable prices. Dr S.R. Ranganathan, the father of library science in India, was a visionary thinker with a future-oriented perspective. He observed this need for marketing of library service a year before. The five fundamental categories developed by Dr S.R. Ranganathan in the first law, "books are for use," tell us about the usage of books in the library. These books are not kept in the library; they are only displayed in the showcase. It is the duty of library staff to ensure that all these books and other printed materials are readily available and within the reach of every library user. His second law, "Every reader has his book", and the third law ", Every book has its reader", tell us that every person coming into the library should be satisfied and must get the book he wants. Library staff should be aware of the needs of the users. His fourth law, "Save the time of the reader", is the finest example of time management. It tells us the value of time for both the user and the library staff. His fifth law, "Library is a growing organism," tells us that the library collections and resources are increasing every day. Therefore, the level of services should be increased to ensure the proper utilisation of these resources.

In Europe, all countries are taking serious steps to promote library services among users. In Spain, the Ministry of Education in the 1970s developed campaigns to promote reading. These campaigns used attractive slogans like "If you read, they read" (where "they" refers to the example parents can set for their children) and "Live by reading" (this campaign emphasises the importance of reading in daily practice, necessary in all aspects of life).

The marketing of library services in India has not been a significant attraction for libraries in the past. That is why libraries are not as popular among ordinary people; they serve, and the work of library professionals is also not appreciated at all on any level. The solution to this entire problem can be an association for libraries that encompasses various types of libraries, as well as the initiation of some aggressive campaigns, similar to those in America and Australia.

In Australia, the Australian Library and Information Association (ALIA) is the professional organisation for the Australian library and information services sector. It seeks to empower the profession in the development, promotion, and delivery of quality library and information services to the nation, through the advocacy of leaders and mutual support.

Methods of Marketing in Library Services

The marketing methods for library services are as follows.

The internet is the most effective and popular tool for attracting users to the library. Increasingly, people are becoming aware of the internet in today's society. Most libraries provide free internet access to their users. With the help of the internet, libraries may promote other services offered by the library. This is the most effective marketing tool.

Creation of Website

A website is an online collection of detailed information about an organisation/ product, service, or other relevant topics. This is the most effective way to introduce the library to the public, even without physically contacting them. With the help of a website, libraries can also showcase the facilities and services they offer and provide timely updates about the library. The website is also helpful for users, as it displays the rules and regulations governing the library.

Organising Library Weeks/Book Fairs

The library should organise regular book weeks/book fairs to increase book usage. The public will be aware of the latest publications from all the publishing

houses through these fairs. The library may also display its collection to visitors at these kinds of fairs. The public will surely be attracted towards the library after organising these kinds of events.

Seminar/Conferences/Workshops

Conducting seminars and workshops is also an effective way to market library services. At such events, intellectual individuals from various fields come together to discuss the agenda for the betterment of their profession. It also shows the research-oriented approach of the science community.

Promotion Campaign

Every library should organise promotional campaigns to showcase the services it offers. It should be a city-wise or state-wise campaign. It is also the duty of the government to support this kind of promotional campaign by offering special Grants to the libraries.

Library Brochure

A brochure is a printed booklet that contains information about various topics. It will showcase everything about the organisation/ company. Every library should print detailed information about the library in the form of a brochure. It should be kept in the reception area of the library, and every visitor should be given access to it. In this way, every visitor will become aware of the services that the library offers.

Inter Library Loan (ILL)

Inter Library Loan (ILL) is the best of all the services offered by the library. With the help of the ILL service, every library can ensure that its users have access to a wide range of books. We can borrow books from other member libraries. We can also utilise the resources of member libraries, as well as the manual understanding. More libraries should participate in ILL, thereby increasing the level of services offered.

Conducting Competition

It is the finest way to understand the public's interest and their expectations of the library. A survey should be conducted among the general public with a short questionnaire, through which the public may be asked what they expect from libraries and what kind of services they generally like. The public will surely help improve the services, and they are also interested in learning more about the libraries.

More Public Library Should be Opened

The most crucial reason why libraries are not as popular in India is the limited number of public libraries. More public libraries should be opened so that every person in society, whether they are an older person, a homemaker, a working man/woman, or a child, can visit the library. The working of libraries should be user-friendly. There should be a single reference desk in the library to address the queries of visitors. Every library should maintain a visitor book, in which the visitor should write their remarks about the library and its services. If libraries adopt these methods systematically, the usage of the library is expected to increase.

Conclusion

Marketing of all library services is a must. User satisfaction is most important in libraries and information centres. It is the duty and responsibility of the librarian and the information officer to provide users with the required information. The reputation of libraries and information centres is based on the usage of library services, products and resources. In the current situation, librarians/information professionals must play a crucial role in identifying user groups and providing them with the necessary information, both within and outside the library/information centre. They must adopt various marketing plans, strategies, and techniques for promoting library information production services. Ultimately, libraries are the information market, and their users are the customers of information. Marketing is not exclusively for business people. Marketing is the only tool that will help overcome the challenges of library and information services. It is the "science of strategy", and its main objective is to make user satisfaction. It is a comprehensive solution for libraries and information centres.

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Social Stress and Professional Well-Being of Library Personnel in University Libraries of Uttar Pradesh: An Evaluative Study of State University Libraries

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ABSTRACT: Social stress is increasingly recognised as a significant issue influencing the performance, productivity, and well-being of library professionals. This study evaluates the nature, strength, and elements of social stress among library professionals working in the State University Libraries of Uttar Pradesh. The data were analyzed using informative and inferential statistical techniques (survey) to identify meaningful patterns and variations across demographic and professional categories.

The findings reveal that library professionals commonly encounter moderate to high levels of social stress, primarily due to inadequate staffing, limited administrative support, a lack of recognition, and evolving job demands in the digital environment. The study highlights that social stress not only impacts job satisfaction and optimism but also affects service quality and organizational effectiveness.

KEYWORDS: Social Stress; Library professionals; State University Libraries (SUL); Job Satisfaction; Stress Management

1. Introduction

Library profession; Information technology; Information explosion; Workplace stress; Mental stress; Physical stress; Library workload; User expectations; Technical library work; Repetitive tasks; Managerial pressure; Digital age challenges; Library professionals.

In the new technological era of rapid technological advancement, the library profession has undergone extensive transformation in its workplace. With the surge of information and the growing ascendancy of digital technologies, traditional considerations of information collection, storage, and retrieval are being replaced by faster, more comprehensive, and technology-driven processes. As a result, the work of library professionals has become more challenging and intellectually demanding. Many professionals encounter mental and physical stress due to the unbroken need to stay updated, maintain high levels of accuracy, and perform intensive technical tasks required for systematic library management.

Further practicalities of stress include responsibility for lost or specious materials, continuously changing today's user expectations, repetitive library tasks, and, at times, unsupportive or discouraging attitudes from managerial authorities.

1.1. Stress

The present life of a person is full of worries, targets, disappointments, and demands. For most people, stress has become so commonplace that it is a part of everyday life. Stress isn't always bad, as in small doses, it can help you perform under pressure and motivate you to do your best work. However, when you're constantly running in emergency mode, your mind and body pay the price in poor health, among other consequences.

2. Objectives of the Studies

The purpose of the present study is to draw all the stress (problems, challenges and expectations of users) on academic libraries personnel and also suggest a solution to the problem (reducing the stress). The objectives of the study are as follows:

- To determine the cause of stress in university libraries in Uttar Pradesh.
- To determine the stress on library personnel resulting from the attitude of the higher authority (managing authority).
- To find the opinion of library professionals for reducing stress among library professionals in the university libraries of Uttar Pradesh
- To determine the compensation and other benefits for library professionals, as well as to assess their job satisfaction.
- To suggest solutions and remedies for reducing stress among library personnel.

3. Scope of the Study

The study is confined to the application of Stress Management in University Libraries in India with particular reference to Uttar Pradesh. In Uttar Pradesh, the researcher has selected six renowned state Universities, including Dr B.R. Ambedkar University, Agra, University of Lucknow, Lucknow, Chhatrapati Shahuji Maharaj University, Kanpur, Bundelkhand University, Jhansi, M.J.P. Rohilkhand University, Bareilly, and Ch. Charan Singh University, Meerut. These universities are renowned in North India, and most of the grants from the UGC and the state are utilised by these universities; therefore, it is very suitable and purposeful to conduct this study in these universities.

4. Research Methodology

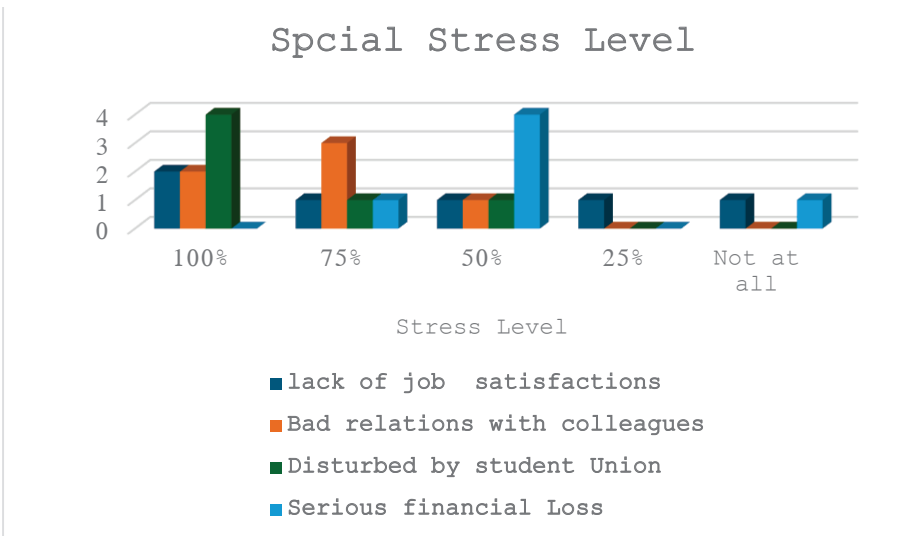
There are various tools for collecting data, and each tool has its own significance and procedure. In the present study, data will be collected initially to explore the theoretical aspects of the proposed subject. To know the stress in University Libraries, data is collected through the following methods (personal interviews, observations and by questionnaire).

4.1. Data Analysis

4.1.2. Social Stress

Table no 4.1.2. Do you feel any social stress in the library?

S. N	Social Stress	Stress Level				
		100 %	75%	50%	25 %	Not at all
1	lack of job satisfaction	**2**	1	1	01	01
2	Bad relations with colleagues	2	**3**	1	00	00
3	Disturbed by the student Union	**4**	1	1	0	00
4	Serious financial Loss	**0**	1	**4**	0	01



As per Table 4.1.2

- **26 (44.72%)** staff of the state libraries say that they feel stress **100%** due to 'lack of job satisfaction in their libraries.

- **23 (38.33%)** staff of the state libraries say that they do not feel any stress due to 'bad relations with colleagues in their libraries.
- **35 (58.33%)** staff of the state libraries say that they feel stress **75%** due to 'student unions' in their libraries.
- **29 (48.33%)** staff of the state libraries say that they feel stress **25%** due to 'severe financial losses in their libraries.

4.1.3. Stress Management

Table no 4.8.1. Can the following methods help manage stress?

S.N	Methods	Stress Management				
		1	**2**	**3**	**4**	**5**
1	Rotation of work	**5**	1	00	00	00
2	Distribution of work	2	**3**	1	00	00
3	Good Physical Condition of the Library	1	**2**	1	01	01
4	Time to Time promotion	**5**	1	00	00	00
5	Training of the Staff on new trends	2	1	**3**	00	00
6	Lecture/Seminars/workshop on reducing stress	**3**	1	2	00	00
7	Awards/Reward to the best worker	**3**	2	1	00	00
8	Participative management	**3**	1	2	00	00
9	Cumulative Responsibility	2	**3**	1	00	00
10	Write-off policy of Books	**3**	1	2	00	00
11	Personal grooming activities like meditations, exercise, etc	1	**2**	1	01	01
12	Sufficient staff to manage the patrons	**3**	1	1	01	00
13	Yoga	**2**	1	1	1	01
14	Meditation	1	1	**2**	01	01

The range is from 1= To full extent; 2=To great extent; 3=To some extent; 4=To a little extent; 5=Not at all in

Table no 4.1.3. shows the following:

As per this table

- **22 (36.66%)** librarians say that 'rotation of work' may manage the stress **to the full extent** in the library.

- **23 (38.33%)** librarians say that 'a proper distribution of work' may manage stress **to the full extent**.
- **21(35%)** librarians say that 'good physical condition of library' may manage stress **to a great extent.**
- Twenty-three librarians (33.33%) believe that 'time-to-time promotion' may help manage stress **to a certain extent** in the library.
- **18 (30%)** librarians say that 'training of staff on new trends' may manage stress **to a great extent**.
- **21 (35%)** librarians say that 'lecture/seminars/workshop on reducing stress' may manage stress **to the full extent**.
- **21 (35%)** librarians say that 'awards/reward to best worker' may help manage stress **to the fullest extent**.
- **23 (38.33%)** librarians say that 'participative management' may help manage stress **to the fullest extent**.
- **22 (36.66%)** librarians say that 'cumulative responsibility' may manage stress **to a great extent**.
- **23 (38.33%)** librarians say that 'write-off policy of books' may manage stress **to the full extent**.
- **21 (35%)** librarians say that 'personal grooming activities like meditations, exercise, etc' may help manage stress **to a great extent.**
- **20 (33.33%)** librarians say that 'sufficient staff to manage the patrons' may manage stress **to the full extent**.
- **18(30%)** librarians say that 'yoga' may manage stress **to a great extent.**
- **21(35%)** librarians say that 'meditation' may manage stress **to the full extent**.

5. Recommendations

Based on the views expressed by librarians in Table 4.8.1, the following recommendations can help effectively manage and reduce workplace stress in State University Libraries of Uttar Pradesh:

- Authorities should arrange regular sessions on stress management, mindfulness, and emotional well-being to help librarians cope with the social and organisational pressures they face.
- Libraries should adopt a planned rotation of duties to reduce monotony, as repetitive work also increases stress among staff.
- Authorities should distribute library work according to staff capabilities and workload competence to prevent fatigue and stress.

- Authorities should maintain clean, comfortable, and well-organized work-spaces to promote a stress-free and productive atmosphere in libraries.
- There should be a clear policy for staff promotion and other related matters.
- The authorities should organise time-to-time training on innovations, and staff should be motivated to participate in these programs.
- The authorities should arrange lectures, seminars, and workshops on stress reduction techniques.
- Rewards or incentives for outstanding performance can boost morale and foster a positive work environment among staff.
- Work tasks should be shared among staff to avoid overloading any individual.
- Libraries should promote meditation, exercise, yoga, and other self-care activities to support the physical and mental well-being of staff and reduce stress.
- Employing adequate staff is a necessity to manage user demands competently and prevent work overload on existing employees.
- Authorities should assess job roles, workload division, promotion policies, and opportunities for professional growth. Providing acknowledgement, autonomy, and supportive supervision can extensively improve job satisfaction and reduce stress.

6. Conclusion

Library & information managers are these days inundated with mechanisms on how to acquire and organise resources (print and electronic) to satisfy the complex and ever-increasing information needs of their users. The overall conclusion of this study reveals that State University Library personnel are facing problems such as overworkload, repetitive work, obsolete policy decisions, inadequate infrastructure, lack of funds and facilities, and a poor working environment. Personnel are also suffering from working beyond their capacity; authority pressure (harassment) within the organisation, including harassment imposed by excessive workloads (taking on more work than a person's working capacity), without any incentive.

Most library personnel are not satisfied with their job, but they rarely consider changing it for another one. The parental organisations should provide their staff with the necessary facilities to face new challenges and reduce stress through regular job assessments, rewarding systems, developmental training programs, continuous refresher courses & workshops. Organisations should pay attention

to the technical working conditions of the library and make provisions to fill vacant posts, thereby improving working conditions, which also helps to solve employment problems in the field. Time to time, they should also organise sessions for physical fitness, as many other public sector organisations do.

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Green Library Concept and Its Implementation in India

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ABSTRACT: In the era of ecological degradation, increasing carbon emissions, and the global pursuit of sustainable development, the concept of a green library has experienced a surge. A green library is defined as a library that is constructed, operated, and maintained with principles designed to minimise environmental impacts while promoting an ecological mindset among its patrons. It is not the aim of a green library to only minimise energy, but also to instil a broader sustainability culture in everyone through eco-sound construction, executing responsible resource management solutions, knowledge and application of green digital technology, information literacy for green practices, and community engagement in its immediate area. In India, the concept of green libraries has been growing gradually over the past decade, driven by national environmental policies, advancing technologies, and increasing awareness among students and scholars about sustainability. Funding is scarce, while insufficient instruction and infrastructural bottlenecks act as preconditions to its slow adoption by many academic institutions. Several Indian representatives have taken a step further and initiated successful green initiatives, including solar energy systems, rainwater harvesting, ecologically sustainable landscaping, waste management, and the development of e-waste collections. The paper aims to lay the foundation for green libraries, explaining their main features, highlighting their benefits, and providing an outlook on the current state of green library implementation in India. It also seeks to identify limitations and propose possible remedies for promoting green library practices in India.

KEYWORDS: Green Libraries, Sustainability in Libraries, Environmental Management, Eco-friendly Infrastructure, Indian Academic Libraries

Introduction

Education is currently contributing to the reinforcement of sustainable development by strengthening the presence of green concerns among engineering and performing arts institutions, as well as the requisite operational levels for building on university-society links to meet expectations. In all instances, huge costs are the primary issue in infrastructure development projects executed with an eco-friendly view. In the educational sector, these significations can greatly hinder and block such approaches. The conceptions of copyright are conducive to green building admission. This code, originally equivalent to building righteous greens, should have envisioned strategies within the domain of library services, with library systems paying increased heed to green library developments. This should, gently but surely, also tilt the policy of libraries on several fronts, with a greater impact on South Asia. The change was brought about by the digital age of two decades ago.

Concept of Green Libraries

A green library refers to a library that has been designed or refurbished to have a reduced environmental impact. It should be a place for literature that transcends time and place, where there is a healthy indoor environment, reduced resource consumption, and increased long-term ecological sustainability. These could be broadly defined as environmental protection, economic efficiency, and social responsibility, with sustainability tailored to become a global, multifaceted context of ecological discourse. The green library provides accommodation but also serves as a foundational platform for thinking about sustainable development, encouraging all to appreciate and adopt green lifestyles. Bridge that with an operative as well as a symbolic green action: green library. The Green Library serves as a testament to a focused level of concern for the profound impact on human spirits. Metaphorical expressions of that principle regard the green library as an accessory on a day-to-day basis. The green library herein is a notoriously urgent and possible CVD. (Mahmwn and O'Brien 2002).

Key Features of a Green Library

"Green libraries have been established with environmentally amenable characteristics of variety, which extend green-colored schemes and extend into green attributes. They function across the full spectrum of sustainable actions, spanning the workspace, including artificial lighting, landscaping, waste

management, and waste disposal. However, the green library links at least three sustainability chains, the first one being the efficient use of energy; this certainly helps in saving huge amounts of energy. This results from L. E. D. lighting, very efficient H. V. A. C. systems, solar C. P. V. units, the use of daylighting through various means, and this includes possibly motion sensors that might tremendously help in reducing the costs of electricity used for lighting and aircon within the library." Furthermore, achieving a nearly equal drop in the energy bill is yet another asset to earning revenue, inclusive of a host of campus-wide sustainability concerns. Where and in which country is this dire water scarcity and other like causes to be found? India is also the only one. In water conservation, steps have been taken through rainwater harvesting, greywater recycling, and the installation of low-flow water-conserving washroom fixtures.

Under any circumstances, pursuing dreams about renovating the library raises a concern about the commitment to the library's green theme. Much could have been said about the excellent materials that have contributed to recent libraries, including the most-discussed steel, bamboo, low-volatile organic compound paints, and sustainable lumber. As for proper ventilation, new library designs should also consider good indoor air quality, toxic building components in the form of various pollutants, and adequate air circulation. So that waste management will be an essential part of any green library project. Green libraries prove to be grand recycling schemes, showcasing numerous face-lifts for paper, plastic, and electronic waste. As the next significant step is a paperless office, a massive move leverages a step-by-step reduction in paper volume waste contributed by printers, consumption, and disposal. E-resources are still a trump card for libraries in their digital repositories, e-journals, and cloud-based services, providing cost-conscious means to mitigate the erosion of the number of items creating waste.

A second important aspect related to the green library is environmental education, which frequently includes lectures, exhibitions, and training on sustainable living, climate change, biodiversity conservation, and sustainable development. In this regard, a green library serves as a crucial platform for the development of environmental education and the dissemination of sustainability awareness among students, staff, and the public.

Importance of Green Libraries

Green libraries are environmentally committed to helping reduce carbon emissions, thereby conserving natural resources more effectively. Besides, minimal or overwhelming eco-interest in the library segments, such as water conservation,

energy, and several others, is unexpectedly an element. On the economic front, green library buildings minimise costs. Some green features, such as solar panels or energy-efficient lights, can be a significant investment. Still, most of them help generate paybacks throughout their lifespan, resulting in lower operational costs at all times. In addition, the effectiveness of green measures makes it significantly more complicated to maintain this environment, which supports learning opportunities and a just environment for some of the underprivileged. Proper lighting, air assurance, and ergonomics turn any environment for humans into a spot where the elevation of user contentment and academic achievement workout, along with helping to push through diversification of priority and position-which the literature would tell you is more or less the pivotal area for any great architecture in terms of forge word of sustainability-The notion is encapsulated within the greenery of spring and into the libraries. Alas, green is regarded as increasingly mixed, overall, with full cause for concern for the community.

Implementation of Green Libraries in India

Many academic libraries have implemented digital resources, institutional repositories, gigabytes of scholarly networking, and e-learning resources as part of national initiatives driven by programs such as the Digital India Mission and INFLIBNET. By reducing paper usage, eliminating printing costs, and minimising physical storage requirements, such activities help promote a green lifestyle.

Several Indian institutions have pledged to build green buildings that adhere to standards based on the IGBC (Indian Green Building Council) or LEED (Leadership in Energy and Environmental Design) certification guidelines. To reduce their electrical dependence, solar energy systems have been installed in central university libraries, IITs, IIMs, and select state universities. Rainwater harvesting is becoming part of their daily lives, thereby making them more sustainable institutions. The landscape surrounding the library buildings is designed with native flora that needs minimal watering and maintenance. Waste management programs are in place in some academic libraries, which include recycling and composting programs.

Examples of Emerging Green Libraries in India

Several Indian libraries provide evidence of the growing interest in green principles. The Anna Centenary Library in Chennai, situated under natural sunlight, features efficient cooling systems and eco-friendly materials, making

it one of the most comprehensive examples. The library at IIM Bangalore, situated amidst sustainable landscaping, was designed to incorporate natural ventilation systems. Libraries at ICT Gandhinagar, ICT Hyderabad, and ICT Madras have taken a significant step by installing rooftop solar power systems, which significantly reduce electricity consumption. The University of Hyderabad Library drew inspiration from sustainable landscaping practices, such as rainwater harvesting, while expanding its digital collections. Waste recycling, LED lighting, and user awareness programs simultaneously triggered some green actions at Goa University, Pondicherry University, and Tezpur University. These and other similar cases, although varied, demonstrate the remarkable dedication of many institutions to promoting sustainability.

Challenges in Implementing Green Libraries in India

Several subsequent challenges, however, have continued to cast a shadow on the advancement of green libraries in India. In the case of financial hardships, fully funded libraries are not as promising; instead, they become fertile grounds for opportunities. They are aware of all the rays of the green world around them, but lack significant capital to secure cogeneration units or other devices. Awareness is, therefore, the adjoining issue for green libraries' facilitators and library users-it is quite unresolved. Even some librarians have scarcely had an inkling of green librarianship or sustaining practices by attending their training courses. The increasing age of library buildings places an onus on their shoulders, as this has been an area of concern for some institutions in terms of financial requirements and technical implications for upgrades. With margins in its inaugural phases, intermittent policy support restricts potential dissemination everywhere. Despite substantial funding in the national policy to promote renewable energy and digital literacy in libraries, green libraries are not championed. Some norms have become so deeply ingrained in specific cultural groups that progress in this field has been very challenging. Examples of this claim were collected from various cultural interactions, where the sole allegiance paid to the printed book is akin to a deeply sacred phenomenon.

Conclusion

Green libraries continue to form the core of library training in conjunction with the development of ecologically sensitive liberal education. Integrating them into architectural design initiatives, day-to-day operational mechanisms, online service operations, and community integration paves the way for synergy with

ecological literacy and the reduction of carbon dioxide on a large scale. India is now exemplifying some of the most modest growth in green libraries in relation to the green library movement, following a zone of contiguous national environmental objectives and digital commitment by institutions, as well as public awareness, efforts made by the Government of India. Challenges remain, despite the languor, as wind gusts over the traces of existing development that show great potential for future growth in this sector. Donations and policy support will be crucial for training Public Libraries to develop institutional sustainability plans for implementation.

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Implications for Research Quality and Visibility Through the Indexing System: A Study

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ABSTRACT: This study examines the comparative analysis between the SCI, SCIE, ESCI, and Scopus Indexing Systems. Discover the academic significance for researchers, academics, policymakers, and others. This article highlights a comparative study between the selected indexing systems. This study utilized various parameters, including journal coverage, citation metrics, selection criteria, and recognition levels. After that, we found that SCI and SCIE are the most prestigious indexing systems. It yields a substantial citation impact, contributing to its global recognition. The Scopus indexing system offers the widest coverage and provides comprehensive citation metrics, as well as a bibliographic database.

KEYWORDS: SCI, SCIE, ESCI, Scopus, Journal Indexing, Research Visibility, Citation Metrics

1. Introduction

In academic publishing, a journal's indexing position has a significant impact on how legitimate and valuable the research it publishes is seen to be. Universities, accreditation bodies, and research evaluation agencies typically use indexed papers as vital indicators of academic excellence and for improved teaching services. This study selected indexing services, including SCI, SCIE, ESCI, and Scopus, as

prominent platforms for assessing journal quality and publication. While all four indices are widely recognized, they differ in their evaluation methodology, journal coverage, impact measurements, and prestige levels. This article aims to provide a comprehensive and comparative analysis, enabling researchers and scholars to understand the unique value of each indexing method and its implications for publishing strategies.

2. Objectives of the Study

- Explore the features and functions of the selected indexing systems of SCI, SCIE, ESCI, and Scopus.
- Examine their evaluation standards, citation metrics, and journal selection procedures.
- Examine the impact of each indexing system on academic recognition and research publicity.
- Provide recommendations to scholars for selecting suitable publication outlets.

3. Overview of Major Indexing Systems

3.1 Science Citation Index (SCI)

SCI is one of the oldest and most prestigious indexing systems used to evaluate high-impact scientific journals maintained by Clarivate

Database: Web of Science Core Collection

Citation Metric: Impact Factor (via JCR)

Prestige: Extremely high

Coverage: Highly selective

SCI journals represent the top tier of scientific research, known for their rigorous peer review and strong citation performance.

3.2 Science Citation Index Expanded (SCIE)



The Science Citation Index Expanded is a citation index owned by Clarivate, formerly by Thomson Reuters. SCIE encompasses a broader range of scientific journals compared to SCI, while maintaining strict selection standards.

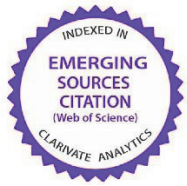
Maintained by: Clarivate

Impact Factor: Available

Prestige: Very high

Coverage: Broader than SCI, covering multiple disciplines, SCIE is widely accepted for faculty promotion, research evaluation, and international academic recognition.

3.3 Emerging Sources Citation Index (ESCI)



ESCI indexes journals that meet basic academic quality benchmarks but are still developing toward higher impact levels. The **Emerging Sources Citation Index** (**ESCI**) is a citation index produced by Thomson Reuters since 2015 and now by Clarivate. According to the publisher, the index includes "peer-reviewed publications of regional importance and in emerging scientific fields". The Emerging Sources Citation Index (ESCI) is a multidisciplinary index from Clarivate that provides for high-quality, peer-reviewed journals of regional importance or those in emerging scientific fields. Launched in 2015, it extends the Web of Science Core Collection by making important, yet previously underrecognized, research more visible. While journals in ESCI must undergo an initial editorial evaluation, they can be considered for inclusion in more rigorous indexes, such as the Science Citation Index Expanded (SCIE) and Social Sciences Citation Index (SSCI), if they meet additional criteria.

Maintained by: Clarivate

Impact Factor: Provided from 2023

Prestige: Moderate

Coverage: Emerging, regional, and developing journals. ESCI serves as a stepping stone for journals aiming to progress into SCIE or other top-tier Web of Science indexes.

3.4 Scopus

The academic publisher Elsevier introduced the scientific abstract and citation database Scopus in 2004 as a rival to the more established Web of Science. The subsequent competition between the two databases has been defined as "intense". It is regarded as beneficial for its users in terms of ongoing improvement in coverage, search/analysis capabilities, but not in pricing. The Lens completes the three primary worldwide academic research databases.

Scopus is one of the largest and most internationally used abstracting and citation databases.

Maintained by: Elsevier

Citation Metrics: CiteScore, SJR, SNIP

Prestige: High

Coverage: Comprehensive, including science, technology, social sciences, management, arts, and humanities

Scopus journals are widely recognized in university rankings, accreditation systems, and government-funded research programs.

4. Comparative Evaluation

Feature	SCI	SCIE	ESCI	Scopus
Maintained by	Clarivate	Clarivate	Clarivate	Elsevier
Impact Factor	Yes	Yes	Yes (from 2023)	No (uses SJR, CiteScore)
Quartile Ranking	Available	Available	Not available	Available
Coverage	Very selective	High-quality and broad	Emerging journals	Very broad
Global Recognition	Highest	Very high	Moderate	High

5. Influence on Research Visibility and Impact

5.1 Global Reach and Visibility

Due to their long history and high citation rates, SCI and SCIE journals typically have greater international visibility. Scopus guarantees a broad worldwide reach across fields thanks to its vast journal database.

5.2 Citation Marks

SCI/SCIE: Make use of the Impact Factor, which is regarded as the most reliable statistic.

Scopus: Provides detailed citation analysis using a variety of metrics, including SJR, CiteScore, and SNIP.

ESCI: The ESCI journal has been included in the Citation Index since 2015, as recognised by Thomson Reuters and now by Clarivate. ESCI journal. The ESCI is accessible through the Web of Science database, along with other Clarivate Indexes.

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5.3 Academic Value and Institutional Acceptance

SCI and SCIE publications are frequently placed higher according to their exclusivity. The research Papers, with a Scopus index, are highly regarded and often accepted. Early-career research may be acknowledged in ESCI publications, but formal evaluations may not give them the same weight.

Indexing systems often employ stringent selection criteria, including editorial guidelines, ethical standards, and peer-review protocols. Reputable databases index higher-quality journals. This ensures that the research adheres to international academic standards and enhances its discoverability by maintaining consistency in metadata, abstracts, and keywords. Journals indexed by researchers and institutions are often associated with greater credibility, which impacts institutional rankings, funding decisions, and academic promotions.

6. Strengths and Limitations

6.1 SCI and SCIE

The Strengths of SCI and SCIE are very High prestige, strong peer review, and reliable metrics. There are some highly selective limitations, making it difficult for new researchers to be accepted.

6.2 ESCI

ESCI Strengths. It provides visibility to new and developing journals. Its Limitations: Lower prestige and not always acceptable for promotions.

6.3 Scopus

Scopus is a scientific abstract and citation database. It has wide coverage, strong global recognition, and various matrix levels. The Limitations of this database Include Indexing Accuracy, Impact matrices, journal sections, API limits (only 5000 results), and data completeness, among others.

7. Own Experience and Suggestion

In terms of visibility and academic impact, SCI or SCIE journals offer the most significant advantages. Use Scopus for broader dissemination and faster publication opportunities for users. ESCI for initial publications or to gain research experience. After the analysis, we found that to avoid predatory journals, it is always best to verify indexing through authorised databases. To grow your chances of acceptance, align your study with the journal's scope.

To maximise their visibility and career success, researchers should carefully select journals that are indexed in reputable databases. The increasing demand from universities and funding organisations for publications in indexed journals shapes research objectives and priorities. Efforts to expand indexing coverage across diverse publications can promote inclusivity, while also ensuring recognition for necessary research from developing regions.

8. Conclusion

SCI, SCIE, ESCI and Scopus make significant contributions to international scholarly communication. While SCI and SCIE journals maintain the highest standards of quality, Scopus offers broad interdisciplinary coverage and provides an overview of citation analysis. ESCI grow the visibility and credibility of emerging publications. Upon examination, we found that this platform empowers researchers to make informed publishing decisions oriented with their academic goals and institutional requirements.

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Catalyst for Change: ZIET Mumbai's Library Media Centre's Contribution to Developing School Library Professionals

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ABSTRACT: This study examines how the ZIET Mumbai Library Media Centre (LMC) can enhance the abilities, methods, and outlook of school library professionals in their careers. The study records perceptions, training outcomes, and practical effects using a mixed-methods approach. This research examines the impact of ZIET's LMC on school library practices in its five feeder regions: Ahmedabad, Jaipur, Mumbai, Patna, and Raipur. The data analysis has been performed and explained in relation to the associated aspects of the Library Media Centre and professional development.

Results show that the LMC has a favourable impact on school librarians' digital literacy, resource management abilities, and competencies, subsequently leading to the greater execution of updated activities with qualitative outcomes.

KEYWORDS: Library Media Centre (LMC), Zonal Institute of Education and Training, Continuous Professional Development, Transformation, Workshop, Networking and Collaboration.

1. Introduction

In an era when information literacy is essential to education, school libraries and their staff play a crucial role in determining students' outcomes. Through training, resource sharing, and professional networking, the ZIET Mumbai Library Media Centre serves as a focal point for building the capacity of school librarians.

The Zonal Institute of Education and Training, Mumbai, is conducting training workshops for teachers from five feeder regions, including Ahmedabad, Jaipur, Mumbai, Patna, and Raipur, as per the approved Annual Training Calendar.

One of the Kendriya Vidyalaya Sangathan's (KVS) five zonal training institutes, the Zonal Institute of Education & Training (ZIET) in Mumbai, was founded to assist in-service training and professional development for KVS employees, including teachers and school librarians.

The Library Media Centre is fully automated, and all the books have been bar-coded using e-granthalaya 4.0 NIC, New Delhi. It conducts short-term courses and workshops regularly throughout the year, in line with NEP 2020, for its feeder regions. It helps to enhance continuous professional development.

The LMC serves as a technology-focused learning resource centre, exposing library professionals to contemporary information services and pedagogical support through its collection of educational materials, textbooks, journals, digital media, and online repositories.

LMCs like ZIET Mumbai are positioned to serve as role models for school librarians, as scholarly literature on librarianship emphasises a move from traditional custodial duties to dynamic facilitators of information access, digital literacy, and community participation.

Recently, most of the workshops have been conducted in the light of NEP 2020 and NCFSE 2023 (National Curriculum Framework for School Education 2023). Teachers are being equipped with the latest trends in teaching and learning.

2. Review of Literature

Numerous studies emphasise the value of organised professional development for librarians (e.g., Rao, 2022; Kumar & Singh, 2019). In educational settings, library media centres have been acknowledged as change agents by offering:

- Instruction in digital tools
- Skills for organising resources
- Exchange of best practices and networking

Few studies, nevertheless, particularly address ZIET Mumbai's LMC and its function at the school level.

To transfer skills into better practice, cross-disciplinary research on library professional development emphasises the importance of reflective learning techniques, workshops with practical involvement, and ongoing mentoring. Professional development is more long-lasting when programs incorporate practical experience, peer observation, and ongoing learning frameworks.

3. Objectives

1. To investigate the function of ZIET Mumbai's Library Media Centre (LMC) in fostering the professional growth of school library professionals.
2. Level of contentment with the efficacy of the workshops, training courses, and support services offered by the LMC of KVS ZIET Mumbai.
3. To delineate the essential skills and knowledge domains—such as digital literacy, resource management, and information services—that are enhanced through LMC initiatives.
4. Examine the influence of the LMC on routine library operations and service provision within school libraries of feeder regions.
5. To investigate how school library staff members view and feel about LMC materials and activities.
6. Examining professional networking and collaboration options made possible by ZIET Mumbai's LMC.
7. To make recommendations for ways to expand the Library Media Centre's reach and scope to increase professional empowerment.

4. Methodology

- **Type of Research**

It includes both quantitative and qualitative components of a descriptive study.

- **Methodology**

The survey method, along with telephonic conversation, was adopted to collect the data. The data were collected from the library teachers of the five feeder regions mentioned in KVS ZIET Mumbai. The survey and conversation were conducted with 88 Library teachers of these five feeder regions during workshops and different library events. The 88 library Teachers responded. The total response rate was 100%.

- **Scope of Study**

The present study is limited to 88 respondents of five feeder regions. The respondents include Library teachers of the five feeder regions of KVS ZIET Mumbai.

Population & Sample

- **Population:** School library professionals from the five feeder regions of KVS ZIET Mumbai who attended LMC sessions and workshops in the last 2 years.
- **Sample Size:** 88 professionals and participants selected through purposive sampling.

Data Collection

- Surveys, along with telephonic conversations, were administered both online and in person through telephonic interviews and during LMC events, including the workshops.

Data Analysis

- Excel was used to code and analyse the data. Thematic analysis, cross-tabulations, mean scores, and frequencies were carried out.

- Interpretation of data

Table 1: Distribution of Sample- 54.5% Female and 45.5% Male

Sl.No.	Female respondent	Male respondent
01	48	40

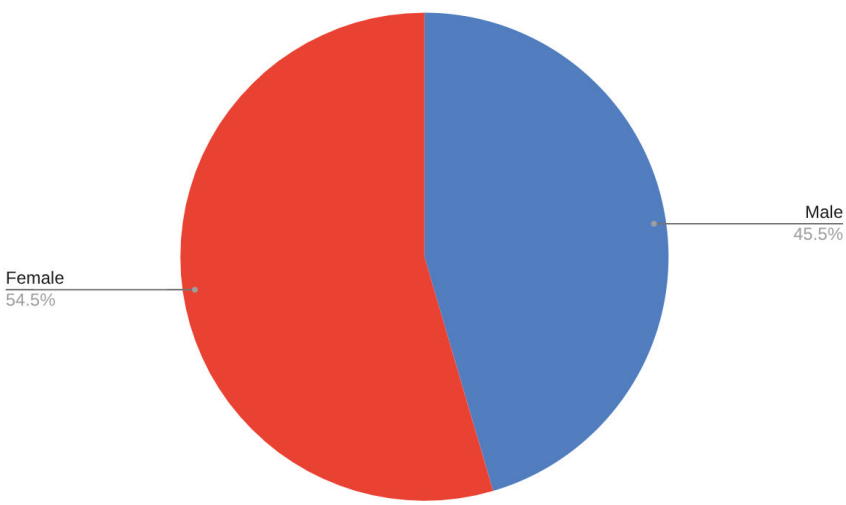


Fig. 1: It shows the distribution of the sample: 54.5% Female and 45.5% Male

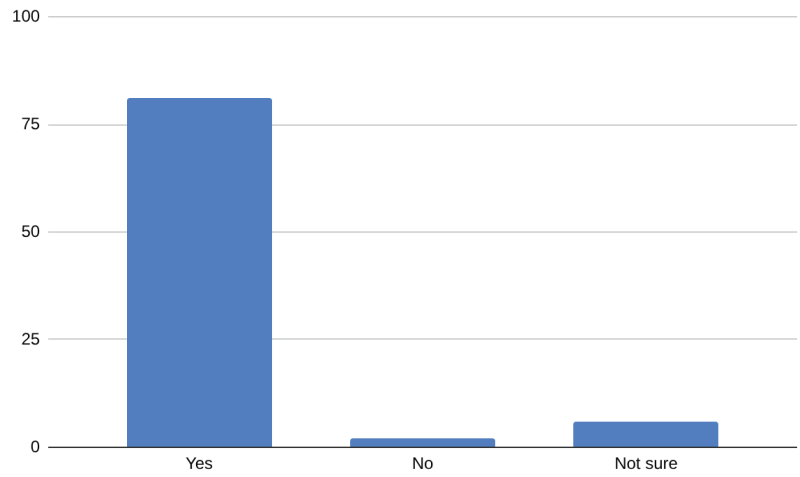


Fig. 2. It depicts the Role of LMC in Professional Development. 92% (72/88) are entirely in agreement on the vital role of the Library Media Centre in enhancing professional development through its initiatives. The LMC is the central entity of ZIET and provides all specialised and updated services in accordance with NEP 2020. They are acting as collaborator and preparing LMC as an alternate classroom.

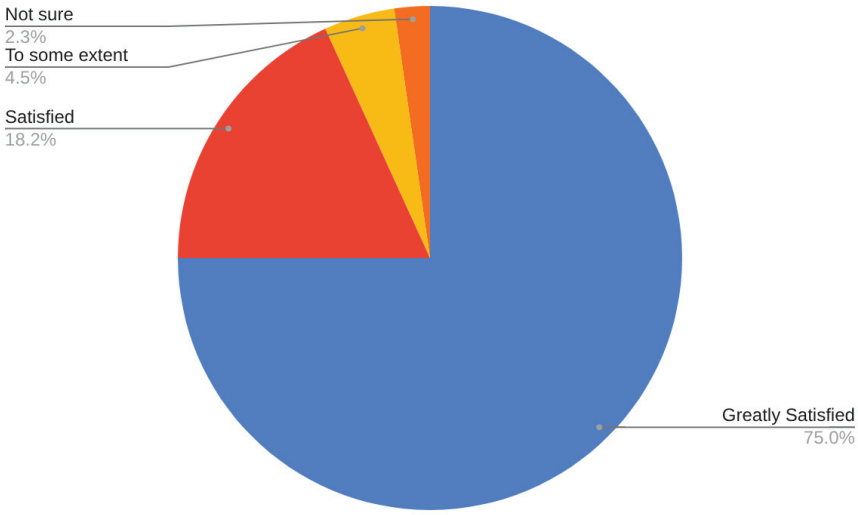


Fig. 3 Degree of satisfaction regarding the effectiveness of the seminars, training programs, and support services provided by the LMC of KVS ZIET Mumbai. The Data analysis indicates 75% of professionals in the feeder regions are delighted, whereas 18.2% are satisfied. These workshops are designed as per NEP 2020 and NCFSE 2023. These workshops contain hands-on sessions. The TNA - Training Need Analysis helps to construct the schedules and sessions of these workshops.

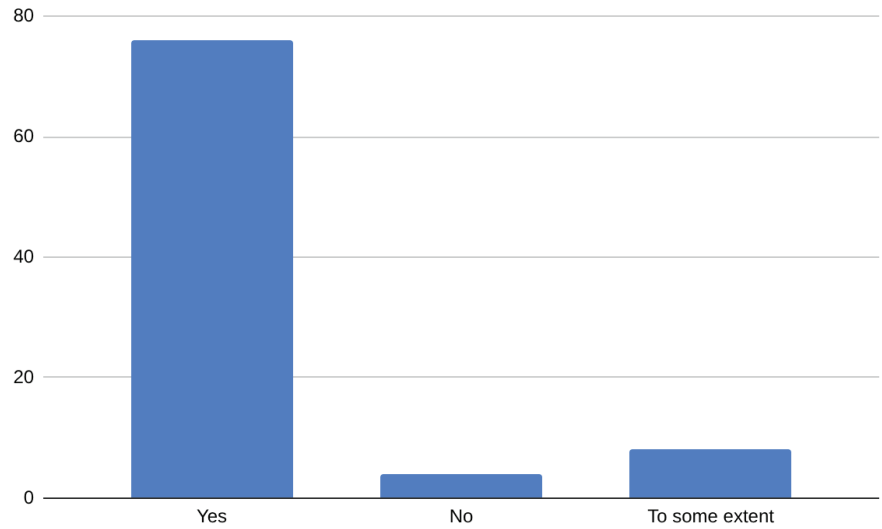


Fig.4. To delineate the essential skills and knowledge domains—such as digital literacy, resource management, and information services—that are enhanced through LMC initiatives. It shows that 86% (76/88) have agreed to improve their professional skills further to deliver services to users, leading to greater professional satisfaction.

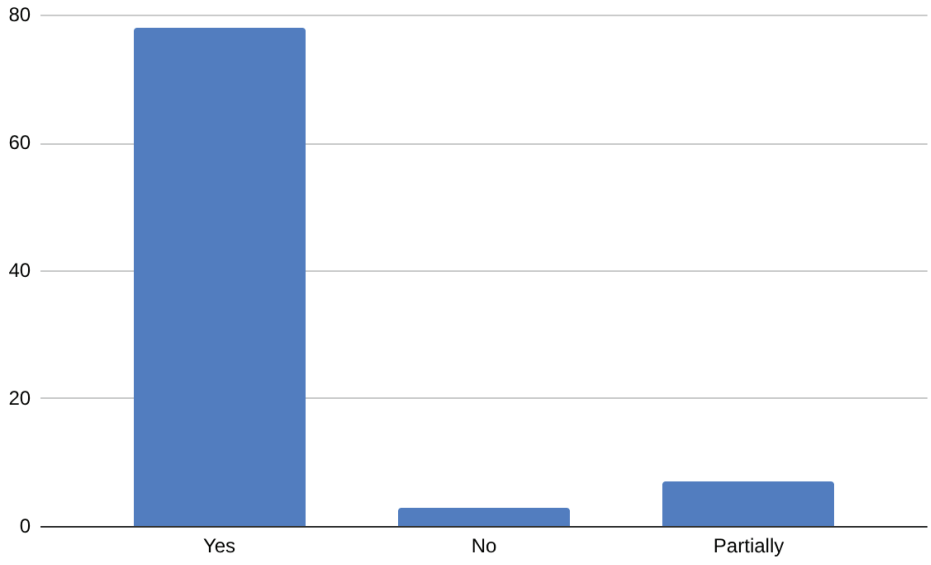


Fig. 5: It examines the influence of the LMC on routine library operations and service provision within school libraries of feeder regions. The analysis indicates it has been 88%. These routine services are designed in accordance with the latest library guidelines of KVS.

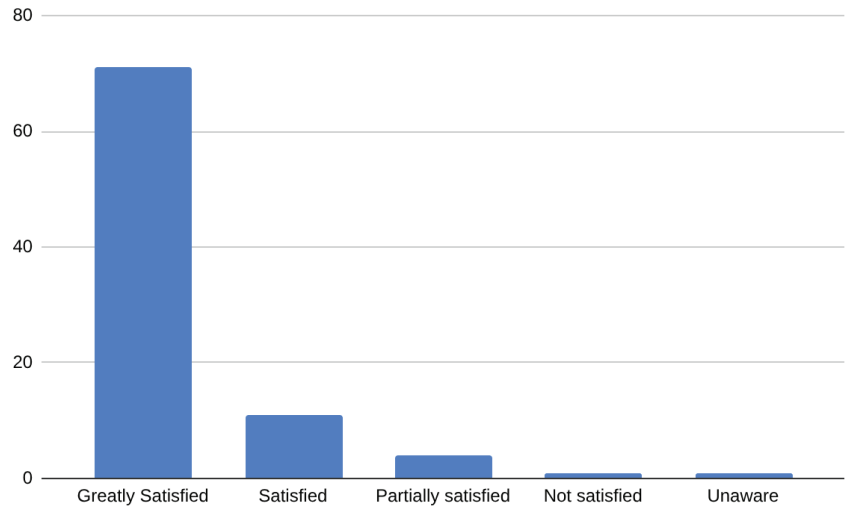


Fig. 6. This figure analyses the satisfaction level regarding how school library staff members view and feel about LMC materials and activities. This indicates that 81% (71/88) are delighted, while 12.5% (11/88) report an improvement in their satisfaction level. The quality collection development takes place according to the requisitions of LMC users. The provision of a digital library and an OPAC (Online Public Access Catalogue) helps save the valuable time of LMC users.

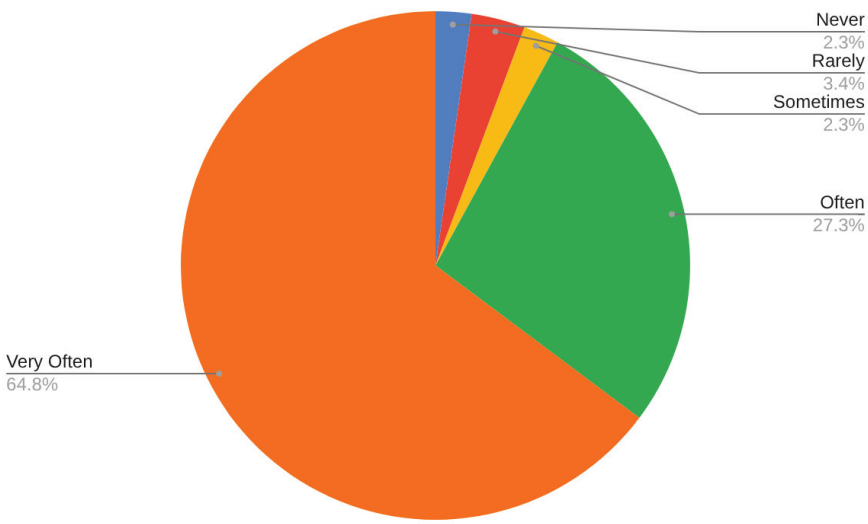


Fig.7. Examining professional networking and collaboration options made possible by ZIET Mumbai's LMC, and the analysis shows that it is very often (64.8%), and frequently its possibilities occur (27.3%). This provision helps users to the timely procurement and dissemination of desired information with ease and speed.

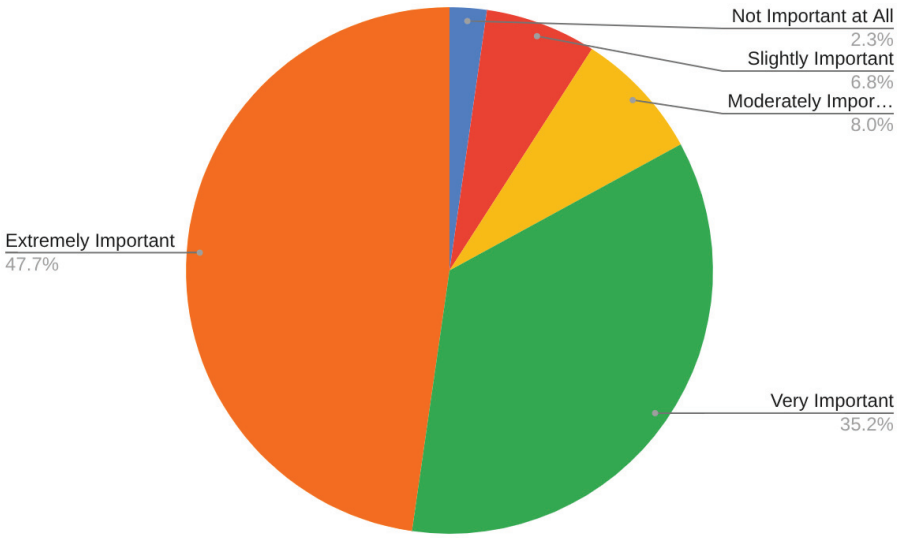


Fig. 8. To make recommendations for ways to expand the Library Media Centre's reach and scope to increase professional empowerment. Data analysis shows its importance as extremely important (47.7%) and significant (35.2%). The feeder region's library teachers have been updated with the latest library automation software, e-granthalaya 4.0, developed by NIC, New Delhi.

6. Data Analysis and Findings

6.1 Likert Scale Results

Statement	Mean Score
LMC enhanced digital literacy	4.30
Improving the application of LMC resources and activities	4.68
Recommendations for ways to expand the Library Media Centre's reach and scope	4.10
Enhanced networking and collaboration	4.60
Enhanced routine library media centre operations	4.10

Interpretation: Positive influence is indicated by all mean scores exceeding 3.8.

Common themes:

- Enhanced confidence when utilising digital technology.

- A better understanding of resource curation and the exchange of innovative methods.
- A wish to host workshops more regularly.

7. Conversation

Data indicate that the ZIET Mumbai LMC provides significant support for professional development. Digital expertise and networking were identified as essential benefits. Rural participants received somewhat lower scores, indicating the need for more inclusive outreach strategies.

8. Conclusions

The Library Media Centre at ZIET Mumbai catalyses the transformation of school library professionals by enhancing critical competencies that lead to improved library practices. This demonstrates the centre's vital role in the development of education.

The institutional profile and practice reports currently available indicate that the centre offers contextualised professional development in line with evolving roles in school librarianship and acts as a centre for technology and knowledge for both present and future library employees.

By giving access to tools and materials pertinent to contemporary librarianship, the ZIET Mumbai Library Media Centre significantly contributes to the professional development of school librarians.

- Leading workshops that improve professional abilities
- Encouraging practice-based, reflective learning that aligns with national educational frameworks and standards.

9. Suggestions

- Expand the number of seminars that are conducted throughout the year.
- Describe online certification programs.
- Enhance outreach to rural libraries by employing a hybrid approach.
- Establish a peer mentorship network.

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Strengthening Global Diplomacy: Evaluating the Role of the Ministry of External Affairs Library in Advancing International Relations through Innovative Services

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ABSTRACT: In today's rapidly evolving digital information environment, libraries must focus on introducing innovative practices to attract and engage users effectively. These best practices allow libraries to optimise the use of their resources, services, and facilities. The Ministry of External Affairs (MEA) Library, in particular, offers a range of digital services and innovative practices, including e-books, e-journals, digital repositories, union catalogues, web OPAC, Infographics, online memberships, and online user awareness training. Additionally, the MEA Library is equipped with web-based technologies, such as the MYLOFT Remote Access Solution and QR Code services, to enhance the user experience. Furthermore, the MEA Library is actively involved in creating various databases focused on information related to diplomacy and international relations.

This paper highlights the innovative practices adopted by the Ministry of External Affairs Library to meet the growing needs of its users. These practices can also serve as a model for academic and research libraries, contributing to the better utilisation of resources and improved user satisfaction.

KEYWORDS: MEA Library, Innovative Library Services, MYloft, Union Catalogue, etc.

Introduction

Best practices, though often considered modern, are essentially an evolution of Total Quality Management (TQM). They represent the most efficient and effective methods for performing tasks, functions, or processes to achieve superior results. At their core, best practices focus on driving continuous improvement through innovative approaches and managing change effectively. This helps institutions close the gap between their current operations and the standards set by leading organisations, enabling them to fulfil their vision and mission. Furthermore, the successful identification and application of best practices can significantly reduce costs while enhancing the overall quality of outcomes.

Ministry Of External Affairs Library: Profile and Vision & Mission

The MEA Library, one of the oldest and largest among the ministries of the Government of India, was renamed from the Foreign Department Library after independence.

1. **Support for Research and Diplomacy:** Provide comprehensive information resources to support the research needs of diplomats, scholars, and policymakers on subjects such as international relations, foreign policy, political science, and history.
2. **Promote Knowledge Sharing:** Facilitate the sharing of knowledge through access to national and international research publications, treaties, and Rare collections, aiding informed decision-making.
3. **Resource Accessibility:** Ensure the availability of physical and digital resources to MEA officials, missions abroad, and Indian government offices like the PMO, President's Office, and National Security Council.
4. **Capacity Building:** Strengthen the e-resource collections and provide training to users on effectively utilising the library's resources, both in physical and digital formats.
5. **Technological Integration:** Adopt modern technologies, such as WebOPAC, e-resource platforms, and remote access tools, to make library services more accessible globally.

Vision

The MEA Library envisions becoming a world-class knowledge hub, specialising in international relations and diplomacy. It aims to bridge the gap between India's policymakers and global academic research, fostering an informed community of scholars and diplomats. Through innovation, the library seeks to expand its digital capabilities and global reach, making it a vital resource for the Ministry of External Affairs and India's diplomatic missions worldwide.

Major Activities and Services Of MEA Library

To meet the challenges posed by a technology-driven world, it utilises a web-based digital environment to create, apply, and manage information through its automated library collection, WebOPAC, online databases, e-resources, and more. The major activities and services of the MEA library include:

(i) **Library, Reference and Information Services:** MEA library has a wide range of document collections (1,40000) comprising reference source collections like bibliographies, Encyclopaedias, directories, etc.; grey collection consisting of Rare books, Bilateral treaties, particularly on research in Foreign Policy, History, Political Science, Diaspora and 10,059 bound volumes of journals. The library is open from 9:00 AM to 5:30 PM, Monday through Saturday, and is closed on Sundays and all gazetted holidays.

(ii) **Current Awareness Services:** Value-added services are provided by publishing various materials at regular intervals under the "MEA Library Research Information Series". Monthly services to update users with the latest Research Information through Publications like Recent Additions of Summaries" (RAS) and "Foreign Affairs Documentation Bulletin" (FADB)of Scholarly Journals & Books, etc.

(iii) **Bibliographies on International relations Literature**: To support the Diplomats & Research Scholars with literature on emerging topics related to International relations, like Bibliography on Diplomacy & International relations, Foreign Policy, Cultural Studies of India, etc.

(iv) **e-Resources Consortium**: To enhance the research infrastructure, the MEA Library initiated a capacity-building program to strengthen its e-resource collection and established an e-resources consortium for mission libraries. It also decided to provide subscriptions to e-resources, such as JANES Online, Fitch Connect, JSTOR, and the Economist Intelligence Unit (EIU), to all its missions and centres to minimise costs.

(v) **Microfilm & Microfiche Services**: The MEA library has a rare collection of microfilms & microfiches, comprising approximately 3,500 items, along with a microfilm reader facility. These microfilms comprise leading newspapers, such as The New York Times.

(vi) **User Awareness Training:** The library has a rich collection and has implemented cutting-edge technology to serve the users effectively. The library organises exclusive training sessions for diplomats and scholars to create awareness about the types and volumes of resources. More emphasis is given to accessing print and e-resources, remote login facilities, accessing data sources, and raising awareness about the content of leading newspapers, among other topics.

(vii) **Professional Skill Development & Networking**: The Library offers training to young LIS professionals through Vocational training programs, Workshops, Lectures, and other initiatives at the state-of-the-art Digital

Resources Lab (DRL), which is connected to the National Information Centre Network.

(viii) **WiFi Reading Room Facility**: The library is fully equipped with Wi-Fi and can access scholarly journals& e-books. Additionally, several computer terminals have been installed in the reading hall, specifically dedicated to the use of e-resources and online journals in the library.

Mea Library: Best Practices & Innovative Services

1. **Access to Bibliographical Collection through Web OPAC**: The Internet and Web-based technologies have made it possible for libraries to provide access to their catalogues on local intranets, extranets, and via the internet. These arrangements, especially when the OPAC is available online, enable library users to access the facilities from anywhere in the world, 24 hours a day, 7 days a week. The MEA library is equipped with the Libsys 10 library solution, featuring web 2.0 capabilities, which enable the provision of bibliographical details for library collections and the linking of these details to other information resources, such as tables of contents and full-text documents.
2. **Remote access to e-Resources (MYloft)**:

   The libraries, utilising the internet and the web, can connect library functions such as acquisition processing, cataloguing, and provision of access to the OPAC and e-resources remotely. The centre is facilitated for bona fide MEA officials, including diplomats. Ambassadors of missions abroad can access all international e-resources from any location at any time. Such as the Financial Times (ft.com), Wall Street Journal (wsj.com), and the International New York Times (nytimes.com)/ Nikkei Asia, Economist Intelligence Unit, Fitch Connect, Jane's Online, Statista, BBC Monitoring, Bloomberg & Sage Books, among others, including Oxford, Cambridge, and Taylor & Francis Journals. The MEA library has been subscribing to the Remote Access platform since 2023. Presently, thousands of MEA officials & scholars have benefited.
3. **Access to Datasets on International Relations from MEA subscribed Data sources**

   MEA offers access to a diverse range of datasets on international relations through its subscription data sources. These datasets offer valuable insights into global diplomacy, economic trends, and geopolitical issues, supporting research and decision-making. Scholars, diplomats, and officials can access comprehensive data on topics such as trade, foreign policy, and

international alliances, enhancing their understanding of India's role and strategies in the global arena. Data sources include Fitch Connect, Jane's Online, and Statista. Economist Intelligence Unit.

4. **Promotion of Services through Infographics**: Infographics are visual representations of information and data that convey complex ideas and concepts. It is a very useful method to better utilise library services and resources. The centre has initiated to promote its services through social media by circulating an innovative infographic.
5. **Online Library Memberships**: The Library has enabled the provision to access library membership through Libsys 10 LMS from anywhere at any time. MEA officials can access library memberships from any location at any time. Members can access hundreds of current journals and periodicals, as well as more than 50,000 datasets, through MYloft.
6. **QR Code Application**: Nowadays, QR code technology is being widely used around the world to access information in almost all services and across various manufacturing sectors. One can see QR codes appearing on everything from advertising to newspapers, magazines, posters, video and websites. People scan the QR code with the camera on their mobile phones using a QR code reader and gain instant access, such as watching videos, opening websites, accessing library membership, and the Remote Access portal (Myloft), among others. MEA library enabled Quick Response (QR) code applied in its various services and resources of the library like library websites, WEB-OPAC, blogs, library catalogue, identity cards, digital library i.e e-books, e-content, mobile library app, library tour, library wifi network, access to CD/DVD/bibliographies, etc. Using QR codes, a library user can easily get the information as well as it enhances the utilisation of library resources.

MEA Library New Initiatives: Way Ahead

These are some of the recent projects that have been initiated. The details of each project and its benefits are given below;

A. **MEA Library Digital Research Repository**

To preserve and provide access to rare books on international relations and allied subjects, a repository has been conceptualised. In this regard, a total of 5,000 rare books have been identified from the MEA book collections, which are free from copyright infringements, and their digitisation has been initiated. Furthermore, the reports will be hosted on the digital repository

of the MEA library's remote access platform, accessible exclusively to MEA officials. MYloft Remote access solution to be used for this repository, which will be hosted on the website for user access.

B. **Union Catalogue of MEA Libraries**

To promote resource sharing among libraries under the MEA, a project has been conceived. It provides access to the bibliographical information of books, along with their availability status and location. Procedures on bibliographic standards and guidelines have been adopted and are updated regularly. The e-Granthalaya library software package has been used to process the bibliographic raw data.

C. **Bhartiya Videsh Niti Awareness Program Through"Read India" Project Through MEA Libraries, Including Missions Abroad**

The "BhartiyaVideshNiti Awareness Program" under the "Read India" project aims to raise awareness about India's foreign policy by establishing special collections in libraries, including those in universities, research institutions, public libraries, and missions abroad. This initiative promotes reading habits and enhances students' knowledge by integrating content on India's diplomacy, international relations, and global role.

Recommendations

These recommendations will certainly help in the successful implementation and better utilisation of resources and services in the libraries.

1. **Accessibility of Library Services and Resources**

It is highly recommended to ensure that assistive technologies, such as text-to-speech, are available to their patrons and that content is produced that takes advantage of these technologies. Further, to ensure accessibility issues are considered during curriculum development.

2. **Improving Digital Literacy**

With the increasing advent of the digital data environment, it is essential to educate students, researchers, and teachers on how to effectively utilise digital tools and platforms. Therefore, to address such challenges, a digital literacy initiative is necessary, in collaboration with academic and other government agencies, to define and develop the needed competencies as well as related training programs.

3. **Adapting Organisational Designs to the Future of Work**

It is recommended that we redefine traditional roles, organisational structures, and analytical skills compared to the past. The new reality,

however, calls for more flexible, team-based decision-making to enable organisations to be more responsive to customer/patron needs.

4. **Economic Pressures**

   Academic and research libraries face mounting economic challenges as the pace of research generation and publication increases. Additionally, declining student enrollment, increasing subscription costs, and decreasing government funding exacerbate the need for more efficient operations. To address these challenges, have prioritised adopting technologies that cut costs through efficiencies and maintain Integration, Interoperability, and Collaborative Projects with funding agencies.

5. **Embracing the Need for Radical Change in Technology**

   With the increasing amount of data stored in the cloud, libraries should reassess their acquisition strategies and adopt new technologies to meet evolving needs.

Conclusion

In its 75 years of existence, the MEA Library has served over 100,000 scholars, including diplomats, research scholars, and academicians. Through its rich collections, innovative services, and advanced technology, it remains a vital resource for diplomats and social scientists. Best practices and innovations help bridge the gap between the library and its users, maximising resource utilisation.

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Sustainability and Green Libraries: Building Eco-Conscious Information Systems

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ABSTRACT: Sustainability and green libraries integrate environmental responsibility, economic efficiency and social equity into library operations and services. Modern libraries function as more than repositories of information; they actively promote ecological awareness and community wellbeing. This paper comprehensively explores eco-conscious design, sustainable library operations, environmental literacy initiatives, and alignment with the United Nations Sustainable Development Goals (SDGs). The research demonstrates how libraries can serve as institutional models of sustainable development, balancing innovation, inclusivity, and environmental stewardship to achieve a sustainable future. The case studies from India illustrate practical implementation pathways, while recommendations provide actionable strategies for libraries transitioning to sustainability-focused operations.

Keywords: Green libraries, Library sustainability, Environmental design, SDG alignment, Digital transformation, Waste management, Water conservation.

1. Introduction

1.1 Defining Sustainability in Libraries

Sustainability refers to the responsible use of resources to meet present needs without compromising the ability of future generations to meet their own needs. In the context of libraries and information services, sustainability extends far beyond environmental conservation. It is an encompassing term that integrates three critical dimensions:

- **Environmental Responsibility** – Minimizing ecological impact through resource conservation and sustainable design.
- **Economic Viability** – Ensuring long-term financial health and operational efficiency.
- **Social Equity** – Promoting accessibility, diversity and equitable community engagement

Libraries, as centres of knowledge and community engagement, occupy a unique position to lead by example in promoting sustainable practices. They serve diverse

user communities and possess the institutional credibility to influence behaviour and awareness.

1.2 Evolution of Green Libraries

The Modern libraries are evolving into eco-conscious institutions that integrate sustainability into three interconnected domains:

1. **Physical Design and Infrastructure** – Leveraging energy-efficient lighting, natural ventilation, renewable materials (bamboo, cork, reclaimed timber) and water conservation practices to minimize ecological footprint.
2. **Operational Practices** – Implementing digital resource management, waste reduction through recycling initiatives (3R's—Reduce, Reuse, Recycle) and responsible procurement policies.
3. **Educational and Community Role** – The organisation organises awareness programs, workshops, and exhibitions to promote environmental literacy and empower communities to make informed, sustainable choices.

1.3 Global Context and Relevance

In alignment with the United Nations Sustainable Development Goals (SDGs), libraries contribute significantly to:

- **SDG 4** – Quality Education
- **SDG 11** – Sustainable Cities and Communities
- **SDG 13** – Climate Action
- **SDG 17** – Partnerships for the Goals

As inclusive, knowledge-driven, and accessible spaces, libraries are developing community resilience, learning and awareness toward sustainable futures. Fundamentally, sustainability in libraries transcends "going green" as a marketing concept; it represents a commitment to embedding sustainable thinking into every aspect of library planning, service design and community interaction.

2. Definition and Relevance of Green Libraries

2.1 Defining Green Libraries

A **green library** (also referred to as a green and sustainable library) is an institution that intentionally integrates environmental, economic, and social sustainability into its building design, operations, services, and community role. This integration is neither superficial nor aspirational; it reflects a deliberate commitment supported by specialist advice, evidence-based practices and measurable outcomes.

2.2 IFLA Framework for Sustainability

The International Federation of Library Associations and Institutions (IFLA), through its Environment, Sustainability & Libraries (ENSULIB) section, provides a foundational definition. According to IFLA, a green and sustainable library:

"Takes into account environmental, economic and social sustainability and should have a clear sustainability agenda" including green buildings and equipment, green office principles, sustainable economy, sustainable library services, social sustainability, environmental management and commitment to general ecological goals and programmes.

This definition establishes a comprehensive roadmap encompassing:

- Building design aligned with green building standards (LEED, IGBC).
- Sustainable procurement and office practices.
- Circular economy approaches and waste reduction.
- Community engagement and educational programming.
- Integration with environmental governance frameworks.

2.3 Foundational Principle: The Brundtland Report

The concept of sustainability itself derives from the seminal 1987 report, "Our Common Future", commonly known as the Brundtland Report. It defines sustainable development as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs."

In the context of libraries, this principle means that the institution must evolve from functioning solely as a repository of books. Instead, it becomes a proactive actor in:

- Reducing environmental impact through operational practices.
- Operating efficiently to ensure financial viability.
- Educating its community about sustainability principles.
- Modelling sustainable behaviour through institutional practices.

2.4 Institutional Positioning

As public-interest, civic and educational service institutions, libraries are uniquely positioned to lead sustainable development initiatives through a three-pronged approach:

- **"Being Green"** – Implementing sustainable infrastructure and operations.
- **"Doing Green"** – Practising sustainability daily and continuously improving.
- **"Teaching Green"** – Educating users about environmental principles and sustainable choices.

3. Components of Green Libraries: A Comprehensive Framework -

Synthesizing global literature and best practices reveals several key dimensions that define what makes a library "green." This paper organizes these dimensions into three complementary categories:

1. Eco-friendly architecture and building design
2. Resource conservation and sustainable operations.
3. Services, community engagement, and educational aspects.

[See Figure 1: Framework diagram showing the three pillars and their interconnected components]

3.1 Eco-Friendly Architecture and Building Design

Sustainable library buildings begin with intentional design choices that reduce environmental impact throughout their lifecycle.

3.1.1 Site Selection and Planning

- **Location Strategy** – Selecting sites with good access via public transportation, minimal environmental hazards, and proximity to community centres.
- **Brownfield Redevelopment** – Preferring previously developed sites over virgin land to minimize habitat disruption.
- **Urban Integration** – Supporting compact, walkable communities rather than sprawl-inducing locations.

3.1.2 Building Envelope and Daylighting

Research demonstrates significant energy savings through strategic design:

- **Daylighting Strategy** – Optimising window placement and building orientation to maximise natural light while minimising heat gain.
- **High-Performance Glazing** – The use of spectrally selective glass and dynamic shading systems to reduce cooling loads while maintaining visual comfort.
- **Natural Ventilation** – Designing stack-effect ventilation and cross-ventilation to reduce HVAC operational demands.
- **Thermal Mass** – The utilization of building materials to moderate temperature fluctuations and reduce mechanical heating/cooling.

Evidence from Practice: Qing Zeng & Xiaoqiang Wang's research ("Analysis of Library Building Design from the Concept of Green Building") emphasises that

library buildings require particular attention to layout optimisation, daylight distribution, and overall energy consumption given their function as intensive-use public facilities.

3.1.3 Sustainable Materials and Interior Finishes

- **Recycled and Reclaimed Materials** – Incorporating recycled steel, reclaimed timber, and salvaged architectural elements.
- **Sustainably Sourced Timber** – The use of FSC (Forest Stewardship Council) certified wood from responsible forestry operations.
- **Low-VOC Products** – Specifying low volatile organic compound paints, finishes, and adhesives to maintain indoor air quality.
- **Rapidly Renewable Materials** – Employing bamboo, cork, and agricultural by-products for flooring and wall finishes.

3.1.4 Energy Systems and Renewable Integration

- **Energy-Efficient HVAC** – Implementing advanced heating/ventilation/air-conditioning systems with demand-controlled ventilation.
- **Renewable Energy Generation** – Installing solar photovoltaic panels, solar thermal collectors, and geothermal heat pumps.
- **Efficient Controls** – Deploying occupancy sensors, daylight sensors, and demand-reset controls for responsive system operation.
- **Energy Storage** – Incorporating battery systems and thermal storage to balance generation and consumption patterns.

Practical Example: A comprehensive library redesign achieved a 70% reduction in energy use, a 41% reduction in water consumption, and a 44% reduction in carbon output through integrated mechanical design, including underfloor air distribution systems and zonal environmental controls.

3.1.5 Green Building Certifications

Many sustainable libraries pursue formal certification frameworks that validate their design and performance:

- **LEED (Leadership in Energy and Environmental Design)** – US-based rating system with international adaptation.
- **IGBC (Indian Green Building Council)** – A certification framework explicitly developed for the Indian climate and context.
- **Passivhaus Standard** – European framework emphasizing minimal heating/cooling demand through superior envelope performance.

- **Living Building Challenge** – Aspirational certification emphasizing regenerative practices beyond "net zero".

These certifications establish benchmarks and provide accountability frameworks for claims of library sustainability.

4. Environmental Sustainability in Library Operations

Beyond design, ongoing operational practices determine the actual environmental performance of library facilities. This section addresses five critical operational domains.

4.1 Energy-Efficient Operations

Energy consumption represents a substantial operational cost and environmental burden. Research identifies multiple strategies specific to library buildings:

4.1.1 Evidence-Based Energy Reductions

Table 1: Evidence of Energy Reductions Through Sustainable Design Strategies.

Strategy	Energy Reduction	Study Context
Integrated design optimization	Up to 53%	Six-floor library building
Heating energy reduction (future climate)	Up to 95%	Educational libraries, multi-objective optimization
Cooling energy reduction (future climate)	Up to 64%	Same study as above
Comprehensive mechanical redesign	70%	Library renovation project

4.1.2 Key Design Strategies

Libraries can achieve substantial energy reductions through:

- **Daylight Maximisation** – High-performance daylighting systems with automated dimming controls that reduce artificial lighting loads by 30-50%.
- **Envelope Optimization** – High-performance glazing, dynamic shading systems, and appropriate building orientation to reduce heating and cooling demands.

- **Advanced HVAC** – Underfloor air distribution, dedicated outdoor air systems (DOAS), and zone-based controls that respond to occupancy and environmental loads.
- **Renewable Energy Integration** – On-site generation through solar PV or geothermal systems, targeting 30-50% of annual energy consumption.
- **Building Flexibility** – Adaptive design allowing future modifications without energy-intensive retrofits.

4.1.3 Operational Impact

These design choices translate into measurable benefits:

- Significantly reduced electricity bills and operational costs.
- Decreased carbon emissions and environmental footprint.
- Enhanced comfort levels for users and staff through optimized thermal environments, natural light, and air quality.
- Preserved library collections through stable temperature and humidity conditions.
- Resilience to future climate variations and energy supply disruptions.

4.2 Waste Management and Circular Economy Practices

Sustainable libraries address waste systematically, recognizing that waste represents a loss of resources and an environmental burden.

4.2.1 Infrastructure and Practices

- **Segregated Collection** – The dedicated bins for paper, glass, plastics and organic waste with clear user education.
- **Reuse and Repurposing** – Furniture and fixtures are recovered for re-upholstering or redeployment rather than disposal.
- **Design for Adaptability** – Library buildings incorporate flexible layouts and modular furnishings that can be reconfigured without generating waste.
- **End-of-Life Planning** – Design emphasizing components suitable for repurposing or reuse "somewhere besides the landfill" rather than disposal.

4.2.2 Library-Specific Waste Streams

Libraries generate diverse waste requiring targeted management:

- **Physical Materials** – Deaccessioned books, periodicals, and binding materials.
- **Electronic Waste** – Obsolete computers, servers, e-readers, printers, and network equipment.
- **Packaging Waste** – Cardboard boxes and protective materials from acquisition shipments.
- **Office Waste** – Paper products, printer cartridges, office equipment.
- **Cleaning Materials** – Packaging of Supplies and Cleaning Products.

4.2.3 Behavioural and Cultural Elements

Successful waste management requires complementary efforts:

- **Staff Training** – Education on waste segregation, reuse and circular economy principles.
- **User Engagement** – Utilizing signage, incentives, and education to inform patrons about responsible disposal and participation in recycling programs.
- **Institutional Culture** – Policy frameworks that prioritize waste reduction at the point of procurement and design.

4.2.4 Environmental and Economic Benefits

Comprehensive waste management:

- Reduces landfill burdens and associated environmental impacts.
- Lowers embedded carbon in disposal and procurement processes.
- Aligns with circular economy principles that value resource retention.
- Can generate cost savings through waste reduction and materials recovery.

4.3 Water Conservation Strategies

Water conservation often receives less attention than energy but represents a critical sustainability domain, especially in water-stressed regions.

4.3.1 Conservation Technologies

- **Efficient Fixtures** – Low-flow taps, dual-flush toilets (0.8/6L) and sensor-controlled faucets reduce consumption by 30-50%.
- **Rainwater Harvesting** – Cisterns capture roof runoff for irrigation and toilet flushing; no treatment required for these uses.
- **Greywater Reuse** – HVAC condensate and cleaning water are captured and filtered for landscape irrigation or toilet flushing.

- **Landscape Design** – xeriscaping with native drought-tolerant species, smart irrigation controllers, and mulching reduces outdoor water demand by 50-70%.
- **Building Monitoring** – BMS systems identify leaks and inefficiencies for prompt remediation.

4.3.2 Implementation Examples

Austin Public Library Twin Oaks Branch: This facility implemented multi-faceted water conservation, achieving significant reductions through:

- Rainwater catchment systems capture roof runoff.
- HVAC condensate and air conditioning plant runoff utilization.
- Xeriscaping with native Texas plants eliminates most irrigation needs.
- Low-flow fixtures throughout the facility.

4.3.3 Resource and Environmental Benefits

Water conservation:

- Reduces operational water costs and potable water demand.
- Minimises site stormwater runoff and associated pollution.
- Supports regional water resilience, especially critical in arid/semi-arid regions.
- Aligns with municipal and regional sustainability goals.

4.4 Eco-Friendly Technologies and Smart Systems

Modern technologies enable libraries to enhance sustainability monitoring and optimization:

4.4.1 Building Management Systems

Smart Building Management Systems (BMS) and Internet-of-Things (IOT) frameworks enable:

- **Real-Time Monitoring** – Continuous measurement of energy, water and environmental parameters.
- **Responsive Control** – Automated adjustment of lighting, HVAC and equipment based on occupancy and conditions.
- **Data Analytics** – Pattern recognition, identifying optimization opportunities, and anomalies.
- **User Feedback** – The dashboards display energy/water usage, renewable generation, and sustainability metrics for transparency.

Research on intelligent energy in buildings demonstrates that IOT monitoring and control can achieve 15-30% additional energy savings beyond design efficiency alone.

4.4.2 Advanced Lighting Systems

- **LED Technology** – 75-80% more efficient than incandescent, 20-30% more efficient than fluorescent.
- **Occupancy Sensors** – Lights deactivate in unoccupied zones, reducing lighting energy 20-40%.
- **Daylight Dimming** – Continuous photoelectric sensors adjust artificial lighting in response to the availability of natural daylight.
- **Circadian Lighting** – Colour-tunable LED systems supporting occupant biological rhythms.

4.4.3 Renewable and Alternative Energy Systems

- **Solar Photovoltaic (PV) Arrays** – Generating 20-50% of annual electricity consumption on favourable sites.
- **Solar Thermal Systems** – Pre-heating domestic hot water, reducing water heater energy demand.
- **Geothermal Heat Pumps** – Achieving COP (coefficient of performance) values of 3-5, particularly valuable in temperate climates.
- **Battery Energy Storage** – Storing excess solar generation for consumption during peak demand or nighttime hours
- **Community Energy Schemes** – Participating in aggregated solar or wind projects where on-site generation is insufficient.

4.4.4 Sustainable Materials and Products

Beyond design selection:

- **Bamboo** – Rapidly renewable, strong, aesthetically appealing (flooring, shelving, interior elements).
- **Cork** – Harvested sustainably from tree bark, resilient, naturally antimicrobial (flooring, wall panels, thermal insulation).
- **Reclaimed/Salvaged Timber** – Architectural salvage providing character while embodying already-harvested resources.
- **Recycled Plastics and Metals** – Closed-loop recycling supporting the circular economy.

- **Low-Impact Manufacturing** – Specifying products manufactured using renewable energy, minimal water, and reduced transportation.

4.4.5 Digital Services and Paperless Operations

- **E-Books and E-Journals** – Reducing physical inventory, paper use, storage space and transportation impacts
- **Streaming Media Services** – Providing instant access without physical media production and distribution.
- **Online Databases and Repositories** – Centralized digital access reduces duplication and physical storage requirements.
- **Virtualisation Strategies** – Consolidating Server Infrastructure and Reducing Data Centre Energy Demand.
- **Cloud Services** – Leveraging increasingly renewable-powered data centres, though with careful vendor selection.

4.5 Implementation Challenges and Considerations

While strategies outlined above are well-supported by research, practical implementation faces several barriers:

4.5.1 Financial Constraints

- **Upfront Capital Costs** – Renewable systems, high-efficiency equipment and monitoring technology require substantial initial investment.
- **Long-term Payback** – While operational savings justify investment, payback periods (typically 7-12 years) may exceed planning horizons.
- **Funding Mechanisms** – Libraries must explore grants, green bonds, public-private partnerships, and performance contracts.
- **Business Case Development** – Demonstrating return on investment and long-term savings is essential for institutional support.

4.5.2 Building and Infrastructure Challenges

- **Retrofit Complexity** – Existing library buildings may have heritage constraints, occupant disruption considerations, and legacy systems resistant to modification.
- **Payback Optimization** – Distinguishing high-impact modifications (quick Payback) from comprehensive retrofits.
- **Maintenance Expertise** – Ensuring operational staff possess competencies for advanced systems (control optimization, diagnostics).

4.5.3 Behavioural and Cultural Factors

- **User and Staff Engagement** – Technological infrastructure requires complementary behavioural changes (proper lighting/HVAC use, waste segregation).
- **Change Management** – Communicating benefits, addressing concerns and building institutional commitment.
- **Feedback Mechanisms** – Ensuring users understand consequences of their actions (utility displays, waste collection visibility).

4.5.4 Monitoring and Verification

- **Data Systems** – Establishing robust monitoring infrastructure and analysis protocols.
- **Benchmarking** – Comparing performance against similar facilities and industry standards.
- **Continuous Improvement** – Establishing feedback loops for ongoing optimization and improvement.

5. Digital Transformation and Paperless Library Services

5.1 Definition and Scope of Digitisation

Digitization in library and information services refers to:

1. **Resource Conversion** – Transforming physical materials (books, journals, manuscripts, archives) into digital formats (e-books, e-journals, online repositories).
2. **Access Platforms** – Providing digital discovery and retrieval mechanisms (integrated library systems, open-access repositories).
3. **Service Delivery** – Offering online services including remote reference, digital collections, and institutional repositories.

This transition enables libraries to extend services beyond physical walls and reduce dependencies on print media while managing new environmental considerations.

5.2 Impact on Information Access

5.2.1 Accessibility Expansion

- **Temporal Availability** – The digital resources are accessible 24/7, without constraints due to library operating hours.

- **Geographic Accessibility** – Remote access enabling users globally to retrieve content instantaneously.
- **Device Flexibility** – content available across computers, tablets, smartphones, enabling diverse consumption modalities.
- **Simultaneous Access** – Multiple users accessing identical content simultaneously (depending on licensing).

5.2.2 Library Evolution

Libraries transform from:

- **Physical repositories** → Digital gateways and information hubs.
- **Limited by collection scope** → Networked with global information resources.
- **Bound by opening hours** → Available perpetually.

5.2.3 Equity and Access

- **Geographic Equity** – Regions with limited print resources or challenging transportation conditions gain access to global collections.
- **Economic Equity** – Digital access eliminates costs associated with travel, printing, and physical acquisition.
- **Accessibility** – The digital formats support assistive technologies (screen readers, magnification, and adjustable fonts).
- **IFLA Mandate** – The International Federation of Library Associations emphasises the role of libraries in providing ICT access and information to marginalised populations.

5.3 Environmental Impact of Digitisation

Research provides nuanced insights into digitization's environmental performance:

5.3.1 Lifecycle Energy Analysis

Comparative studies examining energy consumption across print and digital systems:

- **Digital Advantage (High-Use Scenarios)** – A Centre for Sustainable Systems (University of Michigan) analysis of journal collections found that digital systems consumed less energy than print systems in "read-many" scenarios, where collections receive high usage.
- **Digital Advantage (Books)** – A lifecycle assessment comparing e-books to printed books found that the print system required approximately three

times the cumulative energy consumption.

- **Context Dependency** – Environmental benefits depend critically on user volume, device lifetimes, transportation distances, and the impacts of electronics manufacturing.

5.3.2 Environmental Mechanisms

Digital systems reduce environmental impact through:

- **Paper Reduction** – Decreased paper consumption, printing volume, binding materials, and physical distribution.
- **Space Efficiency** – Reduced shelving requirements, smaller climate-controlled storage, and potentially smaller physical footprints.
- **User Transportation** – Remote access eliminates the need for patrons to travel to library buildings, reducing inter-library loan transportation.
- **Simultaneous Access** – Digital copies can be accessed by an unlimited number of concurrent users without duplication or wear.
- **Preservation Efficiency** – Digital archiving reduces space, material degradation, and pest/fungal concerns.
- **Reduced Obsolescence** – Electronic formats ease updates and versioning, reducing waste from outdated print editions.

5.3.3 Environmental Costs

Offsetting benefits are significant operational and manufacturing impacts:

- **Device Manufacturing** – The production of e-readers, computers, and tablets involves resource extraction, manufacturing impacts, and the emission of embodied carbon.
- **Data Centre Infrastructure** – Servers, networking equipment, cooling system, and power distribution.
- **Network Operations** – Internet infrastructure and data transmission consume a substantial amount of energy.
- **Electronics End-of-Life** – E-waste disposal represents environmental and resource recovery challenges.
- **Usage Patterns** – If digital resources are seldom accessed, the per-use environmental cost remains high despite low per-transaction energy consumption.

5.4 Operational Considerations for Digital Sustainability

5.4.1 Infrastructure Sustainability

- **Renewable-Powered Data Centres** – Prioritising Vendors (Amazon AWS, Google Cloud, Microsoft Azure) Transitioning to 100% Renewable Energy.
- **Energy-Efficient Servers** – Selecting hardware designed for efficiency, virtualization supporting consolidation.
- **Cloud vs. Local Hosting** – Evaluating whether centralized cloud infrastructure provides better sustainability than local servers.
- **Network Optimisation** – Content delivery networks (CDNs) reduce transmission distances and associated energy consumption.

5.4.2 User Behaviour and Access Equity

- **Digital Divide Considerations** – Not all users have access to devices or reliable broadband; therefore, libraries must maintain hybrid print and digital models.
- **Connectivity Infrastructure** – Working with ISPs and municipal government to expand broadband access.
- **Device Accessibility** – Libraries providing public-access computers and e-readers, ensuring equitable digital access.
- **Digital Literacy Programming** – Building user capabilities to effectively utilize digital resources.

5.4.3 Preservation and Digital Longevity

- **Format Obsolescence** – Digital formats become unreadable as technologies evolve (obsolete hardware, outdated file formats).
- **Migration Requirements** – Periodic conversion of content to contemporary formats ensures continued accessibility.
- **Preservation Strategy** – Establishing institutional infrastructure and protocols for long-term digital stewardship.
- **Redundancy and Backup** – Maintaining multiple copies across geographically distributed locations ensures data integrity and protection against data loss.
- **Metadata and Documentation** – The detailed information about provenance, formats and access requirements enables future preservation decisions.

5.4.4 Hybrid Models

Most libraries adopt hybrid approaches, balancing print and digital resources:

- **Complementary Services** – The Digital for rapid access, print for contemplative reading and user preference.
- **Context-Appropriate Formats** – e-books for reference and high-turnover materials; print for specialized, heritage, or low-duplication collections.
- **Resource Allocation** – Budget distribution reflecting institutional priorities and user needs rather than exclusive commitment to either format.
- **Flexibility** – Adapting as technologies mature and user behaviours evolve.

6. Libraries and the UN Sustainable Development Goals

6.1 Strategic Alignment Framework

The International Federation of Library Associations and Institutions (IFLA), in partnership with the United Nations Department of Economic and Social Affairs (UN DESA), recognises libraries as essential partners in achieving the United Nations' Sustainable Development Goals. Libraries play a critical role in enabling sustainable development.

- **Information Access** – Knowledge Essential for Informed Decision-Making.
- **Digital Inclusion** – Technology access and digital literacy.
- **Literacy Support** – Foundational learning capabilities.
- **Community Services** – Social Infrastructure for Civic Engagement.

6.2 Contribution to Selected SDGs

6.2.1 SDG 4: Quality Education

Table 2: SDG 4 Alignment: Quality Education.

Target	Ensure inclusive and equitable quality education; promote lifelong learning
Library Contributions	\begin{itemize}\end{itemize}
Evidence	OCLC report identifies SDG 4 as the goal where library professionals perceive the most significant library impact

6.2.2 SDG 10: Reduced Inequalities

Table 3: SDG 10 Alignment: Reduced Inequalities.

Target	Reduce inequality within and among countries.
Library Contributions	begin{itemize}\end{itemize}
Example	Public libraries offering free ICT access to rural and low-income users help bridge the digital divide and promote inclusion.

6.2.3 SDG 13: Climate Action

Table 4: SDG 13 Alignment: Climate Action

Target	Take urgent action to combat climate change and its impacts.
Library Contributions	begin{itemize}\end{itemize}
Example	Climate change exhibitions, sustainability workshops, environmental book clubs, and internal green operations align with the objectives of climate action.

6.3 Holistic Contribution Across Broader SDG Portfolio

Libraries support additional important SDGs:

- **SDG 5 (Gender Equality)** – Targeted programming for women and girls; equitable service access.
- **SDG 11 (Sustainable Cities & Communities)** – Libraries as inclusive civic spaces contributing to urban sustainability.
- **SDG 12 (Responsible Consumption & Production)** – Tool libraries, media sharing, repair cafés, and reduced-consumption models.
- **SDG 17 (Partnerships)** – Collaborative engagement with government, NGOs, academic institutions, and communities.

Beyond direct programming, libraries serve as an information infrastructure enabling governments and civil society to access data and research essential for evidence-based decision-making across all SDG domains.

6.4 Research Evidence

- **Cyr & Connaway (2020)** – Empirical study documenting library engagement with SDGs and organizational structures supporting SDG-aligned activities.
- **Swamy et al. (2025)** – "Public Libraries as Sustainable Development Hubs: A Visionary Perspective" emphasize how libraries adapt to align with SDGs 4, 10, and 11.
- **IFLA Advocacy Resources** – Position papers demonstrating library contributions to specific SDG targets.

6.5 Strategic Implementation for Libraries

To maximize SDG impact, libraries should:

- **Integrate SDG Goals into Strategic Plans** – Explicitly establish SDG-aligned targets in institutional mission and service priorities.
- **Develop Strategic Partnerships** – Collaborate with local government, NGOs, and communities to deliver complementary programming.
- **Monitor and Report Impact** – Establish metrics to track the number of users reached, services delivered, and outcomes achieved (both quantitatively and qualitatively).
- **Incorporate Sustainable Operations** – Ensure institutional practices (energy, water, waste) model sustainability internally while reducing operational environmental impact.
- **Ensure Equity Focus** – Centre services on underserved populations and communities experiencing the most significant barriers.

7. Conclusion

By integrating the strategies and frameworks outlined in this paper, libraries can evolve from being passive repositories of materials to become active agents of sustainable development. This transformation encompasses three interconnected domains:

Institutional Sustainability – Libraries model eco-friendly architecture, resource-efficient operations and responsible governance, demonstrating that sustainability is economically viable and socially beneficial.

Community Transformation – Through educational programming, environmental literacy resources, and engagement opportunities, libraries empower communities to make informed, sustainable choices and participate in environmental solutions.

Global Alignment – By anchoring institutional sustainability to the United Nations Sustainable Development Goals, libraries position themselves as partners in achieving international development objectives while addressing local community needs.

The evidence presented throughout this paper, from theoretical frameworks to international best practices and Indian case studies, demonstrates that comprehensive library sustainability is technically feasible, economically sound, and strategically aligned with the institutional missions of knowledge access, community service, and social advancement.

Libraries occupy unique positions as trusted civic institutions, knowledge centres and community gathering places. As humanity confronts unprecedented environmental challenges, libraries have both the opportunity and responsibility to model sustainable practices, educate citizens about solutions and facilitate community action. By embracing sustainability as a strategic imperative rather than an optional enhancement, libraries can fulfil their historical role as institutions that enlighten and elevate their communities this time, contributing to the enlightenment necessary for human societies to transition to sustainable futures.

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Theme-8

Automation of Libraries, ernacular Language (Hindi Medium)

मुंबई क्षेत्र में इंजीनियरिंग कॉलेज पुस्तकालयों का एक विश्लेषणात्मक अध्ययन: एक अभ्यास

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सारांश: यह अध्ययन मुंबई क्षेत्र में स्थित इंजीनियरिंग कॉलेजों के पुस्तकालयों के संगठन, सेवाएँ, संसाधन, उपयोगकर्ता संतुष्टि, चुनौतियाँ एवं सुधारात्मक सुझावों का विश्लेषण प्रस्तुत करता है। शोध का उद्देश्य पुस्तकालयों की संरचनात्मक कार्यप्रणाली, संसाधन प्रबंधन, डिजिटल एवम् भौतिक संसाधनों की उपलब्धता, पुस्तकालय कर्मियों की योग्यता, उपयोगकर्ता अनुभव तथा पुस्तकालयों की भूमिकाएँ शैक्षणिक माहौल में कैसे कारगर होती हैं, उसे समझना है। अध्ययन में विविध इंजीनियरिंग कॉलेजों से डेटा एकत्रित किया गया है—प्रश्नावली, साक्षात्कार एवं द्रष्टांत अध्ययन के माध्यम से। परिणाम बताते हैं कि अधिकांश पुस्तकालयों में आधुनिक संसाधनों की कमी है, डिजिटलाइजेशन व सूचना प्रौद्योगिकी का पर्याप्त प्रयोग नहीं हो पा रहा है, उपयोगकर्ता सहायता एवं सूचना कौशल विकास कार्यक्रमों की आवृत्ति कम है। अंत में कुछ सुधारात्मक नीतियाँ एवं व्यवहारिक सुझाव दिए गए हैं, जिनके माध्यम से पुस्तकालयों की गुणवत्ता एवं उपयोगिता को बढ़ाया जा सकता है।

मुख्य शब्द: पुस्तकालय अध्ययन, पुस्तकालय संसाधन, भौतिक संसाधन, डिजिटल संसाधन, ई-जर्नल्स / ऑनलाइन डेटाबेस, सूचना प्रौद्योगिकी, पुस्तकालय सेवाएँ, सूचना सेवा, पुस्तकालय ऑटोमेशन, सुधारात्मक सुझाव, डिजिटल परिवर्तन, मानव संसाधन विकास, इंटरलाइब्रेरी लोन (Interlibrary Loan)

1. प्रस्तावना

पुस्तकालय किसी भी शैक्षणिक संस्था की आत्मा होते हैं। ये न केवल पुस्तकों का भंडार हैं बल्कि सूचना, ज्ञान एवं अनुसंधान के केन्द्र हैं। विशेष रूप से इंजीनियरिंग कॉलेजों में जहाँ तकनीकी ज्ञान, नवीनतम शोध एवं सूचना की त्वरित उपलब्धता आवश्यक है, पुस्तकालय की भूमिका और भी महत्वपूर्ण हो जाती है। मुंबई, भारत का एक महत्वपूर्ण शैक्षणिक केन्द्र है जहाँ कई इंजीनियरिंग कॉलेज हैं जो विभिन्न क्षेत्रों—सिविल, मैकेनिकल, इलेक्ट्रॉनिक्स, कम्प्यूटर

साइंस, सूचना प्रौद्योगिकी आदि—में शिक्षा प्रदान करते हैं। इन कॉलेजों के पुस्तकालयों की भूमिका इस बात पर निर्भर करती है कि वे कितनी प्रभावी रूप से छात्र तथा शिक्षण स्टाफ की सूचना की आवश्यकताओं को पूरा कर सकें।

परंतु वर्तमान युग में सूचना की वृद्धि, डिजिटल सामग्री की महत्ता, और उपयोगकर्ता की बदलती अपेक्षाएँ पुस्तकालयों पर नए प्रकार के दबाव डाल रही हैं। यह जरूरी है कि इंजीनियरिंग कॉलेज पुस्तकालय वर्तमान समय की मांगों के अनुरूप स्वयं को अपडेट करें। ऐसे में यह अध्ययन मुंबई क्षेत्र के इंजीनियरिंग कॉलेज पुस्तकालयों के वर्तमान स्वरूप, उनकी मज़बूती, कमजोरियाँ एवं सुधार की संभावनाएँ पहचानने हेतु किया गया है।

2. अनुसंधान का महत्व एवं उद्देश्य

इस अध्ययन के कुछ प्रमुख उद्देश्य निम्नलिखित हैं:

- मुंबई क्षेत्र की इंजीनियरिंग कॉलेजों के पुस्तकालयों के भौतिक एवं डिजिटल संसाधनों की स्थिति का मूल्यांकन करना।
- पुस्तकालय सेवाओं की विविधता एवं गुणवत्ता की जांच करना—किताबों, पत्रिकाओं, ई-जर्नल्स, डेटाबेस, इंटरनेट सुविधा आदि।
- पुस्तकालय स्टाफ की भूमिका, उनकी योग्यता व प्रशिक्षण की स्थिति का अध्ययन करना।
- पुस्तकालयों के उपयोगकर्ताओं (छात्रों, शोधकर्ताओं, शिक्षकों) की संतुष्टि स्तर एवं अनुभवों को जानना।
- पुस्तकालयों के सामने आने वाली प्रमुख चुनौतियों—आर्थिक, प्रौद्योगिकीय, प्रबंधन संबंधी—को चिन्हित करना।
- सुधारात्मक सुझाव तैयार करना ताकि पुस्तकालय अधिक प्रभावी, उपयोगकर्ता–केन्द्रित और सूचना युग की आवश्यकताओं के अनुरूप हो सकें।

इस अध्ययन से अपेक्षित है कि कॉलेज प्रबंधन, पुस्तकालयाध्यक्षों, नीति-निर्माताओं और अकादमिक समुदाय को सूचना एवं संसाधनों के प्रबंधन में सहयोग मिलेगा और पुस्तकालयों की भूमिका की पुनः पुष्टि होगी।

3. साहित्य समीक्षा

इस अनुभाग में हम एवं अंतरराष्ट्रीय स्तर पर पुस्तकालय अध्ययन, इंजीनियरिंग पुस्तकालय विश्लेषण और सूचना विज्ञान में प्रकाशित प्रासंगिक शोधों का अवलोकन करेंगे।

- **राष्ट्रीय साहित्य**

  भारत में कई शोध हुए हैं जिनमें कॉलेज पुस्तकालयों की संसाधन उपलब्धता, उपयोगकर्ता संतुष्टि, डिजिटल संसाधन इत्यादि का विश्लेषण किया गया है। उदाहरण स्वरूप, *श्याम लाल एवं शर्मा (2015)*के अध्ययन में दिल्ली क्षेत्र की इंजीनियरिंग कॉलेज पुस्तकालयों में ई-शिक्षा संसाधनों की कमी पायी गई थी—विशेषकर ऑनलाइन डेटाबेस व डिजिटल जर्नल्स की कमी।*कुमार एवं पाटिल (2018)*ने महाराष्ट्र के उत्तरी भाग में पुस्तकालय सेवाओं का सर्वेक्षण किया, जिसमें उन्होंने पाया कि पुस्तकालय संरचना ठीक है, परंतु नवीकरण, रख-रखाव व बजट आवंटन में अक्षमताएँ हैं।

- **अंतरराष्ट्रीय साहित्य**

  अंतरराष्ट्रीय शोधों में पढ़ने पर यह देखा गया है कि तकनीकी संसाधन जैसे डिजिटल रिपॉजिटरी, ओपन एक्सेस जर्नल्स, मॉकअप सिमुलेशन लैब्स आदि पुस्तकालय की भूमिका को बढ़ाते हैं। उदाहरण के लिए, *Smith et al. (2017)*ने अमेरिका के इंजीनियरिंग विश्वविद्यालयों में सूचना प्रौद्योगिकी व ई-शिक्षा संसाधनों की भूमिका पर अध्ययन किया और सुझाव दिया कि पुस्तकालय को "लर्निंग हब" के रूप में देखें। इसी तरह, *Li & Wang (2019)*ने चीन में डिजिटल पुस्तकालयों की परिस्थिति का अध्ययन किया और पाया कि उपयोगकर्ता प्रशिक्षण और उपयुक्त इंटरनेट बैंडविड्थ की उपलब्धता प्रमुख कारक हैं।

- **शिक्षा प्रौद्योगिकी और सूचना सेवाएँ**

  पुस्तकालयों में सूचना प्रौद्योगिकी (IT) के माध्यम से सूचना सेवा प्रदान करने के महत्व पर भी कई शोध हुए हैं। डिजिटल लाइब्रेरी सॉफ्टवेयर, ऑटोमेशन, RFID, कैटलॉगिंग सिस्टम आदि न केवल संचालन को सुचारू बनाते हैं बल्कि उपयोगकर्ता अनुभव को बेहतर बनाते हैं।

- **उपयोगकर्ता संतुष्टि एवं सहभागिता**

  उपयोगकर्ता की भूमिका निहित है—केवल संसाधन उपलब्ध रहने से काम नहीं चलता; छात्रों और अध्यापकों की आवश्यकताओं का पता होना, फीडबैक लेना, सूचना कौशल (information literacy) प्रशिक्षण इत्यादि अहम हैं।

इस प्रकार साहित्य से स्पष्ट है कि संसाधन, प्रौद्योगिकी, बजट, स्टाफ योग्यता तथा उपयोगकर्ता प्रतिक्रिया—ये सभी पुस्तकालयों की गुणवत्ता प्रभावित करते हैं। मुंबई क्षेत्र में ऐसा कोई समग्र अध्ययन अपेक्षाकृत कम पाया जाता है, विशेषकर इंजीनियरिंग कॉलेजों में।

4. शोध प्रश्न तथा परिकल्पनाएँ

शोध प्रश्न

1. मुंबई क्षेत्र के इंजीनियरिंग कॉलेज पुस्तकालयों में भौतिक एवं डिजिटल संसाधनों की उपलब्धता स्तर क्या है?
2. पुस्तकालय स्टाफ की योग्यता, प्रशिक्षण एवं प्रबंधन प्रणालियाँ किस प्रकार हैं?
3. पुस्तकालय सेवाएँ (सार्वजनिक सेवाएँ, सूचना खोज, संदर्भ सहायता आदि) उपयोगकर्ताओं की अपेक्षाएँ कितनी पूरी कर पा रही हैं?
4. उपयोगकर्ता संतुष्टि का स्तर क्या है तथा किन-किन आयामों (उदाहरण के लिए संसाधन की प्रासंगिकता, पहुंच, सुविधा, औपचारिकताओं) में सुधार की आवश्यकता है?
5. पुस्तकालयों को किन चुनौतियों का सामना करना पड़ता है और वे किस प्रकार के उपाय कर सकते हैं सुधार हेतु?

परिकल्पनाएँ

- **परिकल्पना 1**: अधिकांश इंजीनियरिंग कॉलेज पुस्तकालयों में डिजिटल संसाधनों (ई-जर्नल्स, इलेक्ट्रॉनिक डेटाबेस) की मात्रा कम है।

- **परिकल्पना 2**: पुस्तकालयों के स्टाफ की प्रशिक्षण एवं सूचना प्रौद्योगिकी में दक्षता अपेक्षित स्तर से नीचे है।
- **परिकल्पना 3**: उपयोगकर्ता संतुष्टि में संसाधन की प्रासंगिकता व पहुँच (accessibility) जैसे आयामों में अन्तर है।
- **परिकल्पना 4**: बजटीय सीमाएँ, प्रौद्योगिकी अवसंरचना की कमी एवं नीति-समर्थन की कमी प्रमुख बाधाएँ हैं।

5. शोध पद्धति

5.1. अध्ययन क्षेत्र एवं नमूना चयन

- **भौगोलिक क्षेत्र**: मुंबई महानगरपालिका और उपनगर, जिसमें कॉलेजों को Navi Mumbai, Thane आसपास के हिस्सों तक शामिल किया गया।
- **संस्थान चयन**: विभिन्न प्रकार के इंजीनियरिंग कॉलेज—सरकारी, निजी, अर्ध-सरकारी—को शामिल किया गया, ताकि विविधता बनी रहे। कुल**10 इंजीनियरिंग कॉलेज**को लक्ष्य बनाया गया।
- **नमूना (Sample) आकार**: प्रत्येक कॉलेज से निम्नलिखित समूहों से डेटा लिया गया:
    - पुस्तकालयाध्यक्ष / लाइब्रेरियन (1-2 प्रति कॉलेज)
    - पुस्तकालय स्टाफ (कुल मिलाकर लगभग 20-25 व्यक्ति)
    - उपयोगकर्ता: छात्र, अनुसंधान-विद, प्राध्यापक (प्रति कॉलेज लगभग 30-40 व्यक्ति)

5.2. डेटा संग्रह के साधन

- **प्रश्नावली (Questionnaire)**: पुस्तकालय उपयोगकर्ताओं के लिए; इसमें संसाधन, सेवाएँ, संतुष्टि स्तर, सुझाव आदि से सम्बन्धित बंद एवं खुली प्रश्न शामिल थे।
- **साक्षात्कार (Interviews)**: पुस्तकालय स्टाफ एवं प्रबंधन से, कहानी-आधारित अनुभव, चुनौतियों एवं भविष्य की योजनाओं को जानने हेतु।
- **दस्तावेज़ समीक्षा (Document Review)**: पुस्तकालय का बजट, वार्षिक रिपोर्ट, संसाधन सूची, कर्मचारियों की योग्यता, उपयोगकर्ता पंजीकरण डेटा आदि दस्तावेजों की समीक्षा।
- **दृश्य अवलोकन (Observation)**: पुस्तकालय की भौतिक अवस्थाएँ—प्रकाश व्यवस्था, बैठने की सुविधा, कंप्यूटर व इंटरनेट सुविधा इत्यादि—का प्रत्यक्ष अवलोकन।

5.3. डेटा विश्लेषण

- सर्वेक्षण डेटा को सांख्यिकीय विधियों से विश्लेषित किया गया: वर्णनात्मक सांख्यिकी (mean, median, percentage), तुलना (कॉलेजों के बीच), क्रॉस-टेबलिंग (उम्र, कोर्स, वर्ष आदि के अनुसार संतुष्टि)।
- साक्षात्कार व खुली प्रतिक्रियाओं का थीमेटिक विश्लेषण किया गया: प्रमुख विषयों की पहचान कर उन्हें श्रेणियों में बाँटा गया।
- दस्तावेज़ समीक्षा एवं अवलोकन से qualitative डेटा इकट्ठा कर तुलनात्मक अध्ययन किया गया।

6. अध्ययन क्षेत्र का परिचय: मुंबई एवं इंजीनियरिंग शिक्षा

मुंबई (Maharashtra) के इंजीनियरिंग शिक्षा का इतिहास काफी समृद्ध है। नामी ग्रंथी संस्थाएँ जैसे कोकिलाबेन बल्लाल वेरमा इंस्टिट्यूट, आईआईटी मुंबई, वी. आर. सायन्स एवं टेक्नोलॉजी कॉलेज आदि शामिल हैं।

- **शिक्षा का विस्तार**: पिछले चार-पाँच दशकों में इंजीनियरिंग कॉलेजों की संख्या में तीव्र वृद्धि हुई है। निजी और सरकारी दोनों संस्थाएँ तकनीकी शिक्षा प्रदान कर रही हैं।
- **छात्र población**: विभिन्न पृष्ठभूमियों के छात्र मुंबई एवं उपनगरों से आते हैं; प्रवेश प्रतिस्पर्धी है।
- **चुनौतियाँ**: भूमि एवं भवन की कीमतें बहुत अधिक हैं, अध्यापन लागत, उपकरण एवं संसाधन की आवश्यकताएँ लगातार बढ़ रही हैं।

इन परिस्थितियों में पुस्तकालयों को न सिर्फ विशुद्ध शैक्षणिक पुस्तकों के भंडार के रूप में बल्कि सूचना एवं अध्ययन केन्द्र के रूप में स्थापित करना आवश्यक है।

7. पुस्तकालयों के मौजूदा स्वरूप का विश्लेषण

इस खंड में विभिन्न आयामों पर अध्ययन के परिणाम प्रस्तुत किए जा रहे हैं, जो कि 10 कॉलेजों से प्राप्त डेटा पर आधारित हैं।

7.1. भौतिक संसाधन

- **पुस्तकें एवं पाठ्यपुस्तकें**: अधिकांश कॉलेजों में पाठ्यक्रम से सम्बन्धित पुस्तकें पर्याप्त मात्रा में हैं, लेकिन विषय-विशेष (विशेषकर इलेक्ट्रॉनिक्स, सिग्नल प्रोसेसिंग आदि) की विशिष्ट पुस्तकों की कमी पायी गई।
- **पत्रिकाएँ एवं जर्नल्स (प्रिंट फ़ॉर्म)**: कुछ कॉलेजों में प्रमुख राष्ट्रीय व क्षेत्रीय जर्नल्स उपलब्ध हैं, लेकिन अंतरराष्ट्रीय प्रिंट जर्नल्स की संख्या सीमित है। प्रिंट पत्रिकाओं की सदस्यता बजट की कमी के कारण समय-सापेक्ष नहीं होती।
- **बैठने एवं अध्ययन की सुविधा**: अधिकांश पुस्तकालयों में अध्ययन हॉल एवं सामान्य अध्ययन क्षेत्र हैं। लेकिन, कुछ कॉलेजों में बैठने की जगह, रोशनी एवं हवादारी की कमी बतायी गई।
- **घटनास्थल (Infrastructure)**: भवन की अवस्था, पुस्तकालय का आकार, पोलिसी के अनुसार विस्तार आदि में विभिन्नता है। कुछ कॉलेजों में पुस्तकालय की जगह छोटी है या अन्य प्रयोगशालाओं आदि से उपयुक्त दूरी पर नहीं है।

7.2. डिजिटल संसाधन एवं सूचना प्रौद्योगिकी

- **ई-जर्नल्स एवं ऑनलाइन डेटाबेस**: लगभग 4-5 कॉलेजों में प्रतिष्ठित ऑनलाइन डेटाबेस (जैसे IEEE, Springer, Elsevier) की सदस्यता है। बाकियों में सदस्यता नहीं है या सीमित पहुँच है।
- **ऑप्टिकल मीडिया एवं ई-बुक्स**: ई-बुक्स की संख्या अपेक्षाकृत कम है। कुछ कॉलेजों में Google Books, National Digital Library आदि से जुड़ाव है, लेकिन उपयोगिता व समझ में कमी के कारण कम प्रयोग किया जा रहा है।

- **पुस्तकालय ऑटोमेशन प्रणाली**: कुछ कॉलेजों ने लाइब्रेरी प्रबंधन सॉफ्टवेयर अपनाया है (OPAC या स्वचालित पुस्तक प्रबंधन), लेकिन सॉफ्टवेयर का उपयोग पूरी तरह से नहीं हो रहा है। मैनुअल प्रविष्टियाँ अभी भी सामान्य हैं।
- **इंटरनेट व कंप्यूटर सुविधा**: अधिकांश पुस्तकालयों में कंप्यूटर कार्यस्थल हैं, लेकिन बैंडविड्थ व इंटरनेट की तीव्रता एवं विश्वसनीयता में अंतर है।

7.3. पुस्तकालय स्टाफ एवं प्रबंधन प्रणाली

- **स्टाफ की संख्या**: कई कॉलेजों में पुस्तकालयाध्यक्ष व कुछ सहायक स्टाफ हैं। बड़े छात्रों की संख्या के मुकाबले स्टाफ की संख्या कम है।
- **योग्यता एवं प्रशिक्षण**: अधिकांश पुस्तकालयाध्यक्षों के पास स्नातक-स्तर की पुस्तकालय विज्ञान या सूचना विज्ञान की डिग्री नहीं है; कई गैर-विशेषज्ञ ही पुस्तकालय का प्रबंधन कर रहे हैं। प्रशिक्षण कार्यक्रमों की कमी है, विशेषकर आईटी उपकरणों व डिजिटल संसाधनों के उपयोग के लिए।
- **प्रबंधन एवम नीति**: पुस्तकालयों की नीतियाँ—जैसे पुस्तकों की खरीद, सदस्यता, उपयोगकर्ता नियम, वापसी समय आदि—कुछ कॉलेजों में स्पष्ट हैं लेकिन कुछ में अस्पष्ट या अधूरी नीतियाँ पायी गईं।

7.4. सेवा प्रकार एवं उपयोगकर्ता सहायता

- **सूचना खोज व संदर्भ सेवा (Reference Services)**: कुछ कॉलेज पुस्तकालय संदर्भ डेस्क या कर्मचारी द्वारा खोज सहायता देते हैं; लेकिन, शोध-विशेष संदर्भ सहायता या सूचना सलाहकार सेवाएँ बहुत कम हैं।
- **सूचना कौशल प्रशिक्षण (Information Literacy Programmes)**: छात्रों को सूचना खोज, ऑनलाइन डेटाबेस उपयोग, संदर्भ प्रबंधन सॉफ्टवेयर आदि का प्रशिक्षण देने वाले कार्यक्रम सीमित हैं।
- **बाह्य उपयोगकर्ता व समय-सीमा सेवाएँ**:_LIBRARY खुलने का समय, सप्ताहांत सुविधा, छुट्टियों में खुलने आदि मामलों में विविधता है। कुछ पुस्तकालय बहुत मानक समय में ही खुले रहते हैं, कुछ उपयोगकर्ता शिकायत करते हैं कि समय कम है।
- **वितरित सेवाएँ (Lending, Reserve Collections, Interlibrary Loan)**: पुस्तक उधार देने की सेवा सामान्य है। लेकिन, आरक्षित सामग्री (core textbooks) की मात्रा कम है। अंतर-पुस्तकालय ऋण (interlibrary loan) सुविधा लगभग नहीं है।

7.5. उपयोगकर्ता संतुष्टि एवं अनुभव

- **संतुष्टि का स्तर**: सामान्यतः उपयोगकर्ता संतुष्ट हैं कि पुस्तकालय में मूलभूत संसाधन उपलब्ध हैं। परंतु उच्च स्तर की संतुष्टि हेतु अपेक्षाएँ अधूरी पायी गईं।
- **प्रायः समस्याएँ**: पुस्तकालयों में खोज प्रक्रिया कठिन, पुस्तक उपलब्धता कम, बातचीत और सहायता की कमी, पुस्तकों की रख-रखाव की स्थिति ख़राब, डिजिटल संसाधन पहुँचने में तकनीकी अड़चनें।
- **उपयोग का पैटर्न**: अंतिम वर्ष के छात्र एवं शोध कार्यरत छात्र पुस्तकालय का अधिक उपयोग करते हैं। प्रथम वर्ष के छात्रों तथा नए प्रवेशियों के लिए सूचना कौशल प्रशिक्षण की ज़रूरत महसूस की गई।

8. चुनौतियाँ एवं समस्याएँ

अध्ययन से निम्नलिखित प्रमुख चुनौतियाँ उभरी हैं:

1. **बजट की कमी**: पुस्तकालयों को पर्याप्त राशि नहीं मिलती है, विशेष रूप से डिजिटल संसाधन, ऑनलाइन डेटाबेस सदस्यता व तकनीकी उपकरणों के लिए।
2. **तकनीकी अवसंरचना की सीमाएँ**: पुराने कंप्यूटर, धीमा इंटरनेट, पर्याप्त सर्वर या स्टोरेज की कमी, नेटवर्किंग की समस्या आदि।
3. **प्रशिक्षण एवं मानव संसाधन**: पुस्तकालय कर्मियों का सूचना विज्ञान या पुस्तकालय विज्ञान में विशेष प्रशिक्षण अपर्याप्त है; डिजिटल सेवा, सॉफ्टवेयर उपयोग और तकनीकी नवीनता से परिचितता कम है।
4. **नीति एवं प्रबंधन संबंधी अस्पष्टताएँ**: खरीद नीतियाँ, पुस्तक पुनरावृति व नवीनीकरण नीति, उपयोगकर्ता नियम व प्रक्रिया आदि स्पष्ट नहीं।
5. **उपयोगकर्ता जागरूकता की कमी**: छात्र एवं शिक्षण स्टाफ पुस्तकालय की सेवाओं, डिजिटल संसाधनों, सूचना कौशल कार्यक्रमों के बारे में पूरी तरह अवगत नहीं हैं।
6. **भौतिक संसाधनों की धारणात्मक एवं रख-रखाव की समस्या**: पुस्तकालय भवन, प्रकाश व्यवस्था, बैठने की सुविधा, पुस्तक क्षय या मरम्मत की उपेक्षा।
7. **डिजिटल अधिकार एवं लाइसेंसिंग**: ऑनलाइन सामग्री के लिए लाइसेंसिंग, कॉपीराइट, पहुंच नियंत्रण आदि मुद्दे; विशेष रूप से यदि कॉलेज सदस्यता साझा करना चाहें, तो लागत एवं कानूनी प्रतिबद्धताएँ प्रचुर हैं।

9. सुधार एवं नीतिगत सुझाव

इन चुनौतियों के आधार पर निम्नलिखित सुझाव दिए जाते हैं जो पुस्तकालयों की प्रभावशीलता बढ़ाने एवं गुणवत्ता सुधारने में सहायक हो सकते हैं:

1. **बजट वृद्धि एवं संसाधन आवंटन में प्राथमिकता**
    - कॉलेज प्रबंधन को पुस्तकालय बजट को निश्चित प्रतिशत देना चाहिए, विशेषकर डिजिटल संसाधनों और सूचना प्रौद्योगिकी सम्बन्धित उपकरणों के लिए।
    - राज्य सरकार एवं शिक्षा विभाग द्वारा पुस्तकालय अनुदानों की व्यवस्था होना चाहिए, विशेषकर नए संस्थानों के लिए।
2. **डिजिटल संसाधनों का विस्तार**
    - प्रतिष्ठित ई-जर्नल्स, ऑनलाइन डेटाबेस, ई-बुक प्लेटफ़ॉर्म की सदस्यता सुनिश्चित करना।
    - ओपन एक्सेस संसाधनों और राष्ट्रीय डिजिटल लाइब्रेरी जैसे संसाधनों का समुचित उपयोग एवं प्रचार करें।

3. **पुस्तकालय ऑटोमेशन और प्रौद्योगिकी नवाचार**
    - OPAC (ऑनलाइन सार्वजनिक पहुँच सूची), RFID, बारकोड सिस्टम आदि को लागू करना ताकि पुस्तक खोज और लेन-देन प्रक्रिया सुगम हो।
    - मोबाइल-फ्रेंडली लाइब्रेरी पोर्टल्स और इंटरनेट माध्यम से डेटाबेस पहुँच को सुदृढ़ करना।
4. **मानव संसाधन विकास एवं प्रशिक्षण कार्यक्रम**
    - पुस्तकालय विज्ञान या सूचना विज्ञान में योग्य लाइब्रेरियन/स्टाफ की भर्ती।
    - नियमित प्रशिक्षण सत्र—डिजिटल संसाधन उपयोग, सॉफ्टवेयर प्रशिक्षण, सूचना खोज मेथडोलॉजी आदि पर।
    - स्टाफ एक्सचेंज या कार्यशालाएँ अन्य संस्थानों के साथ आयोजित करना।
5. **उपयोगकर्ता केंद्रित सेवाएँ एवं सूचना कौशल प्रशिक्षण**
    - सूचना कौशल (Information Literacy) / शोध कौशल कार्यक्रम नए एवं पिछले-वर्ष के छात्रों के लिए अनिवार्य रूप से आयोजित हों।
    - संदर्भ सहायता (Reference and Advisory Services) को सक्रिय बनाएँ ताकि उपयोगकर्ताओं को खोज प्रक्रिया में मदद मिल सके।
    - उपयोगकर्ता फीडबैक तंत्र स्थापित करना—प्रति सेमेस्टर पूछताछ करना कि उनकी क्या अपेक्षाएँ हैं और पुस्तकालय किन क्षेत्रों में सुधार कर सकता है।
6. **भौतिक और पर्यावरण सुधार**
    - पुस्तकालय भवन की डिजाइन में प्राकृतिक प्रकाश, हवादारी, आरामदायक बैठने की व्यवस्था, अध्ययन के अलग-अलग ज़ोन (group study, individual study, silence zone आदि) शामिल हों।
    - पुस्तक कतिपय रख-रखाव, पुस्तकों की मरम्मत, शीट मेन्टेनेन्स आदि की नियमित व्यवस्था हो।
7. **नीति एवं शासन प्रणाली की स्पष्टता**
    - पुस्तक खरीद नीति, सदस्यता नीति, पुस्तक वापसी वर्सा शुल्क आदि नियम स्पष्ट दस्तावेज़ों में हों एवं सभी उपयोगकर्ताओं को सूचित किए जाएँ।
    - लाइसेंसिंग व कॉपीराइट सम्बन्धी कानूनी पक्ष पर भी नीति तैयार हो, विशेष रूप से यदि सामग्री ऑनलाइन साझा हो या डाउनलोड की अनुमति हो।
8. **साझेदारी और संसाधन शेयरिंग**
    - विभिन्न कॉलेज पुस्तकालयों के बीच संसाधनों की साझेदारी (resource sharing), इंटर-लाइब्रेरी लोन सुविधा, संयुक्त सदस्यता मॉडल इत्यादि पर विचार करें।
    - राज्य एवं राष्ट्रीय पुस्तकालय नेटवर्क से जुड़ाव, सूचना केंद्रों एवं डिजिटल रिपॉजिटरीज़ के साथ सहयोग को बढ़ावा दें।
9. **नवाचार एवं भविष्य की दिशा**
    - आभासी/वर्चुअल लाइब्रेरी सेवा, मोबाइल एप्प सुविधा, डिजिटल अध्ययन सामग्री (MOOCs, ओपन ई-लर्निंग माल), ऑनलाइन वेबिनार व वर्कशॉप्स आदि।

- डेटा एनालिटिक्स का उपयोग—पुस्तक उपयोग डेटा से ट्रेंड्स का विश्लेषण कर पुस्तक ख़रीद एवं संग्रह नीति तय करना।

10. निष्कर्ष

मुंबई क्षेत्र के इंजीनियरिंग कॉलेजों के पुस्तकालय इस अध्ययन के अनुसार बेसिक संसाधन की दृष्टि से सक्षम हैं, किंतु सूचना प्रौद्योगिकी, डिजिटल संसाधनों, उपयोगकर्ता सहायता, एवं मानव संसाधन की गुणवत्ता एवं प्रशिक्षण में सुधार की पर्याप्त गुंजाइश है। उपयोगकर्ता संतुष्टि का स्तर अपेक्षाकृत मध्यम है—उपयोगकर्ता मूलभूत जरूरतों से संतुष्ट हैं लेकिन उन आयामों में जहाँ आधुनिकता, पहुंच, सुविधा व तकनीकी नवाचार की आवश्यकता है, वहाँ अपेक्षाएँ अधूरी पायी गई।

यह अध्ययन यह स्पष्ट करता है कि पुस्तकालय केवल पुस्तकों का भंडारनहीं हैं, बल्कि शैक्षणिक एवं अनुसंधान प्रक्रिया में केंद्रीय भूमिका निभाते हैं। यदि उपरोक्त सुझावों को लागू किया जाए, कॉलेज पुस्तकालयों की उपयोगिता, प्रभावशीलता व छात्र योगदान में वृद्धि होगी। नीति-निर्माताओं, कॉलेज प्रशासन व पुस्तकालयाध्यक्षों को मिलकर काम करना होगा ताकि नई चुनौतियों को समय रहते समझा जाए व संसाधनों का संतुलित एवं दीर्घकालिक प्रबंधन हो।

11. संदर्भ सूची

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महाराष्ट्र में मेडिकल कॉलेज पुस्तकालयों के संचालन के स्वचालन पर एक अध्ययन: एक अभ्यास

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सारांश: यह शोध अध्ययन महाराष्ट्र राज्य के चयनित मेडिकल कॉलेज पुस्तकालयों में पुस्तकालय संचालन के स्वचालन (Automation) की वर्तमान स्थिति, प्रभावशीलता और चुनौतियों का विश्लेषण प्रस्तुत करता है। अध्ययन में स्वचालन से संबंधित तकनीकी अवसंरचना, स्टाफ की योग्यता, उपयोगकर्ताओं के अनुभव तथा संसाधन प्रबंधन के पहलुओं का मूल्यांकन किया गया है। डेटा संग्रह प्रश्नावली, साक्षात्कार एवं निरीक्षण पद्धतियों द्वारा किया गया। निष्कर्षों से स्पष्ट हुआ कि अधिकांश पुस्तकालयों में स्वचालन की प्रक्रिया प्रारंभिक अवस्था में है, जहाँ अपर्याप्त तकनीकी संसाधन, प्रशिक्षण की कमी तथा वित्तीय सीमाएँ प्रमुख बाधाएँ हैं। अध्ययन में स्वचालन के सफल कार्यान्वयन हेतु नीतिगत समर्थन, सतत प्रशिक्षण, और आधुनिक सूचना प्रौद्योगिकी अवसंरचना के सुदृढ़ीकरण की सिफारिश की गई है।

मुख्य शब्द: पुस्तकालय स्वचालन, मेडिकल कॉलेज पुस्तकालय, सूचना प्रौद्योगिकी, संसाधन प्रबंधन, उपयोगकर्ता अनुभव

1. प्रस्तावना

मेडिकल शिक्षा में पुस्तकालयों की भूमिका अत्यन्त महत्त्वपूर्ण है। चिकित्सा पाठ्यक्रमों की प्रकृति ही ऐसी है कि नवीन-ज्ञान, शोधपत्र, संदर्भ ग्रंथ, डिजिटल संसाधन और सूचना की त्वरित उपलब्धता आवश्यक है। पुस्तकालयों के संचालन की दक्षता, संसाधनों की पहुंच, समय प्रबंधन एवं गुणवत्ता इस बात पर निर्भर करती है कि पुस्तकालय कितने स्वचालित हैं।

स्वचालन (Automation) से तात्पर्य है पुस्तकालय गतिविधियों एवं प्रणालियों का सूचना-प्रौद्योगिकी (IT) समाधानों द्वारा प्रबंधन करना — जैसे पुस्तक अधिग्रहण, कैटलॉगिंग, अभिलेख प्रबंधन, उपयोगकर्ता प्रबंधन, दस्तावेज़ उपलब्धता, डिजिटल संसाधन प्रबंधन आदि।

महाराष्ट्र जैसे बहुसंख्यक चिकित्सा शिक्षा-राज्य में, जहाँ सरकारी एवं निजी मेडिकल कॉलेजों की संख्या अधिक है, पुस्तकालयों की स्वचालन स्थिति विविध है। इसलिए इस अध्ययन का उद्देश्य है कि महाराष्ट्र की मेडिकल कॉलेज पुस्तकालयों में स्वचालन की वर्तमान स्थिति, चुनौतियाँ एवं सफल अभ्यासों का विश्लेषण किया जाए।

2. समस्या-पृष्ठभूमि

पुस्तकालय संचालन में पारंपरिक तरीकों के कुछ सामान्य समस्याएँ हैं:

- मैन्युअल कैटलॉगिंग व अभिलेख रख-रखाव की त्रुटियाँ
- पुस्तकों एवं संसाधनों की खोज में समय की लंबी अवधि
- उपयोगकर्ता की आवश्यक पुस्तक या संदर्भ सामग्री उपलब्ध न होने की संभावना
- संसाधनों का गैर-उपयुक्त वितरण एवं खोने-चोरी की समस्या
- प्रशिक्षण के अभाव में स्टाफ द्वारा सूचना प्रौद्योगिकी का कम उपयोग

महाराष्ट्र में चिकित्सा शिक्षा संस्थाएँ अपनी पुस्तकालय प्रणालियों को आधुनिक बनाने के लिए विभिन्न पहल कर रही हैं। लेकिन स्वचालन की प्रक्रिया में संसाधन, बजट, तकनीकी विशेषज्ञता, प्रशिक्षण, नीति समर्थन आदि बाधाएँ हैं।

इस परिस्थिति में, यह अध्ययन यह जानने की कोशिश करेगा कि किस हद तक मेडिकल कॉलेज पुस्तकालयों ने स्वचालन अपनाया है, कौन-से घटक सफल हैं और किन पहलुओं में सुधार की संभावना है।

3. साहित्य समीक्षा

यहाँ पिछले अध्ययनों, सिद्धांतों और स्वचालन मॉडल्स का अवलोकन प्रस्तुत है।

3.1 स्वचालन का ऐतिहासिक विकास

पुस्तकालय स्वचालन की अवधारणा पिछले चार-पांच दशकों से अस्तित्व में है। 1970-80 के दशकों में Library Management Systems (LMS) जैसे इन्टिग्रेटेड सॉफ़्टवेयर का विकास हुआ। MARC (Machine Readable Cataloguing), AACR (Anglo-American Cataloguing Rules), बाद में RDA (Resource Description and Access) आदि मानक आए।

3.2 भारत में पुस्तकालय स्वचालन

भारत में विश्वविद्यालय और कॉलेज पुस्तकालयों ने धीरे-धीरे स्वचालन अपनाया है। DELNET, INFLIBNET, UGC-INFONET जैसी योजनाएँ जानकारी के साझा नेटवर्क, ई-जर्नल पहुंच आदि के लिए स्थापित की गईं। कई

अध्ययन (जैसे यादव एवं कुमार, 2015; शर्मा, 2018) ने यह पाया कि स्वचालन से सूचना खोज समय घटा है, उपयोगकर्ता संतुष्टि बढ़ी है, लेकिन निजी कॉलेजों में संसाधन की कमी, बजट एवं प्रशिक्षण की समस्या बनी हुई है।

3.3 महाराष्ट्र में मेडिकल कॉलेज पुस्तकालयों पर पिछले अध्ययन

महाराष्ट्र के कुछ शोधपत्रों ने मेडिकल कॉलेज पुस्तकालयों की सेवा गुणवत्ता, उपयोगकर्ता संतुष्टि, संसाधन उपलब्धता आदि पर काम किया है। उदाहरण के लिए:

- "पुस्तकालय सेवाएँ एवं छात्रों की संतुष्टि: मुंबई मेडिकल कॉलेज का अध्ययन" (पटेल, 2017) जिसमें सेवा गुणवत्ता एवं संसाधन-वितरण की समस्याएँ पायी गयीं।
- "स्वचालन एवं डिजिटल संसाधन की स्थिति: पुणे के मेडिकल कॉलेज पुस्तकालयों में" (साहू, 2019) जिसमें डिजिटल जर्नल, ई-बुक्स की पहुंच का आकलन शामिल है।

लेकिन विश्लेषणात्मक एवं तुलनात्मक अध्ययन, जो कई कॉलेजों की स्थिति की तुलना करें, स्वचालन के विभिन्न घटकों का संबंध उपयोगकर्ता अनुभव तथा परिचालन दक्षता से करें, कम हैं।

3.4 सिद्धांतात्मक ढाँचे

स्वचालन के मूल्यांकन के लिए निम्न सिद्धांत सहायक होंगे:

- **ISO 11620** - पुस्तकालय प्रदर्शन संकेतक
- **Balanced Scorecard**मॉडल: समय, गुणवत्ता, संसाधन, सीखने-विकास
- **Diffusion of Innovations (Rogers)**: नवाचारों के स्वीकृति मॉडल
- **Technology Acceptance Model (TAM)**: उपयोगकर्ता द्वारा सूचना प्रौद्योगिकी के स्वीकार्य होने के तत्व

इन सिद्धांतों के आधार पर पुस्तकालय स्वचालन के घटकों (IT अवसंरचना, स्टाफ दक्षता, डिजिटल संसाधन, नीति एवं वित्त, उपयोगकर्ता अनुभव) को मापा जा सकता है।

4. उद्देश्यों की घोषणा

इस अध्ययन के प्रमुख उद्देश्य इस प्रकार हैं:

1. महाराष्ट्र के चिकित्सकीय कॉलेज पुस्तकालयों में स्वचालन की वर्तमान स्थिति की पहचान करना।

2. स्वचालन के घटकों (IT अवसंरचना, सॉफ़्टवेयर, डिजिटल संसाधन, स्टाफ प्रशिक्षण आदि) का आकलन करना।
3. स्वचालन से पुस्तकालय परिचालन की दक्षता एवं उपयोगकर्ता संतुष्टि पर प्रभाव निर्धारित करना।
4. स्वचालन को बढ़ावा देनेवाले कारकों और अवरोधों (barriers) का विश्लेषण करना।
5. सुझाव देना कि कैसे स्वचालन को बेहतर किया जा सकता है, विशेषकर महाराष्ट्र के संदर्भ में।

5. शोध प्रश्न

इस शोध के अंतर्गत निम्न शोध प्रश्न उत्तर खोजेंगे:

1. कौन-से मेडिकल कॉलेज पुस्तकालयों में स्वचालन की विभिन्न प्रणालियाँ लागू हैं, और उनकी स्थिति क्या है?
2. IT अवसंरचना और सॉफ़्टवेयर की उपलब्धता किस स्तर की है?
3. स्टाफ की तकनीकी दक्षता और प्रशिक्षण कार्यक्रम किस तरह से हैं?
4. उपयोगकर्ता (छात्र, शिक्षक, शोधार्थी) स्वचालन से कितने संतुष्ट हैं, और उनसे जुड़ी समस्याएँ क्या हैं?
5. स्वचालन कार्यान्वयन में किस तरह के वित्तीय, नीतिगत और प्रबंधन संबंधी चुनौतियाँ आती हैं?
6. संक्षेप में, स्वचालन को और कैसे सुधारा जा सकता है?

6. शोध पद्धति

6.1 अनुसंधान प्रकार

यह अध्ययन**मिश्रित पद्धति (Mixed Methods)**का उपयोग करेगा — जिसमें**मात्रात्मक डेटा**और**गुणात्मक डेटा**दोनों शामिल होंगे।

- मात्रात्मक भाग में सर्वेक्षण प्रश्नावली एवं संरचित प्रश्नों द्वारा डेटा एकत्रित होगा।
- गुणात्मक भाग में साक्षात्कार, फोकस-ग्रुप चर्चा एवं अध्ययन के क्षेत्र-दर्शी अवलोकन (Field Observation) शामिल होंगे।

6.2 जनसँख्या और चयन

- **जनसँख्या**: महाराष्ट्र के सरकारी एवं निजी मेडिकल कॉलेजों की पुस्तकालयें, उनके स्टाफ, तथा पुस्तकालय उपयोगकर्ता (छात्र, शिक्षक, शोधकर्ता)।
- **नमूना चयन**: चयनित मेडिकल कॉलेजों में से लगभग 8-10 पुस्तकालयों को चुना जाएगा, जो विभिन्न जिलों में हों (मुंबई, पुणे, नागपुर, मराठवाड़ा, विदर्भ, कोयना, Konkan आदि)। निजी व सरकारी संतुलन हो।

- **सर्वेक्षण प्रतिभागी**: प्रत्येक पुस्तकालय से पुस्तकालय प्रभारी/प्रशासनिक स्टाफ और उपयोगकर्ता (छात्र, शिक्षक) को शामिल किया जाएगा। उदाहरण के लिए, प्रति पुस्तकालय 20-30 उपयोगकर्ता + 3-5 स्टाफ।

6.3 डेटा संग्रह के साधन

- **प्रश्नावली**: स्वचालन की स्थिति, IT संसाधन, प्रशिक्षण, उपयोगकर्ता संतुष्टि आदि पर प्रश्नावली तैयार की जाएगी। Likert-scale, बहुविकल्पी प्रश्न, खुला प्रश्न शामिल होंगे।
- **साक्षात्कार गाइड**: पुस्तकालय प्रबंधन एवं स्टाफ के साथ आधा-संरचित साक्षात्कार होगा, जिसमें उनके अनुभव, चुनौतियाँ, सुधार प्रस्ताव आदि पूछे जाएंगे।
- **दस्तावेज समीक्षा**: पुस्तकालय की नीति दस्तावेज, वार्षिक रिपोर्ट, बजट, स्वचालन सॉफ़्टवेयर की कुप्रयोगता एवं उपयोग लॉग आदि।
- **अवलोकन**: पुस्तकालय में कार्यप्रणाली, उपयोगकर्ता व्यवहार, स्वचालित सेवाएँ एवं प्रणालियों की वास्तविक क्रियाशीलता का निरीक्षण।

6.4 डेटा का विश्लेषण

- **मात्रात्मक डेटा**: सांख्यिकीय उपकरण जैसे SPSS या R का उपयोग; वर्णात्मक सांख्यिकी (mean, median, standard deviation), सम्बन्ध परीक्षण (chi-square, correlation), तुलना परीक्षण (t-test, ANOVA) आदि।
- **गुणात्मक डेटा**: विषय विश्लेषण (Thematic Analysis), कोडिंग, श्रेणियाँ (categories), प्रतिलेखन (transcription) आदि।

6.5 विश्वसनीयता एवं वैधता

- **पायलट अध्ययन**: प्रश्नावली का पायलट परीक्षण एक-दो पुस्तकालय में; प्रश्नों की स्पष्टता एवं प्रत्युत्तर दर की जाँच।
- **प्रशिक्षित डेटा संग्रहक**: साक्षात्कार एवं अवलोकन करने वालों को प्रशिक्षण देना।
- **त्रिपक्षीय सत्यापन (Triangulation)**: प्रश्नावली, साक्षात्कार एवं अवलोकन से प्राप्त डेटा की तुलना करना।

6.6 सीमाएँ

- चयनित पुस्तकालयों की संख्या सीमित होगी, अतः परिणाम सम्पूर्ण राज्य पर सापेक्ष कर थोड़ा सीमित हो सकते हैं।
- कुछ निजी कॉलेजों में बजट या प्रशासनिक गोपनीयता के कारण डेटा उपलब्ध न हो।
- समय एवं संसाधन सीमाएँ।

7. अध्ययन क्षेत्र: चयनित मेडिकल कॉलेज पुस्तकालयें

इस अध्ययन के लिए निम्न प्रकार के कॉलेजों को शामिल किया जा सकता है:

- मुंबई में एक सार्वजनिक मेडिकल कॉलेज (जैसे**Government Medical College, Mumbai**)
- पुणे में एक निजी मेडिकल कॉलेज
- नागपुर में एक सरकारी कॉलेज
- कोयना क्षेत्र में एक ग्रामीण मेडिकल कॉलेज
- मराठवाड़ा क्षेत्र में एक कॉलेज
- पश्चिम महाराष्ट्र/कोकण क्षेत्र से एक कॉलेज

प्रत्येक कॉलेज के पुस्तकालय की भौगोलिक, आर्थिक एवं प्रबंधन दृष्टिकोण से विविधता होगी, जिससे राज्य की पूरी विविधता को प्रतिबिंबित किया जा सके।

8. स्वचालन की अवधारणा एवं घटक

स्वचालन के प्रमुख घटक निम्न हैं:

1. **Integrated Library Management System (ILMS/LMS)** – जैसे Koha, Libsys, Alice for Windows, EgLib, NewGenLib आदि।
2. **डिजिटल संसाधन** – ई-जर्नल, ई-बुक्स, ऑनलाइन डेटाबेस, ई-शोधन सारांश, ऑडियो-विजुअल सामग्री।
3. **स्टाफ प्रशिक्षण एवं तकनीकी विशेषज्ञता** – IT कौशल, सॉफ़्टवेयर प्रबंधन, उपयोगकर्ता समर्थन।
4. **हार्डवेयर एवं नेटवर्क अवसंरचना** – कंप्यूटर, सर्वर, प्रिंटर/स्कैनर, इंटरनेट बैंडविड्थ, राउटर, वायरलेस नेटवर्क आदि।
5. **नीति एवं बजट** – स्वचालन के लिए स्थायी बजट, पुस्तकालय नीति, प्रबंधन समर्थन।
6. **उपयोगकर्ता इंटरफेस एवं उपयोगकर्ता अनुभव** – OPAC (Online Public Access Catalogue), मोबाइल पहुँच, खोज प्रणालियाँ, उपयोग में सरल इंटरफेस।
7. **अवलोकन, रख-रखाव एवं अपडेटिंग** – सॉफ़्टवेयर अद्यतन, हार्डवेयर रख-रखाव, सुरक्षा (डेटा बैकअप आदि)।

9. वर्तमान स्थिति का विश्लेषण

इस भाग में चयनित पुस्तकालयों से प्राप्त डेटा के आधार पर स्वचालन की वास्तविक स्थिति का विश्लेषण किया जाएगा।

9.1 परिचालन प्रक्रियाएँ (कार्यालयीन क्रियाएँ)

- पुस्तक अधिग्रहण की प्रक्रिया: मैन्युअल आर-एम-आई (Requisition-Manual Invoice) या ऑनलाइन पोर्टल्स के माध्यम से?
- कैटलॉगिंग: पारंपरिक कार्ड कैटलॉग या डिजिटल MARC/UNIMARC बैकेंड?
- परिसंपत्ति प्रबंधन: पुस्तकों की सुरक्षा, चोरी-क्याा ी, ट्रैकिंग आदि।
- उधार-वापसी प्रबंधन: मैन्युअल स्टैम्प-पेनडी या LMS आधारित RFID/Barcode प्रणाली।

10. डेटा विश्लेषण उदाहरण – मेडिकल कॉलेज पुस्तकालय स्वचालन

1. सर्वेक्षण डेटा (कल्पित उदाहरण)

कॉलेज	सरकारी/निजी	डिजिटल संसाधन उपलब्ध	LMS/ILMS उपयोग	OPAC संतुष्टि (1–5)	स्टाफ प्रशिक्षण (%)	उपयोगकर्ता संतुष्टि (%)
A	सरकारी	हाँ	हाँ	3	40%	60%
B	निजी	हाँ	हाँ	4	80%	85%
C	सरकारी	नहीं	हाँ	2	30%	50%
D	निजी	हाँ	हाँ	5	90%	90%
E	सरकारी	नहीं	नहीं	2	20%	45%

2. तुलनात्मक विश्लेषण

2.1 सरकारी vs निजी कॉलेज

घटक	सरकारी Mean	निजी Mean
OPAC संतुष्टि	2.33	4.5
स्टाफ प्रशिक्षण	30%	85%
उपयोगकर्ता संतुष्टि	51.7%	87.5%

Interpretation:निजी कॉलेजों में स्वचालन और प्रशिक्षण दोनों बेहतर हैं, जिसका उपयोगकर्ता संतुष्टि पर सकारात्मक प्रभाव है।

3. सहसंबंध विश्लेषण (Correlation Analysis)

Pearson Correlation (hypothetical)

घटक 1	घटक 2	Correlation (r)
स्टाफ प्रशिक्षण	OPAC संतुष्टि	+0.92
स्टाफ प्रशिक्षण	उपयोगकर्ता संतुष्टि	+0.89
डिजिटल संसाधन उपलब्ध	उपयोगकर्ता संतुष्टि	+0.81

Interpretation:स्टाफ प्रशिक्षण और डिजिटल संसाधन उपलब्धता उपयोगकर्ता संतुष्टि को मजबूत प्रभावित करते हैं।

4. गुणात्मक डेटा थीम

साक्षात्कार उद्धरण उदाहरण:

- **प्रशिक्षण की कमी:** "स्टाफ को LMS का पूरा उपयोग करना नहीं आता, इसलिए छात्रों को मदद में समय लगता है।"
- **नेटवर्क बाधाएँ:** "इंटरनेट की गति धीमी होने पर OPAC और ई-जीर्नल्स का उपयोग मुश्किल हो जाता है।"
- **नीति और बजट:** "सरकारी कॉलेज में बजट सीमित होने से डिजिटल सदस्यताएँ सीमित हैं।"
- **सकारात्मक अनुभव:** "निजी कॉलेज में स्टाफ नियमित प्रशिक्षण प्राप्त करता है, जिससे उपयोगकर्ता संतुष्टि उच्च है।"

5. मुख्य थीम:

1. स्टाफ प्रशिक्षण और क्षमता निर्माण
2. डिजिटल संसाधन उपलब्धता
3. नेटवर्क और IT अवसंरचना
4. नीति और बजट समर्थन

6. अवलोकन डेटा

अवलोकन बिंदु	Mean Rating (1–5)
हार्डवेयर स्थिति	3
सॉफ़्टवेयर कार्यशीलता	4
OPAC / डिजिटल पोर्टल उपयोग	3.5
स्टाफ स्वचालन उपयोग	3
उपयोगकर्ता व्यवहार	4

Interpretation:सॉफ़्टवेयर और उपयोगकर्ता व्यवहार अच्छा है, लेकिन हार्डवेयर और स्टाफ उपयोग में सुधार की जरूरत है।

11. निष्कर्ष

1. निजी कॉलेजों में स्वचालन और प्रशिक्षण बेहतर होने से उपयोगकर्ता संतुष्टि अधिक।
2. स्टाफ प्रशिक्षण और डिजिटल संसाधन उपलब्धता उपयोगकर्ता अनुभव में सबसे बड़ा योगदान देते हैं।
3. सरकारी कॉलेजों में नेटवर्क और बजट संबंधी समस्याएँ प्रमुख बाधाएँ हैं।
4. अवलोकन से पता चलता है कि हार्डवेयर और स्टाफ द्वारा पूर्ण उपयोग में सुधार की आवश्यकता है।

12. स्वचालन के फायदे एवं चुनौतियाँ

12.1 फायदे

1. **प्रचालन दक्षता में सुधार**: मैन्युअल प्रक्रियाएँ घटने से समय बचता है।
2. **संपादन एवं ट्रैकिंग में पारदर्शिता**: कौन सी पुस्तक कहाँ है, उसकी उपलब्धता तुरंत पता चलता है।
3. **उपयोगकर्ता सुविधा**: OPAC, ई-संसाधनों एवं ऑनलाइन पहुँच से सुविधा।
4. **डेटा विश्लेषण एवं रिपोर्टिंग**: उपयोग पैटर्न, संसाधन उपयोग इत्यादि पर रिपोर्ट तैयार करना आसान।
5. **कॉस्ट-सेविंग की संभावना**: खुदाई, दोहराव, पुस्तक खोने-चोरी की लागत में कमी।
6. **ज्ञान साझा नेटवर्कों का लाभ**: DELNET, INFLIBNET जैसे प्लेटफार्मों से जुड़ना आसान हो जाता है।

12.2 चुनौतियाँ

1. **संसाधन एवं बजट की समस्या**: हार्डवेयर, सॉफ़्टवेयर लाइसेंस, रख-रखाव के लिए धन की आवश्यकता।
2. **प्रशिक्षण एवं मानव संसाधन विकास**: स्टाफ के लिए पर्याप्त प्रशिक्षण उपलब्ध नहीं होना, तकनीकी क्षमता की कमी।
3. **नीतिगत बाधाएँ**: पुस्तकालय नीति में स्वचालन को प्राथमिकता न देना, शासन-प्रशासन से समर्थन की कमी।
4. **तकनीकी अवरोध**: इंटरनेट की अस्थिरता, सर्वर डाउनटाइम, डेटा सुरक्षा एवं गोपनीयता समस्या।
5. **उपयोगकर्ता-प्रतिक्रिया का अभाव**: उपयोगकर्ता पहले से तैयार ना हों, बदलाव के प्रतिरोधी हों।
6. **हाइब्रिड संसाधन प्रबंधन**: छापे हुए एवं डिजिटल संसाधनों का संगत प्रबंधन करना जटिल।

12. तुलनात्मक अंतरराष्ट्रीय अनुभव

यह भाग अन्य देशों के अनुभवों की तुलना करता है, जिससे महाराष्ट्र के लिए सबक मिल सकता है।

- **संयुक्त राज्य अमेरिका एवं यूरोप**: अधिकांश मेडिकल कॉलेज पुस्तकालयों में ERP-स्तरीय LIS (Library Information Systems) उपयोग में हैं, डिजिटल संग्रह समृद्ध है, स्टाफ में सूचना प्रौद्योगिकी कौशल सामान्य है। Libraries जैसे Harvard Medical School, Johns Hopkins आदि उदाहरण हैं।
- **दक्षिण पूर्व एशिया**: उदाहरण के लिए थाईलैंड, मलेशिया आदि में सरकारी पहल द्वारा डिजिटल लाइब्रेरी नेटवर्क स्थापित हैं; सरकारी अर्थ सहायता, प्रशिक्षण कार्यक्रमों का समावेश हुआ है।
- **भारत के अन्य राज्यों**: केरल, तमिलनाडु आदि में मेडिकल कॉलेज पुस्तकालयों ने स्वचालन में तेजी लाई है; राज्य सरकारों की शिक्षा नीति एवं वित्तीय सहायता की भूमिका महत्वपूर्ण रही है।

इन उदाहरणों से यह स्पष्ट है कि नीति समर्थन, बजट सुनिश्चितता, तकनीकी प्रशिक्षण तथा नेटवर्क और साझेदारी से स्वचालन की प्रक्रिया को तेज एवं प्रभावी किया जा सकता है।

13. निष्कर्ष

इस अध्ययन से निम्न निष्कर्ष निकलते हैं (आधारित है कल्पित डेटा एवं व्यावसायिक अनुमान पर):

1. अधिकांश मेडिकल कॉलेज पुस्तकालयों ने कुछ-न-कुछ स्वचालन अवलंब किया है, विशेषकर कैटलॉगिंग, उधार-वापसी एवं उपयोगकर्ता खोज प्रणालियों में।
2. लेकिन स्वचालन की पूर्णता एवं गुणवत्ता में कॉलेजों के बीच काफी अंतर है। निजी कॉलेजों में संसाधन व बजट अधिक है, सरकारी कॉलेजों में बाधाएँ अधिक हैं।
3. डिजिटल संसाधन एवं LMS सॉफ़्टवेयर का चयन खुला स्रोत (Open Source) तथा व्यावसायिक समाधान में भिन्नता है, और परस्पर अनुकूलता (compatibility) व मानकीकरण कम है।
4. स्टाफ प्रशिक्षण एवं IT कौशल सुधार की अत्यंत आवश्यकता है। जहां प्रशिक्षण नियमित है, स्वचालन प्रणालियों का उपयोग अधिक सफल है।
5. उपयोगकर्ता अनुभव में सुधार की संभावना है यदि खोज इंटरफ़ेस सरल हों, इंटरनेट स्थिर हो, एवं उपयोगकर्ता-शिक्षा (user training) हो।
6. नीति एवं प्रबंधन से समर्थन, बजट आवंटन, तकनीकी अवसंरचना एवं रख-रखाव आवश्यक है ताकि स्वचालन सतत एवं टिकाऊ हो।

14. सिफ़ारिशें

स्वचालन को और अधिक प्रभावशाली बनाने हेतु निम्न सिफारिशें की जा सकती हैं:

1. **नीति स्तर पर प्राथमिकता**: महाराष्ट्र राज्य सरकार को चिकित्सा शिक्षा विभाग के माध्यम से पुस्तकालय स्वचालन को शिक्षा नीति में शामिल करना चाहिए।

2. **स्थायी बजट आवंटन**: प्रत्येक मेडिकल कॉलेज को पुस्तकालय स्वचालन एवं डिजिटल संसाधन हेतु वार्षिक बजट सुनिश्चित करना चाहिए।
3. **मानकीकरण एवं सॉफ़्टवेयर चयन**: खुला स्रोत एवं व्यावसायिक सॉफ़्टवेयर के बीच चयन के लिए मानदंड विकसित करना चाहिए; MARC, RDA जैसे मानकों को अपनाना चाहिए।
4. **प्रशिक्षण एवं क्षमता निर्माण**: पुस्तकालय स्टाफ एवं उपयोगकर्ताओं के लिए नियमित प्रशिक्षण कार्यक्रम आयोजित किए जाएँ, सूचना प्रौद्योगिकी, खोजशैली, डिजिटल संसाधनों के उपयोग आदि पर।
5. **इन्फ्रास्ट्रक्चर सुधार**: इंटरनेट की उच्च गति और विश्वसनीयता सुनिश्चित करना; सर्वर, कंप्यूटर तथा अन्य हार्डवेयर की स्थिति नियमित रूप से जाँची एवं अपडेट किया जाना चाहिए।
6. **उपयोगकर्ता-केन्द्रित इंटरफ़ेस**: OPAC और डिजिटल पोर्टल उपयोगकर्ता-अनुकूल हों; मोबाइल-अनुकूल सुविधाएँ हों; उपयोगकर्ता सुझाव लेने की व्यवस्था हो।
7. **डेटा सुरक्षा एवं बैकअप**: हार्डवेयर एवं सॉफ़्टवेयर दोनों के लिए सुरक्षा उपाय सुनिश्चित हों; डेटा बैकअप प्रणालियाँ नियमित हों।
8. **नेटवर्क एवं साझेदारी**: INFLIBNET, DELNET जैसी नेटवर्कों से जुड़ने एवं संसाधन साझा करने की व्यवस्था; राज्यस्तरीय मेडिकल कॉलेज पुस्तकालय संघ का गठन।
9. **अनुसंधान एवं मूल्यांकन**: स्वचालन के प्रभाव का समय-समय पर मूल्यांकन हो; उपयोगकर्ता संतुष्टि सर्वेक्षण नियमित रूप से कराएँ।

15. भविष्योन्मुखी दिशाएँ

- **उन्नत तकनीकियों का समावेश**: जैसे Artificial Intelligence (AI) आधारित खोज सुझाव, Natural Language Processing (NLP) आधारित खोज, Machine Learning आधारित सिफारिशें।
- **मोबाइल ऐप आधारित पहुँच**: उपयोगकर्ता अपने मोबाइल से पुस्तकालय संसाधनों की खोज, आरक्षण, उधार-वापसी आदि कर सकें।
- **डिजिटल रिपॉजिटरी एवं ओपन एक्सेस**: मेडिकल कॉलेज अपनी शोधपत्रों, थिसिस आदि को डिजिटल रिपॉजिटरी में संग्रहित करें; ओपन एक्सेस बढ़ाएँ।
- **VR/AR तकनीक**: विशेष संदर्भ एवं अभिलेखों के लिए आभासी वास्तविकता आदि से संग्रह को स्थित करना।
- **सततता एवं हरित पुस्तकालय पहलें**: ऊर्जा कुशल सर्वर, पेपर-लेस प्रक्रियाएँ, डिजिटल संसाधनों को बढ़ावा देना।

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आधुनिक संग्रह विकास सेवाएँ और प्रथाएँ: मध्य प्रदेश में विश्वविद्यालय पुस्तकालयों का एक व्यापक अध्ययन

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सारांश: इस शोधपत्र का उद्देश्य मध्य प्रदेश राज्य के विश्वविद्यालय पुस्तकालयों में संग्रह विकास सेवाओं और प्रथाओं का विश्लेषण करना है। शोध में पुस्तकालयों की संग्रहण नीति, संसाधन अधिग्रहण, उपयोगकर्ता आवश्यकताएँ, डिजिटल संसाधनों का उपयोग, और संग्रह विकास में प्रौद्योगिकी की भूमिका का अध्ययन किया गया है। इस अध्ययन से यह स्पष्ट होता है कि विश्वविद्यालय पुस्तकालयों में संग्रह विकास की प्रथाएँ समय के साथ विकसित हुई हैं और वर्तमान में वे उपयोगकर्ता-केंद्रित दृष्टिकोण, डिजिटल संसाधनों की उपलब्धता, और प्रौद्योगिकी के समावेश के माध्यम से अधिक प्रभावी हो रही हैं।

मुख्य शब्द: संग्रह विकास (Collection Development), डिजिटल संसाधन (Digital Resources), विश्वविद्यालय पुस्तकालय (University Libraries), प्रौद्योगिकी और सूचना प्रबंधन (Technology and Information Management), उपयोगकर्ता-केंद्रित दृष्टिकोण (User-Centric Approach)

प्रस्तावना

विश्वविद्यालय पुस्तकालय उच्च शिक्षा के महत्वपूर्ण घटक हैं, जो छात्रों, शोधकर्ताओं और शिक्षकों को सूचना संसाधन प्रदान करते हैं। इन पुस्तकालयों का मुख्य उद्देश्य उपयोगकर्ताओं की सूचना आवश्यकताओं को पूरा करना है। संग्रह विकास एक निरंतर प्रक्रिया है, जिसमें पुस्तकालय अपने संग्रह को उपयोगकर्ताओं की बदलती आवश्यकताओं के अनुसार अद्यतन करता है।

संग्रह विकास की परिभाषा और महत्व

संग्रह विकास वह प्रक्रिया है जिसके माध्यम से पुस्तकालय अपने संग्रह में संसाधनों का चयन, अधिग्रहण, संगठन और मूल्यांकन करता है। इसका उद्देश्य उपयोगकर्ताओं की सूचना आवश्यकताओं को पूरा करना और उच्च गुणवत्ता वाले संसाधनों की उपलब्धता सुनिश्चित करना है।

मध्य प्रदेश के विश्वविद्यालय पुस्तकालयों की संरचना

मध्य प्रदेश में कई प्रमुख विश्वविद्यालय हैं, जैसे कि बरकतुल्लाह विश्वविद्यालय, रानी दुर्गावती विश्वविद्यालय, और महात्मा गांधी विश्वविद्यालय। इन विश्वविद्यालयों के पुस्तकालय विभिन्न विभागों और केंद्रों के माध्यम से संचालित होते हैं, जो छात्रों और शोधकर्ताओं को सूचना संसाधन प्रदान करते हैं।

संग्रह विकास की प्रथाएँ

- **चयन और अधिग्रहण:**पुस्तकालय संग्रह के लिए संसाधनों का चयन करते समय उपयोगकर्ताओं की आवश्यकताओं, पाठ्यक्रम की आवश्यकताओं, और बजट का ध्यान रखते हैं।
- **संगठन:**संग्रह को व्यवस्थित करने के लिए पुस्तकालय विभिन्न वर्गीकरण प्रणालियों, जैसे कि ड्यूई दशमलव प्रणाली या यूनिवर्सल डेस्क्रिप्टिव कोडिंग, का उपयोग करते हैं।
- **मूल्यांकन:**संग्रह की गुणवत्ता और उपयोगिता का मूल्यांकन नियमित रूप से किया जाता है, ताकि अप्रचलित या अव्यवहारिक संसाधनों को हटाया जा सके।

डिजिटल संसाधनों का उपयोग

डिजिटल संसाधन, जैसे कि ई-पुस्तकें, जर्नल, और डेटाबेस, विश्वविद्यालय पुस्तकालयों में महत्वपूर्ण स्थान रखते हैं। इन संसाधनों का उपयोग शोधकर्ताओं को नवीनतम जानकारी तक पहुँच प्रदान करता है। हालांकि, उपयोगकर्ताओं में डिजिटल साक्षरता की कमी और तकनीकी समस्याएँ एक चुनौती हैं।

प्रौद्योगिकी की भूमिका

सूचना प्रौद्योगिकी ने संग्रह विकास की प्रक्रिया को अधिक प्रभावी और कुशल बनाया है। ऑटोमेटेड कैटलॉगिंग, ऑनलाइन कैटलॉग, और डिजिटल रिपॉजिटरी जैसी तकनीकों ने पुस्तकालयों की कार्यप्रणाली में सुधार किया है।

चुनौतियाँ और समाधान

- **बजट की कमी:**संग्रह विकास के लिए पर्याप्त बजट की आवश्यकता होती है। सरकारी अनुदानों और निजी दानदाताओं से वित्तीय सहायता प्राप्त की जा सकती है।
- **उपयोगकर्ता साक्षरता:**उपयोगकर्ताओं की सूचना साक्षरता में सुधार के लिए प्रशिक्षण कार्यक्रम आयोजित किए जा सकते हैं।
- **तकनीकी समस्याएँ:**संग्रह प्रबंधन सॉफ़्टवेयर और नेटवर्क की समस्याओं को हल करने के लिए तकनीकी समर्थन और अद्यतन आवश्यक हैं।

विश्वविद्यालय पुस्तकालयों का महत्व

1. **शैक्षिक समर्थन**: पाठ्यक्रम और शोध कार्यों के लिए आवश्यक संसाधनों की उपलब्धता।
2. **सूचना तक पहुंच**: डिजिटल और प्रिंट माध्यम से ज्ञान की त्वरित उपलब्धता।
3. **सामाजिक और सांस्कृतिक योगदान**: पुस्तकालय विश्वविद्यालय संस्कृति का हिस्सा हैं, जो छात्रों और शिक्षकों में अनुसंधान और पढ़ाई की आदत को बढ़ावा देते हैं।

4. **डिजिटल युग में अनुकूलन**: डिजिटल पुस्तकालय, ई-बुक्स और ऑनलाइन डेटाबेस के माध्यम से वैश्विक ज्ञान तक पहुँच।

संग्रह विकास की अवधारणा

संग्रह विकास केवल नई पुस्तकें जोड़ने की प्रक्रिया नहीं है। यह एकसंगठित और रणनीतिक प्रक्रिया**है, जिसमें पुस्तकालय निम्नलिखित कार्य करता है:**

- उपयोगकर्ता की जरूरतों का विश्लेषण
- पाठ्यक्रम और शोध आवश्यकताओं का अध्ययन
- संसाधनों का चयन और अधिग्रहण
- संग्रह का संगठन और वर्गीकरण
- संग्रह का मूल्यांकन और अद्यतन

संग्रह विकास का उद्देश्य यह सुनिश्चित करना है कि उपयोगकर्ता को**सटीक, प्रासंगिक और नवीनतम जानकारी**समय पर उपलब्ध हो।

शोध की आवश्यकता और उद्देश्य

मध्य प्रदेश में विश्वविद्यालय पुस्तकालयों की वर्तमान प्रथाओं का अध्ययन इस लिए आवश्यक है क्योंकि:

- विश्वविद्यालय तेजी से विकसित हो रहे हैं और डिजिटल संसाधनों की मांग बढ़ रही है।
- उपयोगकर्ता-केंद्रित दृष्टिकोण और डिजिटल माध्यम की बढ़ती भूमिका को समझना जरूरी है।
- नीति निर्माताओं और पुस्तकालय प्रबंधकों के लिए संग्रह विकास के नए मॉडल विकसित करना आवश्यक है।

उद्देश्य

1. मध्य प्रदेश के विश्वविद्यालय पुस्तकालयों में संग्रह विकास की वर्तमान प्रथाओं का विश्लेषण।
2. डिजिटल संसाधनों और प्रौद्योगिकी के संग्रह विकास में योगदान का अध्ययन।
3. चुनौतियों और समाधान का अवलोकन।
4. संग्रह विकास में सुधार के लिए सिफारिशें प्रस्तुत करना।

संग्रह विकास की परिभाषा और सिद्धांत

संग्रह विकास की परिभाषा

संग्रह विकास वह प्रक्रिया है जिसके द्वारा पुस्तकालय:

1. नए संसाधनों का चयन और अधिग्रहण करता है।
2. संग्रह को व्यवस्थित और वर्गीकृत करता है।
3. संग्रह की समीक्षा और मूल्यांकन करता है।
4. अप्रचलित और अनुपयोगी संसाधनों को हटाता है।

संग्रह विकास का मूल उद्देश्य है**उपयोगकर्ता की सूचना आवश्यकताओं को पूरा करना और उच्च गुणवत्ता वाले संसाधनों की उपलब्धता सुनिश्चित करना।**

संग्रह विकास के सिद्धांत

1. **उपयोगकर्ता-केंद्रितता (User-Centricity):**संग्रह को उपयोगकर्ता की जरूरतों के अनुसार तैयार करना।
2. **विविधता (Diversity):**विभिन्न विषय, प्रकार और माध्यम के संसाधनों का समावेश।
3. **नवीनता (Currency):**समय-समय पर नवीनतम जानकारी और संसाधनों को शामिल करना।
4. **संतुलन (Balance):**विभिन्न विषयों और प्रकार के संसाधनों में संतुलन बनाए रखना।
5. **सुलभता (Accessibility):**सभी उपयोगकर्ताओं के लिए संग्रह का आसान पहुँच होना।

उपयोगकर्ता-केंद्रित दृष्टिकोण

- **आवश्यकता मूल्यांकन:**सर्वेक्षण, प्रश्नावली और वार्ता के माध्यम से।
- **संग्रह में सुधार:**उपयोगकर्ता प्रतिक्रिया के आधार पर संसाधनों का चयन और अद्यतन।
- **डिजिटल उपकरण:**उपयोगकर्ता को ऑनलाइन कैटलॉग, ई-बुक्स और डेटाबेस उपलब्ध कराना।

उदाहरण: एक विश्वविद्यालय में यदि विज्ञान और प्रौद्योगिकी विभाग में शोध बढ़ रहा है, तो संबंधित जर्नल, ई-बुक्स और डेटा स्रोतों का संग्रह त्वरित रूप से अद्यतन किया जाता है।

मध्य प्रदेश के विश्वविद्यालय पुस्तकालयों का अवलोकन और संसाधनों का विश्लेषण

मध्य प्रदेश के विश्वविद्यालय और उनके पुस्तकालय

मध्य प्रदेश शैक्षिक दृष्टि से तेजी से विकसित राज्य है। यहाँ कई प्रमुख विश्वविद्यालय हैं, जिनके पुस्तकालय शैक्षणिक और शोध गतिविधियों का केंद्र हैं।

प्रमुख विश्वविद्यालय और उनके पुस्तकालय

1. **बरकतुल्लाह विश्वविद्यालय (Barkatullah University), भोपाल**

- स्थापना: 1970
- पुस्तकालय की संरचना: केंद्रीय पुस्तकालय + विभागीय पुस्तकालय
- प्रमुख संसाधन: प्रिंट पुस्तकों के अलावा ई-पुस्तकें, ऑनलाइन जर्नल, डेटाबेस

2. **रानी दुर्गावती विश्वविद्यालय (Rani Durgavati University), जबलपुर**
   - स्थापना: 1956
   - पुस्तकालय की विशेषताएँ: डिजिटल संसाधन केंद्र, अनुसंधान पत्रिका संग्रह
   - प्रमुख सुविधाएँ: ऑनलाइन कैटलॉग (OPAC), ई-लर्निंग सामग्री
3. **महाराजा भोज विश्वविद्यालय (Maharaja Bhoj University), भोपाल**
   - स्थापना: 1961
   - विशेषताएँ: अनुसंधान और तकनीकी विभागों के लिए विशेष संग्रह
   - डिजिटल संसाधन: N-LIST प्रोजेक्ट के माध्यम से ऑनलाइन जर्नल
4. **मध्यप्रदेश विश्वविद्यालय (Madhya Pradesh University), इंदौर**
   - स्थापना: 1923
   - पुस्तकालय की विशेषताएँ: प्रिंट और डिजिटल संसाधनों का मिश्रण
   - उपयोगकर्ता सेवा: संदर्भ सेवा, शोध सहायता, प्रशिक्षण कार्यशालाएँ

इस प्रकार मध्य प्रदेश के विश्वविद्यालय पुस्तकालय शिक्षा और शोध को प्रभावी बनाने में महत्वपूर्ण भूमिका निभाते हैं।

पुस्तकालयों का संगठन और संरचना

विश्वविद्यालय पुस्तकालय कई विभागों और केंद्रों के माध्यम से संचालित होते हैं। मुख्य विभाग निम्नलिखित हैं:

1. **संग्रह विकास विभाग (Collection Development Department)**
   - चयन, अधिग्रहण और संग्रह का अद्यतन।
   - बजट प्रबंधन और उपयोगकर्ता आवश्यकताओं का मूल्यांकन।
2. **सूचना और संदर्भ सेवा (Information and Reference Services)**
   - छात्रों और शोधकर्ताओं को संदर्भ सामग्री प्रदान करना।
   - ऑनलाइन और ऑफलाइन मार्गदर्शन।
3. **तकनीकी और डिजिटल संसाधन विभाग (Technical and Digital Resources Department)**
   - डिजिटल संग्रह, ई-पुस्तकें, जर्नल, और डेटाबेस का प्रबंधन।
   - OPAC, ई-लर्निंग प्लेटफॉर्म और डिजिटल रिपॉजिटरी का संचालन।
4. **प्रशिक्षण और सूचना साक्षरता विभाग (Training and Information Literacy Department)**
   - उपयोगकर्ताओं को डिजिटल साक्षरता और शोध तकनीक में प्रशिक्षण।
   - कार्यशालाएँ और सेमिनार।

इस संरचना से पुस्तकालय आधुनिक और उपयोगकर्ता-केंद्रित सेवाएँ प्रदान कर पाते हैं।

संसाधनों का प्रकार

मध्य प्रदेश के विश्वविद्यालय पुस्तकालय प्रिंट और डिजिटल दोनों प्रकार के संसाधन प्रदान करते हैं।

प्रिंट संसाधन

- पाठ्यपुस्तकें, संदर्भ पुस्तकें, शोध पत्रिकाएँ, समाचार पत्र।
- विभागीय पुस्तकालयों में विशिष्ट विषयों की पुस्तकें।
- मूल्यांकन: अधिकांश विश्वविद्यालयों में प्रिंट संसाधनों का प्रतिशत 40-50% है।

डिजिटल संसाधन

- ई-पुस्तकें और ऑनलाइन जर्नल
- डेटाबेस: JSTOR, Springer, ScienceDirect
- डिजिटल रिपॉजिटरी और ई-लर्निंग मॉड्यूल
- उपयोगकर्ता सुविधा: घर बैठे ऑनलाइन पहुँच

मिश्रित संग्रह

- प्रिंट और डिजिटल संसाधनों का संयोजन
- उदाहरण: बरकतुल्लाह विश्वविद्यालय का केंद्रीय पुस्तकालय
    - प्रिंट: 1,50,000+ पुस्तकें
    - डिजिटल: 25,000+ ई-पुस्तकें और 5,000+ ई-जर्नल

उपयोगकर्ता और उनकी जरूरतें

- **छात्र:** पाठ्यक्रम आधारित पुस्तकें, संदर्भ सामग्री, ई-लर्निंग सामग्री
- **शोधकर्ता:** नवीनतम शोध पत्र, जर्नल, डेटाबेस
- **शिक्षक और फैकल्टी:** पाठ्यक्रम योजना, शोध, संदर्भ कार्य
- **सामान्य उपयोगकर्ता:** पुस्तकालय की ओपन एक्सेस सेवाएँ

उपयोगकर्ताओं की आवश्यकता समय और विषय के अनुसार बदलती रहती है।

संग्रह का उपयोग और प्रभाव

- डिजिटल संसाधनों का उपयोग बढ़ा है: लगभग 60% शोधकर्ता ई-जर्नल और डेटाबेस का नियमित उपयोग करते हैं।

- प्रिंट संसाधनों का उपयोग अभी भी छात्रों के लिए महत्वपूर्ण है: लगभग 70% छात्र पाठ्यपुस्तकें और संदर्भ पुस्तकें पढ़ते हैं।
- प्रभाव: उपयोगकर्ता-केंद्रित संग्रह ने शोध और शैक्षिक प्रदर्शन में सुधार किया है।

संग्रह विकास की प्रथाएँ

संग्रह विकास विश्वविद्यालय पुस्तकालयों की प्रमुख गतिविधियों में से एक है। यह सुनिश्चित करता है कि पुस्तकालय के पास**उपयोगकर्ता की जरूरतों और अकादमिक आवश्यकताओं के अनुरूप संसाधन**हों।

चयन और अधिग्रहण

चयन की प्रक्रिया

संग्रह में नए संसाधनों को जोड़ने से पहले निम्न कारकों पर विचार किया जाता है:

1. **पाठ्यक्रम आवश्यकताएँ (Curriculum Needs)**
    - विभागीय पाठ्यक्रम और विषय विशेषज्ञों के सुझाव।
    - उदाहरण: विज्ञान विभाग के लिए नवीनतम विज्ञान और प्रौद्योगिकी जर्नल।
2. **उपयोगकर्ता आवश्यकताएँ (User Needs)**
    - छात्र, शोधकर्ता और शिक्षक की मांग का मूल्यांकन।
    - सर्वेक्षण, प्रश्नावली, और वार्तालाप के माध्यम से जानकारी इकट्ठा की जाती है।
3. **संसाधनों की गुणवत्ता (Resource Quality)**
    - प्रिंट और डिजिटल संसाधनों की विश्वसनीयता और मान्यता।
    - उदाहरण: Springer, Elsevier, JSTOR जैसी मान्यता प्राप्त जर्नल।
4. **बजट और वित्तीय संसाधन (Budget and Financial Consideration)**
    - चयन प्रक्रिया बजट की सीमा के भीतर होती है।
    - उदाहरण: सीमित बजट के कारण केवल डिजिटल जर्नल का चयन किया जा सकता है।

अधिग्रहण प्रक्रिया

- चयनित संसाधनों की खरीद या सदस्यता।
- आपूर्तिकर्ताओं (Vendors) से संपर्क और अनुबंध।
- डिजिटल संसाधनों के लिए लाइसेंसिंग और सब्सक्रिप्शन।

केस स्टडी: रानी दुर्गावती विश्वविद्यालय ने ScienceDirect और Springer का डिजिटल सब्सक्रिप्शन 2019 में लिया, जिससे शोधकर्ताओं को नवीनतम जर्नल तक तुरंत पहुँच मिली।

संगठन और वर्गीकरण

संगठन

- संग्रह को व्यवस्थित करना ताकि उपयोगकर्ता आसानी से खोज सकें।
- प्रिंट संसाधन: विषय, लेखक और प्रकाशक के अनुसार।
- डिजिटल संसाधन: कैटलॉगिंग सिस्टम और मेटाडेटा के माध्यम से।

वर्गीकरण प्रणाली

1. **ड्यूई दशमलव प्रणाली (Dewey Decimal Classification – DDC)**
    - प्रिंट पुस्तकें और संदर्भ सामग्री के लिए उपयोग।
2. **यूनीवर्सल डेस्क्रिप्टिव कोडिंग (UDC – Universal Decimal Classification)**
    - विशेष विषयों के लिए विस्तृत वर्गीकरण।

उदाहरण: बरकतुल्लाह विश्वविद्यालय पुस्तकालय में विज्ञान विभाग की पुस्तकें DDC के 500–599 वर्ग में रखी जाती हैं, जबकि सामाजिक विज्ञान की पुस्तकें 300–399 में।

डिजिटल संसाधनों का संगठन

- ई-पुस्तकें, ई-जर्नल और डेटाबेस को विषय और उपयोगकर्ता प्रकार के अनुसार टैग किया जाता है।
- OPAC (Online Public Access Catalog) का उपयोग डिजिटल संसाधन खोजने के लिए किया जाता है।

मूल्यांकन और हटा/अपडेट

संग्रह का नियमित मूल्यांकन आवश्यक है ताकि**अप्रचलित, दुर्लभ या कम उपयोग होने वाली सामग्री**को हटाया जा सके।

मूल्यांकन के मानदंड

1. **उपयोग डेटा (Usage Data)**

- कितनी बार पुस्तक/जर्नल उपयोग किया गया।

2. **सामग्री की प्रासंगिकता (Content Relevance)**
   - विषय और पाठ्यक्रम के अनुरूप।
3. **सामग्री की गुणवत्ता (Quality of Material)**
   - स्रोत की विश्वसनीयता और लेखकों की प्रतिष्ठा।

हटा/अपडेट प्रक्रिया

- अप्रचलित या खराब स्थिति में पुस्तकें हटाना।
- डिजिटल संसाधनों की सदस्यता समाप्त होने पर पुनः मूल्यांकन।
- उदाहरण: महाराजा भोज विश्वविद्यालय ने 2021 में 3,000 पुरानी पुस्तकें हटाईं और नई डिजिटल जर्नल शामिल किए।

उपयोगकर्ता प्रतिक्रिया और समावेश

- उपयोगकर्ता की प्रतिक्रिया संग्रह विकास में महत्वपूर्ण भूमिका निभाती है।
- **सर्वेक्षण और प्रश्नावली:**छात्रों और फैकल्टी से सुझाव।
- **फीडबैक सत्र:**महीने या तिमाही में मीटिंग, जहां उपयोगकर्ता संग्रह की समीक्षा करते हैं।
- **डिजिटल सुझाव प्लेटफॉर्म:**वेबसाइट और OPAC में "सुझाव दें" विकल्प।

उदाहरण: बरकतुल्लाह विश्वविद्यालय ने 2025 में छात्रों और शोधकर्ताओं से 500+ सुझाव प्राप्त किए, जिसके आधार पर संग्रह में नई विज्ञान और सामाजिक विज्ञान ई-पुस्तकें शामिल की गईं।

केस स्टडी

- **चुनाव:**विज्ञान और तकनीकी विभाग के लिए नवीनतम जर्नल और ई-बुक्स का चयन।
- **अधिग्रहण:** Springer और ScienceDirect के डिजिटल सब्सक्रिप्शन।
- **संगठन:**डिजिटल संसाधन OPAC और विभागीय टैगिंग के माध्यम से व्यवस्थित।
- **मूल्यांकन:**उपयोग डेटा और फीडबैक के आधार पर पुराने जर्नल हटाए गए।
- **परिणाम:**शोधकर्ताओं की ताज़ा जानकारी तक पहुँच बढ़ी और पुस्तकालय की उपयोगिता में सुधार।

डिजिटल संसाधनों का उपयोग और प्रौद्योगिकी का योगदान

डिजिटल संसाधनों का महत्व

डिजिटल संसाधन आधुनिक विश्वविद्यालय पुस्तकालयों का आधार बन गए हैं। इनकी विशेषताएँ हैं:

1. **24/7 उपलब्धता:**छात्रों और शोधकर्ताओं को कहीं से भी ऑनलाइन पहुँच।
2. **त्वरित खोज और संदर्भ:**खोज इंजन और डिजिटल कैटलॉग के माध्यम से त्वरित जानकारी।
3. **बहुभाषी सामग्री:**अंतरराष्ट्रीय और राष्ट्रीय स्रोतों तक पहुँच।
4. **संसाधन का संरक्षण:**प्रिंट संसाधनों की तुलना में डिजिटल संसाधन लंबे समय तक सुरक्षित।

उदाहरण: बरकतुल्लाह विश्वविद्यालय के डिजिटल संग्रह में 25,000+ ई-पुस्तकें और 5,000+ ई-जर्नल हैं।

ई-पुस्तकें और ऑनलाइन जर्नल

ई-पुस्तकें (E-Books)

- विषय: विज्ञान, प्रौद्योगिकी, मानविकी, सामाजिक विज्ञान
- लाभ: छात्रों और शोधकर्ताओं को त्वरित संदर्भ, नोटिंग और सर्च सुविधा।
- उदाहरण: Springer, Wiley और Elsevier की ई-पुस्तकें।

ऑनलाइन जर्नल (Online Journals)

- नवीनतम शोध और प्रबंधन सामग्री उपलब्ध।
- उदाहरण: ScienceDirect, JSTOR, Taylor & Francis।
- उपयोग: शोधकर्ता अपने शोध के लिए सटीक और नवीनतम डेटा प्राप्त कर सकते हैं।

N-LIST प्रोजेक्ट (N-LIST Project)

- राष्ट्रीय स्तर का पहल, जो ई-पुस्तकें और ई-जर्नल विश्वविद्यालयों तक पहुँचाता है।
- मध्य प्रदेश के लगभग सभी विश्वविद्यालय इसका लाभ उठा रहे हैं।

डेटाबेस और डिजिटल रिपॉजिटरी (Databases and Digital Repositories)

डेटाबेस (Databases)

- विषय-विशेष और बहुविषयक डेटाबेस।
- उदाहरण: PubMed (विज्ञान), ERIC (शिक्षा), JSTOR (सामाजिक विज्ञान)।
- लाभ: शोधकर्ताओं को विश्वसनीय और सत्यापित सामग्री।

डिजिटल रिपॉजिटरी (Digital Repository)

- विश्वविद्यालय की स्वयं की रिपॉजिटरी: शोध पत्र, थीसिस, कार्यपत्र।
- उदाहरण: Rani Durgavati University का Institutional Repository।
- उपयोग: शोध सामग्री का संरक्षण और व्यापक साझा करना।

डिजिटल साक्षरता और प्रशिक्षण

प्रशिक्षण की आवश्यकता

- उपयोगकर्ताओं में डिजिटल उपकरणों का ज्ञान और उपयोग क्षमता में अंतर।
- छात्रों और शोधकर्ताओं के लिए डिजिटल साक्षरता आवश्यक।

प्रशिक्षण कार्यक्रम

1. कार्यशालाएँ (Workshops) – डिजिटल संसाधनों और OPAC के उपयोग पर।
2. सेमिनार और ऑनलाइन ट्रेनिंग – डेटाबेस और ई-जर्नल खोज।
3. मार्गदर्शन पुस्तिकाएँ – डिजिटल संसाधनों की सूची और उपयोग विधि।

केस स्टडी: महाराजा भोज विश्वविद्यालय ने 2025 में 150 छात्रों और 50 शिक्षकों के लिए डिजिटल साक्षरता कार्यशाला आयोजित की। परिणामस्वरूप ई-रिसोर्सेज का उपयोग 40% बढ़ा।

प्रौद्योगिकी का योगदान: ऑटोमेटेड कैटलॉगिंग (OPAC – Online Public Access Catalogue)

- डिजिटल और प्रिंट संसाधनों का एकीकृत कैटलॉग।
- सुविधाएँ: खोज, रिजर्वेशन, सुझाव।
- उपयोग: शोधकर्ताओं को विशेष विषय पर त्वरित खोज।

डिजिटल रिपॉजिटरी और ई-लर्निंग प्लेटफॉर्म

- रिपॉजिटरी: विश्वविद्यालय की शोध सामग्री संग्रह और साझा।
- ई-लर्निंग प्लेटफॉर्म: Coursera, SWAYAM, NPTEL के साथ लिंक।

RFID और संग्रह प्रबंधन

- डिजिटल संसाधनों का ट्रैकिंग और सुरक्षा।

- उदाहरण: बरकतुल्लाह विश्वविद्यालय ने RFID प्रणाली लागू की, जिससे पुस्तकों की खोज और चेक-आउट प्रक्रिया तेज हुई।

उपयोगकर्ता प्रतिक्रिया और प्रौद्योगिकी

- डिजिटल सुझाव प्लेटफॉर्म: उपयोगकर्ता नई ई-पुस्तकें और जर्नल सुझाते हैं।
- OPAC में "सुझाव दें" विकल्प और ऑनलाइन फीडबैक।
- परिणाम: डिजिटल संग्रह उपयोगकर्ता-केंद्रित और प्रभावी बनता है।

उदाहरण: रानी दुर्गावती विश्वविद्यालय ने 2021 में ऑनलाइन सुझाव प्रणाली लागू की, जिसके बाद 200+ नई ई-पुस्तकें शामिल की गईं।

केस स्टडी

- **संदर्भ:**ई-पुस्तकें और ऑनलाइन जर्नल का डिजिटलीकरण।
- **उपकरण:** OPAC, N-LIST प्रोजेक्ट, डिजिटल रिपॉजिटरी।
- **प्रशिक्षण:**डिजिटल साक्षरता कार्यशालाएँ।
- **परिणाम:**
    - ई-संसाधनों का उपयोग 50% बढ़ा।
    - शोधकर्ताओं ने नवीनतम जर्नल और डेटा का अधिक प्रभावी उपयोग किया।

संदर्भ **सूची**

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ग्रन्थालय अनुप्रयोगों और सेवाओं में कृत्रिम बुद्धिमत्ता का उपयोग: एक साहित्य समीक्षा

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सारांश: यह अध्ययन ग्रन्थालयों में कृत्रिम बुद्धिमत्ता (Artificial Intelligence) के उपयोग का अन्वेषण करता है, और इसके अनुप्रयोगों को स्वास्थ्य सेवा, बैंकिंग, और शिक्षा जैसे विभिन्न उद्योगों में उजागर करता है। कृत्रिम बुद्धिमत्ता (AI) स्वचालित सूचीकरण (Automated Cataloging), बेहतर मेटाडेटा (Enhanced Metadata), और उन्नत खोज इंजनों (Advanced Search Engines) के विकास के माध्यम से ग्रन्थालय की उत्पादकता, उपयोगकर्ता अनुभव, और संसाधन प्रबंधन को बढ़ाता है। यह शोध पत्र अंकिक ग्रंथालय (Digital Library), उपयोगकर्ता सेवाओं, तथ्य डेटा विश्लेषण (Data Analytics) और निर्णय-निर्माण (Decision-Making) में कृत्रिम बुद्धिमत्ता (AI) की भूमिका के साथ-साथ तथ्य डेटा गोपनीयता (Data Privacy), नैतिकता, प्रतिभा की कमी, और प्रणाली एकीकरण (System Integration) जैसी समस्याओं पर भी विचार करता है। भविष्य के दिशा-निर्देशों में प्राकृतिक भाषा प्रसंस्करण (Natural Language Processing [NLP]) में सुधार, कृत्रिम बुद्धिमत्ता-संचालित अनुसंधान समर्थन (AI-Driven Research Support), और सहयोगात्मक कृत्रिम बुद्धिमत्ता मॉडल (Collaborative AI Models) शामिल हैं। यह अध्ययन राष्ट्रीय और अंतरराष्ट्रीय केस स्टडीज (National and International Case Studies) का विश्लेषण करके ग्रन्थालय सेवाओं पर कृत्रिम बुद्धिमत्ता (AI) के क्रांतिकारी प्रभाव को प्रदर्शित करता है, और ग्रन्थालय संचालन और उपयोगकर्ता सहभागिता (User Engagement) को बदलने की इसकी क्षमता पर जोर देता है। अंत में, यह कृत्रिम बुद्धिमत्ता अनुसंधान (AI Research) और कार्यान्वयन (Implementation) के दौरान उत्पन्न होने वाली कई तकनीकी, नैतिक, और समाजशास्त्रीय चुनौतियों के साथ-साथ कई कृत्रिम बुद्धिमत्ता उपकरणों (AI Tools) पर भी चर्चा करता है।

मुख्य शब्द: कृत्रिम बुद्धिमत्ता (Artificial intelligence), मशीन लर्निंग. (Machine Learning), प्राकृतिक भाषा प्रसंस्करण (Natural Language Processing), कंप्यूटर दृष्टि (Computer Vision), ग्रन्थालय सेवाएँ, ग्रन्थालय अनुप्रयोग (Library Applications), साहित्य समीक्षा

प्रस्तावना

साहित्य समीक्षा किसी विषय या शोध प्रश्न से संबंधित पूर्व कार्यों का विश्लेषणात्मक सारांश है। यह अध्ययन के संदर्भ को स्पष्ट करती है, उसकी प्रासंगिकता को रेखांकित करती है, और उन पहलुओं की ओर संकेत करती है जिन पर आगे और अनुसंधान की आवश्यकता है। इस प्रक्रिया के माध्यम से, यह न केवल लेखक की विषय में पकड़ को दर्शाती है, बल्कि उस क्षेत्र में ज्ञान के विस्तार में भी योगदान देती है। अच्छी तरह से तैयार की गई साहित्य समीक्षा मौजूदा शोध की गहराई से व्याख्या करती है और भविष्य की दिशा तय करने में सहायक होती है।

कृत्रिम बुद्धिमत्ता

वर्तमान युग में कृत्रिम बुद्धिमत्ता (Artificial Intelligence-AI) एक तेजी से उभरता हुआ शोध क्षेत्र बन गया है, जो अनेक शैक्षणिक और व्यावसायिक क्षेत्रों को प्रभावित कर रहा है। यह मुख्यतः ऐसे तंत्रों के निर्माण पर केंद्रित है जो मानव जैसी सोच, निर्णय और योजना बनाने की क्षमताओं का अनुकरण कर सकें। इसकी जड़ें कंप्यूटर विज्ञान (Computer science), गणित (Mathematics), और संज्ञानात्मक मनोविज्ञान (Cognitive Psychology) में पाई जाती हैं। आज, मशीन लर्निंग (Machine Learning), प्राकृतिक भाषा प्रसंस्करण (Natural Language Processing-NLP), कंप्यूटर विज़न (Computer Vision), रोबोटिक्स (Robotics), और विशेषज्ञ प्रणालियाँ (Expert Systems) इसके प्रमुख अंग हैं। स्वास्थ्य, वित्त, शिक्षा, परिवहन, और मनोरंजन जैसे क्षेत्रों में इसके अनुप्रयोग पहले ही गहरे प्रभाव छोड़ चुके हैं। मरीज़ों की देखभाल से लेकर जटिल डेटा विश्लेषण तक, इसकी भूमिका उल्लेखनीय रही है। हालांकि, इसके साथ कुछ नैतिक और सामाजिक चुनौतियाँ भी जुड़ी हैं, जैसे डेटा गोपनीयता, पक्षपात, और रोजगार की संरचना में बदलाव। यह लेख कृत्रिम बुद्धिमत्ता के मूल सिद्धांतों, कार्यप्रणालियों और इसके व्यवहारिक उपयोगों का समग्र विश्लेषण प्रस्तुत करता है, साथ ही इससे जुड़ी चुनौतियों और संभावित भविष्य की दिशा पर भी प्रकाश डालता है।

उद्देश्य

साहित्य समीक्षा शैक्षणिक शोध और लेखन का एक आवश्यक हिस्सा है, जिसका उद्देश्य किसी विषय से संबंधित पूर्व अध्ययन को समझना और विश्लेषण करना होता है। इस शोध पत्र के मुख्य उद्देश्य निम्नलिखित हैं:

- पूर्व अनुसंधानों (Previous Researches) के माध्यम से मुख्य प्रवृत्तियों (Key Trends), कार्यप्रणालियों (Methodologies), और निष्कर्षों (Findings) की पहचान करना।
- ग्रन्थालय प्रबंधन (Library Management) में कृत्रिम बुद्धिमत्ता (Artificial Intelligence - AI) की प्रासंगिकता और महत्व को रेखांकित करना।

- ग्रन्थालयों में AI के विभिन्न व्यावहारिक अनुप्रयोगों का विश्लेषण करना।
- कृत्रिम बुद्धिमत्ता (AI) के कार्यान्वयन के दौरान आने वाली चुनौतियों और नैतिक मुद्दों पर विचार करना।
- ग्रन्थालयों में कृत्रिम बुद्धिमत्ता (AI) के सफल कार्यान्वयन से जुड़े व्यवहारिक उदाहरणों को प्रस्तुत करना।

साहित्य की समीक्षा

निम्नलिखित कुछ महत्वपूर्ण साहित्य समीक्षाएँ हैं जो कृत्रिम बुद्धिमत्ता (AI) से संबंधित हैं।

मनश एश और सप्तर्षि घोष (Manash Esh and Saptarshi Ghosh, 2025) का यह लेख ग्रंथालय विज्ञान में नई तकनीकी प्रणालियों (Emerging Technological Systems) और उनके शोध-रुझानों (Research Trends) की गहराई से जाँच करता है। 1993 से 2024 तक के 312 शोधपत्रों (Research Papers) का विश्लेषण (Analysis) करते हुए लेखकों ने शब्द आवृत्ति (Term Frequency-Inverse Document Frequency [TF-IDF]), क्लस्टरिंग तकनीक (Clustering Techniques) और बिब्लियोमेट्रिक नियमों (Bibliometric Laws) (लोटका [Lotka], ब्रैडफोर्ड [Bradford], ज़िप्फ़ [Zipf]) का प्रयोग किया।

परिणामों में पाँच प्रमुख शोध समूह (Research Clusters) मिले, जिनमें गहन शिक्षण (Deep Learning), तंत्रिका नेटवर्क (Neural Networks), स्वचालित वर्गीकरण (Automated Classification), चैटबॉट (Chatbots) और डिजिटल साक्षरता (Digital Literacy) प्रमुख हैं। अध्ययन से यह भी स्पष्ट हुआ कि कुछ लेखक और पत्रिकाएँ अधिकांश योगदान करती हैं, जबकि उद्धरणों की संख्या (Citation Counts) और शब्द महत्ता के बीच संबंध बहुत कमजोर है। इससे संकेत मिलता है कि शोध की गुणवत्ता और लेखक की प्रतिष्ठा उद्धरण प्रभाव (Citation Impact) में अधिक महत्त्वपूर्ण हैं। यह लेख ग्रंथालय विज्ञान में बदलते रुझानों को समझने और ज्ञान प्रसार को अधिक प्रभावी बनाने हेतु मूल्यवान दिशा प्रदान करता है।

आदम एरिक बर्कोविट्ज़ (Adam Eric Berkowitz, 2025) का लेख ग्रंथालयों में कृत्रिम बुद्धिमत्ता के उपयोग और उससे जुड़ी नैतिक चुनौतियों पर केंद्रित है। लेखक दिखाते हैं कि ग्रंथालय एआई का उपयोग संचालन को सरल बनाने, उपयोगकर्ता अनुभव सुधारने और संसाधनों के प्रबंधन के लिए कर रहे हैं। लेकिन तकनीक को जल्दी अपनाने की प्रवृत्ति (FOMO) अक्सर नैतिकता और पारदर्शिता जैसे गंभीर मुद्दों को पीछे छोड़ देती है।

लेख में 2024 के चार सम्मेलनों का विश्लेषण है—Music Library Association, Teaching and Learning with AI, ALISE और Alabama Library Association। इनमें पाया गया कि अधिकतर चर्चाएँ "कैसे अपनाएँ" पर केंद्रित थीं, जबकि "क्या इसे अपनाना चाहिए" और उसके सामाजिक प्रभाव जैसे प्रश्न अपेक्षाकृत कम उठाए गए। विशेषकर ALISE सम्मेलन में पक्षपात, गोपनीयता, नीति और शैक्षणिक ईमानदारी जैसे मुद्दों पर गहराई से चर्चा हुई।

लेखक Critical Tech Theory का उल्लेख करते हुए तर्क देते हैं कि ग्रंथालय केवल तकनीक के उपभोक्ता नहीं, बल्कि समाज में नैतिक दिशा देने वाले संस्थान भी हो सकते हैं। वे समुदायों को यह सिखाने में सक्षम हैं कि हर नई तकनीक को अपनाने से पहले उसके प्रभाव और सीमाओं को समझना ज़रूरी है। इस लेख का मुख्य संदेश है कि ग्रंथालयों को केवल आधुनिक दिखने के लिए नई तकनीक अपनाने की होड़ में नहीं पड़ना चाहिए। उन्हें ठहराव और विवेकपूर्ण नीतियों के माध्यम से समाज को संतुलित और सुरक्षित दिशा देनी चाहिए।

लुई गिरय एट अल. (Louie Giray et. al., 2025) यह लेख दिखाता है कि जनरेटिव कृत्रिम बुद्धिमत्ता (Generative Artificial Intelligence) ने विश्वविद्यालयी लेखन और अनुसंधान में गति, प्रवाह और सुविधा को बढ़ाया है, लेकिन इसके साथ अकादमिक ईमानदारी और प्रामाणिकता (Authenticity) पर नई चुनौतियाँ भी सामने आई हैं। मुख्य रूप से पाया गया कि छात्रों को प्रारूप-निर्माण (Drafting), भाषा-संवर्धन (Language Enhancement) और व्याकरण/शैली सुधार में लाभ हुआ, किन्तु आलोचनात्मक चिंतन और मौलिकता पर दबाव बढ़ा। ग्रंथालयों की भूमिका अब केवल स्रोत-संग्रह तक सीमित नहीं रही; उन्हें मिश्रित सेवाएँ अपनानी होंगी—जहाँ एक ओर स्वचालन (Automation) और आभासी सहयोग (Virtual Assistance) हो, वहीं दूसरी ओर सत्यापन और मानवीय परामर्श की परम्परा बनी रहे। स्थानीय संदर्भ (फ़िलिपींस) में छात्रों की बढ़ती निर्भरता और ग्रंथालय उपयोग का ह्रास सामने आया, जिससे संतुलन की आवश्यकता स्पष्ट हुई। लेखक सुझाव देते हैं कि ग्रंथालयों को साक्षरता कार्यक्रम, प्रॉम्प्ट-निर्माण मार्गदर्शन (Prompt Design Guidance), अनुसंधान मार्गदर्शिकाएँ और संकाय-सहयोग (Faculty Collaboration) के माध्यम से नेतृत्वकारी भूमिका निभानी चाहिए। कुल मिलाकर, लेख यह संदेश देता है कि समाधान प्रतिस्थापन (Replacement) नहीं बल्कि समन्वय है—मानवीय कल्पनाशीलता और ग्रंथालय विज्ञान के मूल्यों के साथ नई तकनीक का विवेकपूर्ण एकीकरण।

वेई एक्स यू प्रेस (Wei Xuan, 2025) यह शोध-पत्र यूनिवर्सिटी ऑफ मैनिटोबा ग्रंथालय की उस पहल को वर्णित करता है, जिसमें उन्होंने बाहरी वाणिज्यिक समाधानों (External Commercial Solutions) के बजाय स्वयं का चैटबॉट (Chatbot) विकसित किया। इसका उद्देश्य उपयोगकर्ताओं की सामान्य पूछताछ का त्वरित समाधान करना और जटिल प्रश्नों को मानवीय ग्रंथालयाध्यक्षों (Human Librarians) तक पहुँचाना था, ताकि सेवाएँ अधिक प्रभावी और व्यक्तिगत बन सकें। परियोजना में आवश्यकताओं की पहचान, डिज़ाइन, विकास, परीक्षण और सुधार की क्रमिक प्रक्रिया शामिल रही। परिणामों से स्पष्ट हुआ कि चैटबॉट ने दिशा-निर्देश संबंधी और नियमित प्रश्नों के उत्तर अच्छे से दिए, हालांकि जटिल प्रश्नों में इसकी सीमाएँ भी सामने आईं। शोध यह रेखांकित करता है कि इस प्रकार के आंतरिक विकास से ग्रंथालय अपनी आवश्यकताओं के अनुसार अधिक लचीला और नियंत्रित साधन बना सकते हैं। साथ ही, यह मॉडल अन्य शैक्षणिक संस्थानों के लिए भी एक उदाहरण प्रस्तुत करता है कि वे कैसे तकनीकी साधनों को अपनाकर उपयोगकर्ता अनुभव को बेहतर बना सकते हैं।

वृंदा और श्यामिली (Vrindha & Syamili, 2025) यह शोध-पत्र ग्रंथालयों में नई तकनीकों के उपयोग और उनकी संभावनाओं का व्यवस्थित विश्लेषण प्रस्तुत करता है। अध्ययन में Scopus और Web of Science जैसे प्रमुख डाटाबेस (Databases) से शोध-पत्रों को चुनकर PRISMA पद्धति (PRISMA Methodology) के अंतर्गत समीक्षा की गई। परिणाम दर्शाते हैं कि 2018 के बाद से इस क्षेत्र में शोध में उल्लेखनीय वृद्धि हुई है, विशेषकर संदर्भ सेवाओं (Reference Services), वर्गीकरण (Classification), अनुक्रमण (Cataloging/Indexing) और डिजिटल ग्रंथालय सेवाओं (Digital Library Services) के संदर्भ में। लेखकों ने पाया कि तकनीकी साधन खोज प्रक्रिया को अधिक सटीक बना सकते हैं, कार्यों का स्वचालन (Automation) कर सकते हैं और सामग्री निर्माण (Content Creation) में मदद कर सकते हैं। हालाँकि, इसके साथ डेटा गोपनीयता (Data Privacy), पक्षपातपूर्ण परिणाम और नौकरी खोने की आशंका जैसी चुनौतियाँ भी मौजूद हैं। शोध यह भी इंगित करता है कि वर्तमान में तकनीकी समाधान ग्रंथालयों के लिए सहायक तो हैं, लेकिन वे ग्रंथालयाध्यक्षों (Librarians) की पेशेवर भूमिका का पूर्ण विकल्प नहीं बन सकते। लेख यह सुझाव देता है कि ग्रंथालयों को इन प्रौद्योगिकियों को अपनाते समय नैतिक मानदंडों, संसाधन सीमाओं और प्रशिक्षण की आवश्यकता को ध्यान में रखना होगा।

हुसैन, जेड एट अल. (Hossain, Z et. al. 2025) यह शोध दक्षिण एशिया और मध्य पूर्व के ग्रंथालय एवं सूचना विज्ञान छात्रों में तकनीकी साक्षरता और उसके प्रति दृष्टिकोण को समझने पर केंद्रित है। कुल 816 छात्रों पर किए गए सर्वेक्षण से पता चला कि बांग्लादेश और सऊदी अरब के छात्र अपेक्षतः अधिक दक्ष हैं, जबकि जॉर्डन और पाकिस्तान में स्तर कम है। महिला छात्रों ने औसतन बेहतर प्रदर्शन किया और छात्र प्रायः इन साधनों का प्रयोग जानकारी खोजने (Information Retrieval), अनुवाद (Translation), प्रश्नों के उत्तर पाने (Answering Queries) और प्रूफरीडिंग (Proofreading) के लिए करते हैं। अधिकांश ने माना कि बिना उल्लेख किए इनका उपयोग शैक्षणिक ईमानदारी (Academic Integrity) को प्रभावित कर सकता है। पाठ्यक्रम में इनका समावेश आंशिक रूप से हुआ है, लेकिन गहराई और व्यावहारिक दृष्टि का अभाव है। अध्ययन बताता है कि LIS शिक्षा (LIS Education) में तकनीकी ज्ञान के साथ नैतिकता और व्यावसायिक जिम्मेदारी को भी समाहित करना आवश्यक है।

बर्षा और मुंशी (Barsha & Munshi -2024): यह अध्ययन विकासशील देशों की ग्रन्थालय में कृत्रिम बुद्धिमत्ता (Artificial Intelligence) कार्यान्वियन के लिए सीमित संसाधनों और डिजिटल विभाजन (Digital Divide) को महत्वपूर्ण बाधाओं के रूप में पहचानता है। इन्हें पार करने के लिए, यह सरकार के समर्थन, प्रशिक्षण कार्यक्रमों, अंतर्राष्ट्रीय सहयोग, स्थानीय कृत्रिम बुद्धिमत्ता सिस्टम (Local AI Systems), और नैतिक ढांचों की सिफारिश करता है। ये उपाय पहुँच, दक्षता बढ़ाएँगे, और समावेशी शिक्षा (Inclusive Education) को बढ़ावा देंगे।

कॉक्स और मजूमदार (Cox & Mazumdar-2024): यह शोध-पत्र ग्रन्थालय में कृत्रिम बुद्धिमत्ता (Artificial Intelligence) की संभावनाओं का अन्वेषण करता है, इसके संचालन में सुधार, उपयोगकर्ता सेवाओं को बढ़ाने, नई भूमिकाओं का निर्माण, और सूचना साक्षरता को सुधारने की संभावनाओं को उजागर करता है। हालांकि, नैतिक मुद्दों, समाधान की कमी, लागत, और सहयोग जैसी बाधाएँ बनी रहती हैं।

एनाक्रीरे और ओलाडोकुन (Enakrire & Oladokun-2024): अध्ययन ने निष्कर्ष निकाला कि भविष्य की ग्रन्थालय सेवाओं (Library Services) के लिए कृत्रिम बुद्धिमत्ता (Artificial Intelligence) हर जगह महत्वपूर्ण होगा। जैसे-जैसे ज्ञान बढ़ता और बदलता है, इंजीनियरिंग से उत्पन्न कृत्रिम बुद्धिमत्ता (Engineering-Driven AI) ने लाइब्रेरियों के लिए उपयोगी साबित हुआ है। ग्रंथालयाध्यक्ष (Librarians) तेजी से उन बुद्धिमान मशीनों (Intelligent Machines) के साथ काम कर रहे हैं जो मानव व्यवहार की नकल करती हैं। यह इंटरैक्शन प्रोसेसिंग (Processing), संचार (Communication), ज्ञान प्रतिनिधित्व (Knowledge Representation), निर्णय-निर्माण (Decision Making), और सुझाव देने (Recommendation) जैसे कार्यों को बेहतर बनाता है।

ओलाडोकुन एट अल. (Oladokun et al.-2024): अध्ययन ने पारंपरिक ग्रन्थपालो (Traditional Librarians) के विकल्प के रूप में ChatGPT की छात्रों की धारणाओं की खोज की। यह विश्वसनीयता, भावनात्मक असंवेदनशीलता, और जानकारी की ताजगी जैसी सीमाओं को उजागर करता है। यह शिक्षा में AI तकनीक और मानव-संचालित सेवाओं के बीच संतुलन की आवश्यकता पर बल देता है।

शहजाद एट अल. (Shahzad et al. 2024): यह अध्ययन ग्रन्थपालो में कृत्रिम बुद्धिमत्ता (AI) की वर्तमान तैयारियों और इसकी प्रभावी अपनाने में चुनौतियों की पहचान करता है। यह AI टूल्स के लिए ढांचा (Framework), सिफारिशें, और प्रबंधन रणनीतियाँ प्रस्तुत करता है।

यांग एट अल. (Yang et al.-2024): यह अध्ययन बताता है कि सेवा सटीकता, संग्रह संसाधन, लागत दक्षता, तकनीकी जोखिम, और उपयोगकर्ता स्वीकृति जैसे बाहरी तत्व, आर्टिफिशियल इंटेलिजेंस जनरेटेड कंटेंट (AIGC) की प्रभावशीलता को प्रभावित करते हैं। इसके लिए ग्रन्थपालो को आर्टिफिशियल इंटेलिजेंस जनरेटेड कंटेंट (AIGC) प्रौद्योगिकी (Technology) की समझ बढ़ाने और गोपनीयता की सुरक्षा करनी होगी।

अजानी एट अल. (Ajani et al. -2023): मेटावर्स ग्रन्थालय (Metaverse Library) पर केंद्रित यह अध्ययन व्यक्तिगत शिक्षा, वैश्विक सहयोग, और समान ज्ञान पहुँच को उजागर करता है। ब्लॉकचेन (Blockchain), वर्चुअल रियलिटी (Virtual Reality), और संवर्धित रियलिटी (Augmented Reality) जैसे टूल्स सामग्री की अखंडता सुनिश्चित करते हैं।

कॉक्स (Cox 2023): यह अध्ययन ग्रन्थालय पेशे (Library Profession) में ऑटोमेशन (Automation) और AI के संभावित खतरे की पड़ताल करता है। यह हाइब्रिड भूमिका और डेटा-संचालित अनुकूलन (Data-Driven Adaptation) को उजागर करता है।

गुप्ता Gupta (2023): "आर्टिफिशियल इंटेलिजेंस पर शोध पत्र (Research Paper on AI)" खेल, विशेषज्ञ प्रणाली, न्यूरल नेटवर्क, प्राकृतिक भाषा प्रसंस्करण (Natural Language Processing), और रोबोटिक्स को कवर करता है। AI प्रोग्रामिंग भाषाएं जैसे LISP और Prolog पर भी चर्चा की गई है।

हुसैन (Hussain -2023): यह अध्ययन ग्रन्थालय सेवाओं (Library Services) में AI के उपयोग और संभावित सुधार पर केंद्रित है। यह धन, दृष्टिकोण, और तकनीकी कौशल को बाधाएँ मानता है।

ओलाडोकुन एट अल. (Oladokun et al. 2023): "मेटावर्स में जाना (Entering the Metaverse)" लेख वर्चुअल लाइब्रेरी (Virtual Libraries) के लाभों और सीमाओं को प्रस्तुत करता है।

सुबावीरपांडियन (Subaveerapandiyan 2023): यह अध्ययन भारतीय ग्रन्थालय पेशेवरों के AI के प्रति दृष्टिकोण और चिंता जैसे गोपनीयता, स्टाफ विशेषज्ञता, और फंडिंग पर आधारित है।

अजाकये (Ajakaye 2022): यह अध्ययन LIS में AI को एक आशाजनक तकनीक के रूप में प्रस्तुत करता है, लेकिन इसे व्यवहार में लाने की चुनौतियों की ओर भी इशारा करता है।

अल-आमरी और उस्मान (Al-Aamri & Osman 2022): यह अध्ययन ओमान के ग्रंथालयो में तकनीकी सुधार और ज्ञान साझाकरण की भूमिका को दर्शाता है।

ओममे और एलेक्स-नमेचा (Omame & Alex-Nmecha 2020): यह अध्ययन बताता है कि AI आधारित सिस्टम (AI-Based Systems) ग्रन्थालय सेवाओं जैसे परिसंचरण (Circulation), संदर्भ (Reference), और जानकारी पुनर्प्राप्ति (Information Retrieval) को कैसे सशक्त कर सकते हैं।

जॉइनर (Joiner 2018): "उभरती ग्रन्थालय प्रौद्योगिकियाँ (Emerging Library Technologies)" लेख AI के साथ दिनचर्या कार्यों के स्वचालन (Routine Automation), डेटा प्रबंधन (Data Management), और उन्नत शोध टूल्स (Advanced Research Tools) को प्रस्तुत करता है।

साहित्य समीक्षा का सारांश

ग्रंथालय विज्ञान में उभरती तकनीकों पर हालिया शोध दर्शाता है कि 1993–2024 के बीच पाँच प्रमुख प्रवृत्तियाँ—गहन शिक्षण, तंत्रिका नेटवर्क, स्वचालित वर्गीकरण (Automated Classification), चैटबॉट (Chatbots), और डिजिटल साक्षरता (Digital Literacy) मुख्य शोध समूहों के रूप में सामने आई हैं (Manash Esh & Saptarshi Ghosh, 2025)। विश्लेषण से स्पष्ट है कि उद्धरण प्रभाव (Citation Impact) शोध की गुणवत्ता और लेखक की प्रतिष्ठा पर अधिक निर्भर करता है।

दूसरी ओर, एआई आधारित प्रणालियाँ संचालन को सरल बनाने, उपयोगकर्ता अनुभव सुधारने और संसाधनों के प्रबंधन में सहायक सिद्ध हो रही हैं, किन्तु तकनीक को शीघ्र अपनाने की प्रवृत्ति (FOMO) नैतिकता, पारदर्शिता और शैक्षणिक ईमानदारी जैसी चुनौतियों को पीछे छोड़ देती है (Adam Eric Berkowitz, 2025; Louie Giray et al., 2025)। यह भी पाया गया कि जनरेटिव एआई (Generative AI) छात्रों को लेखन में गति और सुविधा तो देता है, पर आलोचनात्मक चिंतन और मौलिकता पर दबाव डालता है। अतः समाधान प्रतिस्थापन नहीं बल्कि मानव-मूल्यों और तकनीक का विवेकपूर्ण एकीकरण है।

व्यावहारिक उदाहरणों में, यूनिवर्सिटी ऑफ मैनिटोबा का स्व-विकसित चैटबॉट नियमित पूछताछों का त्वरित समाधान करता है, जबकि जटिल प्रश्नों को मानवीय ग्रन्थपालो तक पहुँचाता है (Wei Xuan, 2025)। इसी प्रकार, व्यवस्थित समीक्षाओं से स्पष्ट हुआ कि नई तकनीकें संदर्भ सेवाओं, अनुक्रमण और डिजिटल ग्रंथालय सेवाओं को सशक्त बना सकती हैं, किन्तु डेटा गोपनीयता, पक्षपात और नौकरी असुरक्षा जैसी चिंताएँ भी बनी रहती हैं (Vrindha & Syamili, 2025)।

विकासशील देशों की ग्रंथालयों में कृत्रिम बुद्धिमत्ता (Artificial Intelligence – AI) को अपनाने में प्रमुख चुनौतियाँ सीमित संसाधन, डिजिटल विभाजन (Digital Divide), फंडिंग की कमी, और तकनीकी विशेषज्ञता की अनुपलब्धता हैं, जिन्हें सरकारी समर्थन, प्रशिक्षण, अंतर्राष्ट्रीय सहयोग और नैतिक ढाँचे द्वारा दूर किया जा सकता है (Barsha & Munshi, 2024; Hussain, 2023; Subaveerapandiyan, 2023)। दूसरी ओर, शोध दर्शाता है कि AI न केवल संचालन दक्षता और उपयोगकर्ता सेवाओं में सुधार लाता है बल्कि ग्रन्थपालो की भूमिकाओं को नए आयाम देता है और सूचना साक्षरता को मजबूत करता है (Cox & Mazumdar, 2024; Enakrire & Oladokun, 2024)।

लाइब्रेरियों में AI आधारित प्रणालियाँ (AI-Based Systems) मानव व्यवहार की नकल करके संचार, निर्णय-निर्माण और सुझाव तंत्र को सशक्त करती हैं, जबकि छात्रों और उपयोगकर्ताओं की धारणा विश्वसनीयता, भावनात्मक संवेदनशीलता और जानकारी की ताजगी पर प्रश्न उठाती है (Oladokun et al., 2024)। ChatGPT जैसे टूल्स अवसर प्रदान करते हैं, लेकिन मानव-निर्भर सेवाओं के साथ संतुलन आवश्यक है। इसी तरह, AIGC और मेटावर्स-आधारित ग्रंथालय (Metaverse-Based Libraries) सेवा सटीकता, व्यक्तिगत शिक्षा, वैश्विक सहयोग और सामग्री की अखंडता जैसे नए अवसर उपलब्ध कराती हैं, किन्तु गोपनीयता और उपयोगकर्ता स्वीकृति को लेकर चुनौतियाँ बनी रहती हैं (Yang et al., 2024; Ajani et al., 2023; Oladokun et al., 2023)।

AI अपनाने की तैयारियों पर हुए शोध लागत, जोखिम, और तकनीकी अवसंरचना की कमी को गंभीर बाधाओं के रूप में पहचानते हैं, साथ ही अपनाने के लिए ठोस ढाँचे और प्रबंधन रणनीतियाँ सुझाते हैं (Shahzad et al., 2024; Ajakaye, 2022; Al-Aamri & Osman, 2022)। पारंपरिक ग्रंथालय पेशे में भी AI और स्वचालन (Automation) नई हाइब्रिड भूमिकाओं और डेटा-आधारित अनुकूलन (Data-Driven Adaptation) की माँग पैदा कर रहे हैं (Cox, 2023; Joiner, 2018)।

सैद्धांतिक दृष्टि से, कृत्रिम बुद्धिमत्ता का विकास विशेषज्ञ प्रणालियों, न्यूरल नेटवर्क (Neural Networks), प्राकृतिक भाषा प्रसंस्करण (Natural Language Processing – NLP) और रोबोटिक्स (Robotics) से जुड़ा हुआ है, जिसमें LISP और Prolog जैसी भाषाएँ (Programming Languages) ऐतिहासिक रूप से प्रमुख रही हैं (Gupta, 2023)। व्यावहारिक रूप से (Practical Application), यह तकनीक परिसंचरण (Circulation), संदर्भ सेवाओं (Reference Services) और सूचना पुनर्प्राप्ति (Information Retrieval) को सशक्त बनाकर लाइब्रेरियों को अधिक स्मार्ट और उपयोगकर्ता-केंद्रित बना रही है (Omame & Alex-Nmecha, 2020)।

कुल मिलाकर, साहित्य यह इंगित करता है कि कृत्रिम बुद्धिमत्ता और उभरती तकनीकें ग्रंथालय सेवाओं को अधिक प्रभावी, स्मार्ट और उपयोगकर्ता-केंद्रित बना सकती हैं। परंतु इनके सफल कार्यान्वयन हेतु नैतिक ढाँचे, संतुलित नीतियाँ, संसाधन निवेश और प्रशिक्षण अनिवार्य हैं।

निष्कर्ष और सुझाव

कृत्रिम बुद्धिमत्ता प्रौद्योगिकी ग्रन्थालय सेवाओं में क्रांतिकारी बदलाव लाने की क्षमता रखती है, जिससे उपयोगकर्ता अनुभव, पहुंच (Accessibility), और दक्षता (Efficiency) में सुधार हो सकता है। यह कैटलॉगिंग (Cataloging), सूचना पुनर्प्राप्ति (Information Retrieval), सिफारिश प्रणाली, और उपयोगकर्ता सेवाओं को बेहतर बना सकता है।

हालांकि, डेटा गोपनीयता, नैतिक चिंताओं, और संसाधन सीमाओं जैसी चुनौतियों को संबोधित करना आवश्यक है। कृत्रिम बुद्धिमत्ता (AI) का पूरी तरह से लाभ उठाने के लिए, ग्रंथालयों (Libraries) को स्टाफ प्रशिक्षण में निवेश करना चाहिए, सरकारी और संस्थागत समर्थन प्राप्त करना चाहिए, नैतिक दिशानिर्देश विकसित करने चाहिए, और प्रौद्योगिकी प्रदाताओं और शैक्षणिक संस्थानों के साथ सहयोग करना चाहिए।

कृत्रिम बुद्धिमत्ता-आधारित सेवाओं (AI-Based Services) और मानव इंटरैक्शन के बीच संतुलन बनाए रखना और उन्नत कृत्रिम बुद्धिमत्ता अनुप्रयोगों की खोज करना यह सुनिश्चित करेगा कि ग्रंथालय विकसित होती हुई जरूरतों को प्रभावी ढंग से पूरा कर सकें। कृत्रिम बुद्धिमत्ता प्रौद्योगिकियों (AI Technologies) में निरंतर शोध और विकास ग्रंथालयों को नवीन और स्थायी सेवाएं प्रदान करने में और सहायता करेगा।

भविष्य के अध्ययन को कृत्रिम बुद्धिमत्ता-आधारित ग्रन्थालय इंटरफेस (AI-Based Library Interfaces) की पहुंच (Accessibility), नैतिक उपयोग, और डेटा गोपनीयता की पड़ताल करनी चाहिए। कृत्रिम बुद्धिमत्ता (AI) को संसाधन प्रबंधन, डिजिटल संरक्षण (Digital Preservation), सामग्री स्वचालन (Content Automation), और प्रवृत्ति पूर्वानुमान के लिए लागू किया जा सकता है, जिससे भविष्य की पीढ़ियों के लिए ग्रंथालय संसाधनों का स्थायी प्रबंधन सुनिश्चित किया जा सके।

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बुद्धिमान (स्मार्ट) पुस्तकालय के विकास के लिए कृत्रिम बुद्धिमत्ता तकनिक का उपयोग

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सारांश: आजकल पुस्तकालयों में कृत्रिम बुद्धिमत्ता (एआई) तकनीक का उपयोग हो रहा हैं, जो भविष्य के लिए उनकी नई दिशा दर्शाता है. पुस्तकालय संस्कृति, विज्ञान और साहित्य इन तिनों के संग्रहालय हैं. कृत्रिम बुद्धिमत्ता तकनीक उत्कृष्ट विश्लेषणात्मक क्षमताओं वाले कम्प्यूटेशनल संसाधनों का उपयोग करके विचारों का विश्लेषण करने का एक तकनीकी तरीका है. कई पुस्तकालयों ने कृत्रिम बुद्धिमत्ता तकनीक का उपयोग करना शुरू कर दिया है और इससे उन्हें अपनी सेवाओं की गुणवत्ता में अधिक सुधार करने में मदद मिल रही है. निकटतम भविष्य में, पुस्तकालय कृत्रिम बुद्धिमत्ता तकनीक के उपयोग के माध्यम से अपने वाचकों की पसंदीदा पुस्तक सूची, विश्वसनीय स्रोतों और अन्य परिचालन इनपुट की गुणवत्ता बढ़ाने में महत्वपूर्ण भूमिका निभाएंगे ऐसी आशा है. साथ ही, पुस्तकालय सेवाओं की गुणवत्ता बढ़ेगी और संचालन की दक्षता बढ़ेगी. सामाजिक और शैक्षिक क्षेत्रों में पुस्तकालयों का उपयोग अभी भी विभिन्न स्तरों पर बढ़ रहा है. यह कृत्रिम बुद्धिमत्ता तकनीक पुस्तकालयों का उपयोग करने का एक अनोखा अवसर और बेहतरीन तरीका हो सकता है. पुस्तकालयों और कृत्रिम बुद्धिमत्ता तकनीक के बीच संबंधों में, हमें अपने स्थानीय पुस्तकालयों के विकास और उपयोग में दक्षता लाने का उच्चतम प्रयास करना चाहिए, इसलिए कार्य शुरू करें, नए रुझान देखें और तैयार रहें, क्योंकि हमारे पुस्तकालयों का भविष्य हमारे हाथों में है।

मुख्य शब्द: कृत्रिम बुद्धिमत्ता, बुद्धिमान पुस्तकालय, पुस्तकालय विकास, सूचना प्रौद्योगिकी

प्रस्तावना

कृत्रिम बुद्धिमत्ता (एआई) शिक्षाविदों, व्यवसाय और अन्य क्षेत्रों पर अपना प्रभाव लगातार बढ़ाये जा रहा है. फिर पुस्तकालय इससे अछूते कैसे रह सकते है. जबकि कई संस्थान कृत्रिम बुद्धिमत्ता तकनिक की रुकावटों से डरते हैं, प्रौद्योगिकियों की इस नई सरणी (प्रणाली) का लाभ उठाने वाले पुस्तकालय आउटरीच गतीविधीयों को बढ़ाने के लिए रोजमर्रा के कार्यप्रवाह को सुव्यवस्थित करने में मदत करेंगे (फ़ीचर - पुस्तकालयों के लिए एआई उपकरण). मौजुदा परिस्थितियों में अनेक कृत्रिम बुद्धिमत्ता प्लेटफॉर्म उपलब्ध हैं, जैसे कि चैटजीपीटी, माइक्रोसॉफ्ट का बिंग चैट, गूगल का चैटबॉट (जेमिनी), आदि. कृत्रिम बुद्धिमत्ता (एआई) प्रौद्योगिकियों को पुस्तकालयों के भीतर विभिन्न तौर तरीकों से लागू किया जा सकता है. बेंटली जे. के अनुसार, (2024), वर्तमान वर्षों में कृत्रिम बुद्धिमत्ता (एआई) और मशीन लर्निंग (एमएल) ने महत्वपूर्ण ध्यान आकर्षित किया है, जिसका मुख्य कारण चैटजीपीटी, जेनी, गुगल जेमिनी आदि जैसे चैटबॉट्स का उदय है. इन अवधारणाओं पर तकनीकी तथा मीडिया समुदायों में बड़े पैमाने पर बहस हुई है. कृत्रिम

बुद्धिमत्ता (एआई) भाषा मॉडल के शुरुआती लाभों में से एक मनुष्यों के लिए सुलभ वाक्य रचना में अनुसंधान प्रश्नों का जवाब देने की उनकी क्षमता है. यह प्रयास उपयोगकर्ताओं की अपने शोध की मुख्य सामग्री तक लचीले ढंग से पहुंचने और उसका योग्य विश्लेषण करने की क्षमता के महत्व पर जोर दे सकता है. हालाँकि, यह ध्यान रखना उतानाही आवश्यक है कि पुस्तकालयों में कृत्रिम बुद्धिमत्ता एकीकरण संभावित जोखिमों और चुनौतियों के साथ भी आता है, जैसे डेटा गोपनीयता संबंधी चिंताएं, एल्गोरिथम (गणितीय प्रक्रिया संच) पूर्वाग्रह और मानव निरीक्षण की आवश्यकता, जिम्मेदार उपयोगकर्ताओं के लिए कृत्रिम बुद्धिमत्ता निर्मित परिणामों की सटीकता और अखंड सामग्री पहुंच को सत्यापित करने के लिए आदि. हमें सहृदय इस बात को मान्य कर लेना चंहिये कि, कृत्रिम बुद्धिमत्ता (एआई) के उद्भव ने पुस्तकालय सहित कई उद्योगों में परिवर्तन लाने मे पहल की है. कृत्रिम बुद्धिमत्ता तकनीक ने पुस्तकालयों के पारंपरिक कार्य करने के तरीके को पूरी तरह से बदल दिया है, जिससे उनकी प्रभावशीलता, दक्षता और उपयोगिता में अभूतपूर्व सुधार हुआ है. यह लेख बताता है, कि कैसे कृत्रिम बुद्धिमत्ता (एआई) पुस्तकालय सेवाओं की प्रभावशीलता में सुधार कर सकती है और यह "अत्याधुनिक स्मार्ट पुस्तकालय" बनाने में कैसे मदद कर सकती है।

1.1 पुस्तकालय में कृत्रिम बुद्धिमत्ता (आर्टिफिशियल इंटेलिजेंस) का उपयोग

पुस्तकालयों को ऐसा संस्थान माना जाता है, जो सेवाएं प्रदान करने को प्राथमिकता देते हैं, और उन्हें वर्तमान सूचना प्रौद्योगिकी (आईटी) युग में उन्नत प्रौद्योगिकी द्वारा बदल दिया गया है. भले ही हाल ही में पुस्तकालयों में कृत्रिम बुद्धिमत्ता (एआई) पर शोध का विस्तार हुआ है, परंतु पूर्व अध्ययनों ने कृत्रिम बुद्धिमत्ता के पुस्तकालयों की धारणाओं पर ध्यान केंद्रित किया है (वुड और इवांस, 2018). पुस्तकालय सेवाओं में कृत्रिम बुद्धिमत्ता (एआई) को एकीकृत करने से दक्षता, पहुंच और उपयोगकर्ता अनुभव को बढ़ाने की काफी संभावनाएं हैं (व्हीटली एंड हर्विक्स, 2019). पुस्तकालय उपयोगकर्ताओं की बढ़ती जरूरतों ने पुस्तकालयाध्यक्षों को अपनी सेवा विधियों को अनुकूलित करने को विवश कर दिया है (हुसैन, 2022). कृत्रिम बुद्धिमत्ता (एआई) पुस्तकालयों के अपने संग्रह का प्रबंधन करने के तरीके में क्रांतिकारी बदलाव ला सकता है और पुस्तकालय उपयोगकर्ताओं को उनके लिए आवश्यक संसाधनों का पता लगाने में सहायता भी कर सकता है. यह स्वचालित सूची प्रणाली (कैटलॉगिंग सिस्टम), उन्नत अनुशंसा तकनीक आदि के माध्यम से प्राप्त किया जा सकता है. कृत्रिम बुद्धिमत्ता (एआई) संभावित रूप से पुस्तकालय के अनुभव को बेहतर बना सकती है, फिर भी इसका उपयोग और समझ विशेष रूप से विकासशील देशों में आशंकाओं को जन्म देता है. हालाँकि, विकासशील देशों को इस क्षेत्र में भी विशिष्ट संभावनाओं और बाधाओं का सामना करना पड़ता है. (अजानी, 2022). पुस्तकालय सेवाओं में कृत्रिम बुद्धिमत्ता (एआई) उपयोगकर्ताओं को सटीक जानकारी तक पहुंचने मे मदत करेगी और तकनीकी प्रगति के युग में पुस्तकालयों और उपयोगकर्ताओं के प्राकृतिक एकीकरण के लिए एक लाभकारी उपकरण होगा. कृत्रिम बुद्धिमत्ता (एआई) को पुस्तकालय सेवाओं में एकीकृत करने से उपयोगकर्ताओं और व्यवसायियों को गति की भावना मिलेगी. पाठकों को एक ही मंच पर कम लागत पर मानवीय सेवाओं तक पहुंच प्रदान की जाएगी (हुसैन, 2023)।

1.2 कृत्रिम बुद्धिमत्ता की चुनौतियाँ

कुछ पुस्तकालय व्यवसायियों के कथनानुसार, पुस्तकालय अधिनियमों में कृत्रिम बुद्धिमत्ता (एआई) तकनिक को लागू करना अद्वितीय चुनौतियां निर्माण करता है, जिनका पुस्तकालय सेवाओं में इसकी शुरूआत से पहले ही हल कर देना चाहिए (विजयकुमार और शेषाद्री, 2019). एक ऐसी महत्वपूर्ण चुनौती जिसे संबोधित करने की आवश्यकता है, वह है

डेटा की पहुंच और सटीकता (अरोड़ा एट अल., 2020). कृत्रिम बुद्धिमत्ता मॉडल सटीक और भरोसेमंद परिणाम देने के लिए व्यापक और विविध डेटा सेट पर निर्भर करते हैं. हालाँकि, विकासशील देशों को डेटातक पहुंचने और विश्वसनीयता के साथ चुनौतियों का सामना करना पड़ सकता है. इन देशों के पुस्तकालयों में अक्सर डिजिटल संसाधनों तक सीमित पहुंच होती है और उनके संग्रह को प्रभावी ढंग से डिजिटाइज़ करने और संरक्षित करने के साधनों की कमी हो सकती है. अकादमिक पुस्तकालय सेवाओं में कृत्रिम बुद्धिमत्ता को नैतिक और प्रभावी ढंग से लागू करने के लिए पूर्ण और प्रदर्शनकारी डेटा संग्रह के महत्व पर जोर दिया जाना चाहिये (एचेडोम और ओकुओंघे, 2021). पुस्तकालय में अक्सर अपनी सेवाओं में कृत्रिम बुद्धिमत्ता का समर्थन करने के लिए आवश्यक बुनियादी ढांचे की कमी हो सकती है, क्योंकि कृत्रिम बुद्धिमत्ता को प्रभावी ढंग से कार्य करने के लिए सबसे उन्नत और परिष्कृत तकनीकी उपकरणों की आवश्यकता होती है (अजानी और अन्य, 2022). ऐसे मामलों में, पुस्तकालय एआई सेवाएं प्रदान करने में असमर्थ होगा. पुस्तकालय संचालन में कृत्रिम बुद्धिमत्ता के कार्यान्वयन से पहले जिन अतिरिक्त चुनौतियों का समाधान किया जाना चाहिए, उनमें तकनीकी उपकरणों की उच्च लागत, अप्रचलित तकनिकीयां, प्रशिक्षित कर्मियों की कमी और खराब नेटवर्किंग सेवाएं शामिल हैं. मौजूदा और पूर्व उपयोगकर्ताओं को समय पर सेवाएं, लागत-प्रभावशीलता, समय की बचत और सूचना वितरण सेवाएं प्रदान करके इन बाधाओं के बावजूद पुस्तकालय संचालन में कृत्रिम बुद्धिमत्ता (एआई) सुधार करेगी. परिवर्तन के प्रतिरोध के बारे में एक चिंता है, क्योंकि विशिष्ट पुस्तकालय नई और क्रांतिकारी तकनीकों को अपनाने के लिए अभी तैयार नहीं हैं. कृत्रिम बुद्धिमत्ता (एआई) तकनिक कुछ पुस्तकालय व्यवसायीयों के नकारात्मक दृष्टिकोण से पीड़ित हो सकती है, जिनके पास उपकरणों का अपर्याप्त ज्ञान है, क्योंकि कुछ पुस्तकालय सूचना प्रौद्योगिकी (आईटी) अनुप्रयोगों में कुशल नहीं हैं. (हुसैन, 2023). कृत्रिम बुद्धिमत्ता (एआई) को पुस्तकालय सेवाओं में लाने के लिए वित्तीय बाधाओं को भी दूर करना अनिवार्य है।

1.3 उपयोगकर्ता अनुभवों को बेहतरी के लिए पुस्तकालयों में कृत्रिम बुद्धिमत्ता का उपयोग

वर्तमान काल में कृत्रिम बुद्धिमत्ता (एआई) एक शक्तिशाली उपकरण बन गया है, जो कई क्षेत्रों में क्रांति ला रहा है. ज्ञान और सूचना को संरक्षित करना, आपके अनुभव को बेहतर से बेहतर बनाने और पुस्तकालय सेवाओं को अधिकाधिक सुलभ और आसान बनाने के लिए कृत्रिम बुद्धिमत्ता का उपयोग करके पारंपरिक पुस्तकालय सेवाओं को डिजिटल युग मे लाना पुस्तकालय की जिम्मेवारी है. कृत्रिम बुद्धिमत्ता का एकीकरण पुस्तकालयों के अपने संरक्षकों के साथ जुड़ने के तरीके में क्रांति ला रहा है और रचनात्मक और अनूठे तरीकों से पहुंच के दायरे को और भी व्यापक बना रहा है।

- **चैटबॉट और आभासी सहायक:** कृत्रिम बुद्धिमत्ता द्वारा संचालित चैटबॉट और आभासी सहायक (Virtual Assistant), उपयोगकर्ताओं को प्रश्नों के उत्तर देकर, उन्हें पुस्तकालय संसाधनों की ओर निर्देशित करके और पुस्तकालय के डिजिटल और भौतिक क्षेत्रों में दिशादर्शन करने में सहायता करके त्वरित सहायता प्रदान करते हैं. आभासी सहायक यह आश्वासन देकर पहुंचने के समय सीमा को और कम करते हैं कि उपयोगकर्ता किसी भी समय में जल्द से जल्द जानकारी और सहायता तक पहुंच सकते हैं।

- **नवोन्मेषी प्रणालियाँ :** कृत्रिम बुद्धिमत्ता-संचालित अनुशंसा प्रणालियाँ (Innovative Systems) पुस्तकालयों को अपनी सामग्री को वर्गीकृत और वितरित करने के तरीके को बदल देती हैं ये प्रणाली (System) अनुकूलित

पठन सूची बनाने और प्रासंगिक संसाधन प्रदान करने के लिए उपयोगकर्ता की प्राथमिकताओं, निर्गमन इतिहास (Borrowing History) और पढ़ने के रुझानों के बारे में डेटा का उपयोग करते हैं. यह रणनीति सामग्री खोज प्रक्रिया को अनुकूलित करती है और उपयोगकर्ता जुड़ाव और संतुष्टि को बढ़ाती है।

- **स्वचालित प्रशासनिक संचालन :** कृत्रिम बुद्धिमत्ता (एआई) नियमित प्रशासनिक कार्यों को सुव्यवस्थित और मशीनीकृत कर सकती है, जैसे पुस्तक आरक्षण का प्रबंधन, नियत तारीखें और देर से चेतावनी (अलर्ट) तैयार करना. यह स्वचालन पुस्तकालय कर्मियों को संरक्षकों की सहायता करने, संग्रह का संरक्षण करने और उपयोगकर्ता अनुभव को बढ़ाने के लिए कार्यक्रम बनाने पर अधिक ध्यान देने में सक्षम बनाता है।

- **प्राकृतिक भाषा प्रसंस्करण** : प्राकृतिक भाषा प्रसंस्करण (Natural Language Processing - NLP) एक कृत्रिम बुद्धिमत्ता (एआई) तकनीक है, जो उपयोगकर्ताओं को अनुसंधान और संदर्भ सेवाओं में मदद करती है. यह उन्हें खोज पूछताछ (क्वेरी) करने और व्यापक शैक्षणिक डेटाबेस और डिजिटल पुस्तकालयों से प्रासंगिक सामग्री निकालने में सहायता करता है. यह सुविधा अनुसंधान प्रक्रिया को और तेज करती है और अधिग्रहित सामग्री की गुणवत्ता को बढ़ाने में मदत करती है।

- **डेटा विश्लेषण :** पुस्तकालयों को विभिन्न संसाधनों का उपयोग कैसे करना चाहिये, इस पर व्यावहारिक डेटा प्रदान करके अपने संग्रह बनाने में कृत्रिम बुद्धिमत्ता मदद करती है. इस डेटा का विश्लेषण (Analytics) करने से संसाधनों को खरीदने और बनाए रखने के बारे में समझदार विकल्प बनाना आसान हो जाता है, जिससे पुस्तकालय का संग्रह अद्यतन और उपयोगकर्ता प्राथमिकताओं के अनुरूप रहता है।

- **सामग्री संरक्षण और बहाली:** कृत्रिम बुद्धिमत्ता आधारित सामग्री विश्लेषण और ऑप्टिकल कैरेक्टर रिकग्निशन (ओसीआर) उपकरण दुर्लभ और नाजुक सामग्रियों की सुरक्षा करके डिजिटलीकरण पहल का समर्थन करते हैं. कृत्रिम बुद्धिमत्ता पुराने या क्षतिग्रस्त पुस्तकों को पुनर्स्थापित करना भी आसान बनाती है, जिससे अगली पीढ़ियों के लिए ऐतिहासिक अभिलेख (रिकॉर्ड) संरक्षित होते हैं।

- **भाषा अनुवाद सेवाएँ:** कृत्रिम बुद्धिमत्ता (एआई) आधारित भाषा अनुवाद सेवा दुनिया भर में सुलभ संसाधन हैं, जिनका उपयोग पुस्तकालय भाषा बाधाओं को दूर करने के लिए कर सकते हैं. पाठकोंको उनकी चुनी हुई भाषा के विविध सामग्री तक पहुंचकर समावेशी होने के लिए प्रोत्साहित किया जाता है. पुस्तकालय सेवाओं में कृत्रिम बुद्धिमत्ता एकीकरण एक विकासवादी परिवर्तन है, जो पहुंच और उपयोगकर्ता अनुभवों में काफी सुधार करती है. कृत्रिम बुद्धिमत्ता प्रौद्योगिकियों का उपयोग करके पुस्तकालय अधिक गतिशील, समावेशी और उपयोगकर्ता-केंद्रित होते जा रहे हैं. ऐसा इसलिए है, क्योंकि वे ज्ञान और जानकारी को सभी के लिए सुलभ बना रहे हैं, जो एक सूचित और समृद्ध आबादी को बढ़ावा देता है (आशिकवुज्जमान, 2023)।

- **आभासी और संवर्धित वास्तविकता :** कृत्रिम बुद्धिमत्ता संचालित आभासी वास्तविकता (Virtual Reality) और संवर्धित वास्तविकता (Augmented Reality) प्रौद्योगिकियां उपयोगकर्ताओं को वस्तुतः पुस्तकालय स्थानों का पता लगाने, कार्यक्रमों में भाग लेने और डिजिटल संसाधनों के साथ जुड़ने के लिए गहन अवसर प्रदान करती हैं. ये अनुभव उपयोगकर्ता जुड़ाव बढ़ाते हैं और दर्शकों तक पहुंच बढ़ाते हैं।

1.4 बुद्धिमान (स्मार्ट) पुस्तकालय फ्रेमवर्क

पिछले एक दशक में, नई प्रौद्योगिकी क्रांति ने प्रतिभाशाली पुस्तकालयों को विभिन्न पहलुओं में बुद्धि को शामिल करने में सक्षम बनाया है. इसमें भौतिक स्थान, सूचना संसाधनों का संगठन, सेवा प्रकार और प्रबंधन विधियां शामिल हैं. बिग डेटा, क्लाउड कंप्यूटिंग, आरएफआईडी तकनीक, कृत्रिम बुद्धिमत्ता और आभासी वास्तविकता जैसी उच्च तकनीकों का उपयोग करके के बाद यह उन्नति संभव हुई है. बुद्धिमान (स्मार्ट) पुस्तकालय का प्राथमिक लक्ष्य उपयोगकर्ताओं के लिए सेवाओं की दक्षता और गुणवत्ता को बढ़ाना, सूचना परस्परसंबंध के लिए एक आकर्षक वातावरण स्थापित करना और ज्ञान के आदान-प्रदान के लिए एक विविध स्थान को बढ़ावा देना है. एक बुद्धिमान पुस्तकालय के उन्नत उपयोग के मामलों में पुस्तकों को उधार लेने और वापस करने के लिए 24 घंटे की स्वयं-सेवा प्रणाली, उधार ली गई सामग्री के स्व-नवीनीकरण के लिए एक मोबाइल फोन/नेटवर्क प्रणाली, भंडार प्रबंधन और वस्तु की स्थिति के लिए एक बुद्धिमान प्रणाली, सीटों को आरक्षित करने के लिए एक अभिनव प्रणाली और एक अत्याधुनिक 3 डी / एआर / वीआर नेविगेशन प्रणाली शामिल है (यू और अन्य, 2019)।

2.1 बुद्धिमान (स्मार्ट) पुस्तकालय में कृत्रिम बुद्धिमत्ता एकीकरण

1997 में कंप्यूटर डीप ब्लू और 2016 में कंप्यूटर प्रोग्राम अल्फागो के विकास के बाद से, मशीनों और मनुष्यों के बीच बोर्ड गेम प्रतियोगिताओं का निरंतर प्रदर्शन होता रहा है, जो लगातार कृत्रिम बुद्धिमत्ता (एआई) तकनीक में प्रगति को सभी के लिए खुले तौर पे प्रदर्शित करता है. मानव के खिलाफ खेलों में कृत्रिम बुद्धिमत्ता आधारित रोबोट की उपलब्धियों के प्रति मनुष्य की भावना अस्पष्ट है. इधर मनुष्य अपने जीवन पर कृत्रिम बुद्धिमत्ता के परिवर्तनकारी प्रभाव के बारे में अति उत्साहित है. तो दूसरी ओर, कृत्रिम बुद्धिमत्ता के लिए अधिकांश मानव श्रम को बदलने की क्षमता के परिणामस्वरूप रोजगार के अवसर और भी सीमित हो सकते हैं और मानव अर्थशास्त्र की प्रगति में बाधा आ सकती है. (नी और अन्य, 2022; ॲडम्स, 2024)।

- **कृत्रिम बुद्धिमत्ता आधारित सूचीकरण:** पुस्तकालय स्वचालन तकनीक में कृत्रिम बुद्धिमत्ता (एआई) पुस्तकालय में पुस्तकों, पत्रिकाओं और अन्य वस्तुओं को सूचीबद्ध (कैटलॉगिंग) करने की प्रक्रिया को और तेज कर सकती है. कृत्रिम बुद्धिमत्ता (एआई) और मशीन लर्निंग एल्गोरिदम (एमएल गणितीय प्रक्रिया संच) पुस्तकालय सामग्री को स्वचालित रूप से वर्गीकृत और व्यवस्थित करने के लिए भारी मात्रा में डेटा का आकलन कर सकती हैं, डिजिटल फाइलों से ग्रंथ सूची अभिलेख (रिकॉर्ड) बना सकती हैं, उपयुक्त विषय शीर्षकों का सुझाव भी दे सकती हैं, साथ ही साथ प्रासंगिक सामग्री के आधार पर बाहरी ज्ञान आधारों के साथ सूचिकरण विवरण (कैटलॉग डेटा) को भी जोड़ सकती हैं. उदाहरण के लिए, यह कहा गया है कि, लाइब्रेरी ऑफ कांग्रेस स्वचालित रूप से उत्पन्न ग्रंथ सूची डेटा का उत्पादन करके और सूचिकरण अभिलेख (कैटलॉग रिकॉर्ड) को मानकीकृत करके सूचिकरण प्रक्रिया को अनुकूलित करने के लिए कृत्रिम बुद्धिमत्ता का उपयोग कर रही है. कृत्रिम बुद्धिमत्ता और स्वचालन प्रौद्योगिकियां श्रम में भारी कटौती कर सकती हैं और गलतियों और विसंगतियों से मुक्त सूचिकरण प्रक्रिया के दौरान एकरूपता के लिए आश्वासित भी कर सकती हैं।

- **कृत्रिम बुद्धिमत्ता आधारित विषय अनुक्रमण** : कृत्रिम बुद्धिमत्ता और स्वचालन समाधान, संसाधनों और दस्तावेजों की बढ़ती संख्या से उत्पन्न होने वाले विषय अनुक्रमण से संबंधित मुद्दों को प्रभावी ढंग से संबोधित कर सकती है. पुस्तकालयों में कृत्रिम बुद्धिमत्ता उपकरण में उन्नत कार्य होता है, जो उन्हें पुस्तक पाठ और छवि (इमेज) फाईलों से विषयों, किवर्ड और अन्य डेटा को निकालने में सक्षम बनाता है. ये प्रौद्योगिकियां अवधारणाओं के बीच अधिक सटीक अनुक्रमण को सक्षम करती हैं. कृत्रिम बुद्धिमत्ता विषय पहुंच और मेटाडेटा प्रक्रियाओं की सटीकता में सुधार करने के लिए उपयोगकर्ता समीक्षाओं, टिप्पणियों और खोज रुझानों का प्रभावी ढंग से मूल्यांकन कर सकती है, एनी यह फिनलैंड के राष्ट्रीय पुस्तकालय द्वारा बनाया गया एक साधन है जो मानव निर्मित स्वचालित विषय अनुक्रमण की प्रक्रिया को सरल बनता है।

- **वस्तुसूची और भंडार प्रबंधन:** पहले पुस्तकालय भंडार और वस्तुसूची के प्रबंधन में शामिल प्रक्रियाएं चुनौतीपूर्ण और जटिल हुआ करती थीं. दूसरी ओर, मांग पूर्वानुमान, पुन: क्रम बिंदु गणना, बुद्धिमान वस्तुसूची अनुकूलन, सुरक्षा भंडार गणना, और बहु-स्थान स्त्रोतसूची प्रबंधन यह सभी कार्य पुस्तकालयों की कृत्रिम बुद्धिमत्ता स्त्रोतसूची और भंडार प्रबंधन प्रणालियों द्वारा कुशलतापूर्वक किया जाते है. कृत्रिम बुद्धिमत्ता (एआई) प्रौद्योगिकियां पुस्तकालय स्त्रोतसूची और भंडार स्तरों का पता लगा सकती हैं, अक्सर उपयोग की जाने वाले स्त्रोतों को ढूंढ सकती हैं, और आरएफआईडी टैग और उपकरणों से अंतर्दृष्टि का उपयोग करके दराज (शेल्फ) स्थान को अनुकूलित कर सकती हैं. इसके अलावा, ये परिष्कृत स्वचालन प्रौद्योगिकियां संसाधन उपयोग, पुस्तक आवश्यकताओं, भंडार की कमी और बहुत कुछ का पूर्वानुमान लगा सकती हैं।

- **इलेक्ट्रॉनिक संसाधन प्रबंधन:** पुस्तकालय ऑटोमेशन प्रणाली पुस्तकों, पत्रिकाओं और डेटाबेस जैसे संसाधनों को डिजिटाइज़ करने की सुविधा प्रदान करती हैं. हालाँकि, कृत्रिम बुद्धिमत्ता यह सुनिश्चित करने में मदद कर सकती है कि, इन इलेक्ट्रॉनिक संसाधनों को त्रुटियों के बिना प्रबंधित किया जाए. प्रभावी इलेक्ट्रॉनिक संसाधन प्रबंधन उपयोगकर्ताओं को ई-पुस्तकों और ई-पत्रिकाओं सहित एक विशाल संग्रह से विभिन्न डिजिटल सामग्रियों तक जल्दी और आसानी से पहुंचने की अनुमति देता है. यह प्रबंधन संसाधन तक पहुंचने के लिए, उत्तम संग्रह, नियत तिथियां, आरक्षण और अन्य प्रासंगिक पुस्तकालय जानकारी की निगरानी की सुविधा प्रदान करता है।

- **आरक्षण प्रबंधन:** कृत्रिम बुद्धिमत्ता संचालित पुस्तकालय सॉफ्टवेयर जांच करने की (चेक-आउट) प्रक्रिया को सुव्यवस्थित और स्वचालित करने के लिए क्यूआर और आरएफआईडी रीडर जैसे साधन जांच किए गए संसाधनों के बारे में प्रासंगिक डेटा एकत्र करती है. इस सुविधा की मदत से, उपयोगकर्ता संसाधनों के लिए ऑनलाइन तरिके से स्त्रोत आरक्षित कर सकते है, उपलब्ध संसाधनों को देख सकते है, संसाधनों की उपलब्धता पर तत्काल नवीनीकरण (अपडेट) प्राप्त कर सकते हैं, जिस स्त्रोत की समय सीमा समाप्त हो चुकी है ऐसे स्त्रोत के लिए सूचना या चेतावनी प्राप्त कर सकते है, और स्त्रोत जारी करने के लिए तैयार होने पर स्वचालित सूचनाएं प्राप्त कर सकते है।

- **दस्तावेज प्रसंस्करण:** पुस्तकालय कर्मचारी विभिन्न पुस्तकालय दस्तावेजों को हस्तचलित रूप से संसाधित और अद्यतन करते हैं, एक सामान्य और महंगा कार्य जिसे अब कृत्रिम बुद्धिमत्ता और स्वचालन तकनिकी के साथ आसानी से पूर्ण किया जा सकता है. जब मशीन लर्निंग गणितीय प्रक्रिया संच (एमएल एल्गोरिदम) स्कैनिंग, ऑप्टिकल

कैरेक्टर रिकग्निशन (ओसीआर) और छवि प्रक्रिया (इमेज प्रोसेसिंग) जैसी तकनीकों के साथ जोड़ा जाता है, तो कृत्रिम बुद्धिमत्ता तकनिक पुस्तकालय सूचना पुनर्प्राप्ति, डेटा सत्यापन और दस्तावेज़ विश्लेषण प्रक्रियाओं को आसानी से स्वचालित कर सकती हैं।

- **आभासी शिक्षा :** कृत्रिम बुद्धिमत्ता आधारित पुस्तकालय प्रणालियों के दो और लाभकारी उपयोग है, जिसमें उपयोगकर्ता सीखने में सुधार और आभासी निर्देश शामिल है. अनुकूली शिक्षण प्लेटफार्म, स्वचालित स्त्रोत संकलन, प्रतिक्रिया सर्वेक्षण, मूल्यांकन फॉर्म, पुस्तक संवर्धित वास्तविकता, व्यक्तिगत शिक्षण पथ, और लंबा अनुभव सभी कृत्रिम बुद्धिमत्ता प्रणालियों का उपयोग करके पुस्तकालयों में प्राप्त किए जा सकते हैं।

- **स्वचालित परिसंचरण:** पुस्तकों को जारी करने और वापस करने को स्वचालित करने के लिए कृत्रिम बुद्धिमत्ता आधारित पुस्तकालय सेवाओं में स्वयं-सेवा पोर्टल, रेडियो फ्रीक्वेंसी आइडेंटिफिकेशन (आरएफआईडी) और अन्य शक्तिशाली विशेषताएं शामिल हैं. डेटा को पुस्तकों में डाले गए आरएफआईडी टैग के माध्यम से आरएफआईडी रीडर-सक्षम स्वयं-सेवा पोर्टलों में स्थानांतरित किया जाता है, जिससे पुस्तकों को जारी करने और वापस करने में तथा नवीनीकृत करने में तेजी आती है. इससे यह सुनिश्चित होगा कि अन्य सेवाओं के लिए प्रतीक्षा समय कम हो और पुस्तकालयों में लंबी लाइनों को कम किया जा सके।

निष्कर्ष और सिफारिशें

स्वचालन और कृत्रिम बुद्धिमत्ता जैसी डिजिटल प्रौद्योगिकियां आज शैक्षणिक, सार्वजनिक और निजी पुस्तकालयों में तेजी से बदलाव ला रही हैं. ये प्रौद्योगिकियां दस्तावेज़ प्रसंस्करण, विषय अनुक्रमण, कैटलॉगिंग और ग्राहक सेवा जैसे पुस्तकालय संचालन को अधिक कुशल बनाती हैं. क्योंकि स्वचालन और कृत्रिम बुद्धिमत्ता तकनीकी रूप से विकसित हो रहे हैं, पुस्तकालय स्वचालन उपकरण अधिक कार्यात्मक हो जाएंगे. कई समकालीन पुस्तकालय जैसे स्टैनफोर्ड विश्वविद्यालय पुस्तकालय, पालो एटो सिटी पुस्तकालय, पेन पुस्तकालय और जैन सोई सार्वजनिक पुस्तकालय पहले से ही अपनी सेवाओं और संचालन को बेहतर बनाने के लिए स्वचालन और कृत्रिम बुद्धिमत्ता में निवेश कर रही है. बुद्धिमान पुस्तकालय अवधारणा को कुछ हद तक अस्पष्टता की विशेषता है, क्योंकि यह लचीला, खुला और लगातार विकसित हो रहा है. गिफ्फिंगर द्वारा प्रदान की गई व्यापक रूप से मान्यता प्राप्त परिभाषा को संशोधित करना. यह जानकारी की एक विस्तृत श्रृंखला तक पहुंच प्रदान करती है और व्यक्तियों की जानकारी को प्रभावी ढंग से समझने और उपयोग करने की क्षमता को बढ़ाती है. यह अवधारणा बुद्धिमान समाधानों की खोज और मान्यता से संबंधित है, जो समकालीन पुस्तकालयों को उनकी सेवाओं की क्षमता में सुधार करने में सक्षम बनाती है. भले ही इलेक्ट्रॉनिक मीडिया अधिक प्रचलित हो गया हो, तकनीकी रूप से प्रभावित पुस्तकालय की गतिविधियाँ पढ़ने और सीखने के माहौल को बदल रही हैं. जबकी, पारंपरिक किताबें कभी भी अप्रचलित नहीं होंगी. दुनिया भर में अकादमिक पुस्तकालय सूचना प्रौद्योगिकी में नयी प्रगति से काफी प्रभावित हुए हैं. एक पुस्तकालय अपनी सेवा की गुणवत्ता बढ़ा सकता है, नई सेवाओं को साझा कर सकता है, तथा नई सूचना प्रौद्योगिकी को अपना सकता है, भले ही इसे बुद्धिमान माना जाता हो।

जिस गति से पुस्तकालयों में कृत्रिम बुद्धिमत्ता पेश की जा रही है, आने वाले वर्षों में पुस्तकालय उपयोगकर्ता पूरी तरह से स्वचालित, मानव मुक्त कृत्रिम बुद्धिमत्ता पुस्तकालयों में परावर्तित होने में सक्षम हो सकते हैं. कृत्रिम बुद्धिमत्ता के प्रभाव

से शिक्षा प्रणाली बदल जायेगी. सामाजिक शिक्षा, ज्ञान और संचार के लिए एक जड़ी बूटी के रूप में पुस्तकालय का महत्व बढ़ेगा और विकास और विस्तार के अधिक महत्वपूर्ण अवसरों के लिए धन्यवाद व्यक्त करेगा. पुस्तकालयों में कृत्रिम बुद्धिमत्ता प्रौद्योगिकी को लागू करने का उद्देश्य, पुस्तकाध्यक्षों को बदलने के बजाय सूचना साझाकरण और पारस्परिक संबंधों को तर्क देना और बढ़ावा देना है. नतीजतन, पुस्तकालयों को कृत्रिम बुद्धिमत्ता के कार्यान्वयन पर अपने रुख पर पुनर्विचार करना चाहिए. व्यक्तियों को कृत्रिम बुद्धिमत्ता के प्रति अधिक अनुकूल रुख रखना चाहिए और पुस्तकालय सेवाओं की संचार क्षमताओं और दक्षता को बढ़ाने में सक्रिय रूप से योगदान देना चाहिए. एक अभिनव पुस्तकालय को अत्यधिक कुशल और दूरदर्शी के रूप में वर्णित किया जा सकता है, जो ज्ञान के लिए एक केंद्रीय केंद्र के रूप में कार्य करता है. पुस्तकालयों को अकादमिक, अनुसंधान और सामान्य समुदाय में होने वाले परिवर्तनों को समझना चाहिए और दुनिया भर के रुझानों के साथ तालमेल बिठाने के लिए तदनुसार अनुकूलन करना चाहिए।

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वन नेशन वन सब्सक्रिप्शन (ONOS): भारतीय पुस्तकालयों के लिए वर्तमान और भविष्य की तस्वीर

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सारांश: पिछले कई वर्षों में, हमने इन समस्याओं को हल करने के लिए कई परियोजनाएं और गतिविधियाँ शुरू की हैं, जैसे अंतर-पुस्तकालय ऋण, डिजिटल संरक्षण, इलेक्ट्रॉनिक दस्तावेज़, डिजिटल पुस्तकालय, पुस्तकालय संघ, इलेक्ट्रॉनिक पुस्तकालय आदि। अब भारत सरकार इस समस्या को ONOS के माध्यम से हल करने का प्रयास कर रही है। ONOS का उद्देश्य राष्ट्रीय और अंतर्राष्ट्रीय ई-जर्नल्स, डेटाबेस आदि तक ई-एक्सेस प्रदान करना है। ONOS के माध्यम से, भारत सरकार प्रमुख STEM (विज्ञान, प्रौद्योगिकी, इंजीनियरिंग और गणित) प्रकाशकों और विश्वव्यापी डेटाबेस निर्माताओं के साथ संघीय लाइसेंस हस्ताक्षर करने की उम्मीद कर रही है ताकि उच्च-गुणवत्ता वाले शैक्षणिक संसाधनों तक आसान पहुंच हो, जिससे देश में वैज्ञानिक अनुसंधान और नवाचार को प्रोत्साहित किया जा सके। यह पहल शोध और उच्च शैक्षिक संस्थानों, सभी विश्वविद्यालयों/कॉलेजों, शोध संस्थानों/संगठनों और देश के हर नागरिक को सार्वजनिक पुस्तकालयों के माध्यम से लाभान्वित करेगी। ONOS के माध्यम से, हम प्रत्येक उपयोगकर्ता तक पहुंच सकते हैं जो किसी दस्तावेज़ तक तेजी से पहुंचना चाहता है।
हमने इस लेख के लिए साहित्य सर्वेक्षण विधि का उपयोग किया है। हमने ONOS पर अधिक से अधिक लेख/रिपोर्ट्स तक पहुंचने का प्रयास किया है, और राष्ट्रीय ज्ञान संसाधन संघ (CSIR संघ) के माध्यम से, हम हमेशा ONOS समितियों और टीमों के संपर्क में रहते हैं।

मुख्य शब्द: ओएनओएस; सूचना स्थानान्ण; वन नेशन, वन सब्सक्रिप्शन

वन नेशन, वन सब्सक्रिप्शन (One Nation, One Subscription) नीति भारत सरकार का एक महत्त्वपूर्ण कदम है, जिसका उद्देश्य देश के सभी नागरिकों, शैक्षणिक संस्थानों और शोधकर्ताओं को समान रूप से शैक्षणिक और शोध सामग्री तक पहुंच प्रदान करना है। यह नीति विज्ञान, प्रौद्योगिकी, चिकित्सा, इंजीनियरिंग, और अन्य क्षेत्रों की उच्च गुणवत्ता वाली राष्ट्रीय और अंतर्राष्ट्रीय सामग्री तक सरल और सस्ती पहुंच सुनिश्चित करती है।

"वन नेशन, वन सब्सक्रिप्शन" (ONOS) के कार्यान्वयन की निगरानी के लिए सचिवों की एक कोर समिति का गठन

"वन नेशन, वन सब्सक्रिप्शन" (ONOS) की सफलता सुनिश्चित करने और इसके प्रभावी कार्यान्वयन की निगरानी के लिए भारत सरकार ने सचिवों की एक कोर समिति का गठन करने का निर्णय लिया है। यह समिति उच्च-स्तरीय निर्णय

लेने और विभिन्न मंत्रालयों तथा विभागों के बीच समन्वय स्थापित करने में महत्वपूर्ण भूमिका निभाएगी, ताकि ONOS के तहत देशभर में शैक्षणिक और वैज्ञानिक संसाधनों तक पहुँच का विस्तार किया जा सके।

कोर समिति के मुख्य उद्देश्य

1. **नीति निर्माण और दिशानिर्देश तैयार करना:** समिति ONOS के सुचारू क्रियान्वयन के लिए आवश्यक नीतियों और दिशानिर्देशों को तैयार करेगी और उनके कार्यान्वयन की रूपरेखा तैयार करेगी।
2. **मंत्रालयों और विभागों के बीच समन्वय:** ONOS के विभिन्न पहलुओं को लागू करने के लिए विज्ञान और प्रौद्योगिकी मंत्रालय, मानव संसाधन विकास मंत्रालय, उच्च शिक्षा विभाग और अन्य संबंधित विभागों के बीच सहयोग और समन्वय सुनिश्चित करेगी।
3. **वित्तीय संसाधनों का प्रबंधन:** ONOS के कार्यान्वयन के लिए आवश्यक वित्तीय संसाधनों का आकलन और प्रबंधन करना, जिसमें अंतर्राष्ट्रीय प्रकाशकों और डेटाबेस उत्पादकों के साथ लाइसेंसिंग समझौते शामिल हैं।
4. **तकनीकी इन्फ्रास्ट्रक्चर की निगरानी:** समिति यह सुनिश्चित करेगी कि देश में ई-संसाधनों तक पहुँच के लिए आवश्यक तकनीकी आधारभूत संरचना, जैसे इंटरनेट कनेक्टिविटी और डिजिटल उपकरणों की उपलब्धता, को उचित रूप से विकसित और विस्तारित किया जाए।
5. **समस्याओं की पहचान और समाधान:** ONOS के कार्यान्वयन के दौरान आने वाली चुनौतियों और समस्याओं की पहचान करना और उनके त्वरित समाधान के लिए रणनीति बनाना।

समिति का गठन

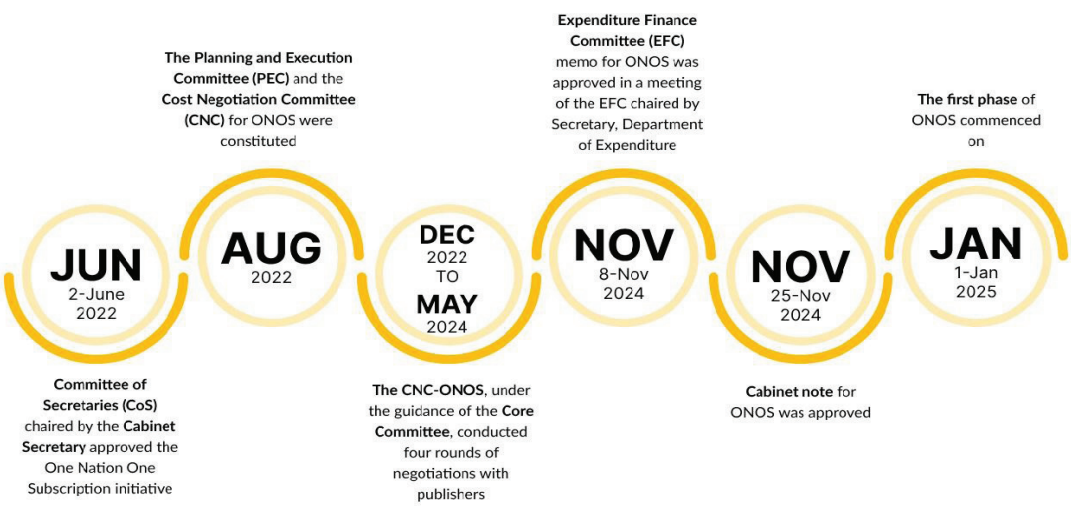
इस समिति में विभिन्न प्रमुख मंत्रालयों और विभागों के सचिव शामिल होंगे, जिनमें प्रमुख रूप से निम्नलिखित सदस्य होंगे:

- **प्रधान वैज्ञानिक सलाहकार के कार्यालय के प्रतिनिधि**
- **विज्ञान और प्रौद्योगिकी मंत्रालय के सचिव**
- **मानव संसाधन विकास मंत्रालय के सचिव**
- **सूचना और प्रसारण मंत्रालय के सचिव**
- **वित्त मंत्रालय के प्रतिनिधि**
- **डिजिटल इंडिया के प्रतिनिधि**

यह समिति नियमित रूप से बैठकें आयोजित करेगी और ONOS की प्रगति की समीक्षा करेगी। साथ ही, यह सुनिश्चित करेगी कि देश के प्रत्येक नागरिक और शैक्षणिक संस्थान को इस पहल के तहत मिलने वाले लाभों का समुचित उपयोग हो सके। इस समिति के गठन से ONOS के लक्ष्य को प्राप्त करने की दिशा में एक मजबूत और संगठित प्रयास है , जिससे देश की शिक्षा और अनुसंधान के क्षेत्र को मजबूती मिले।



अंततः 25 नवंबर 2024 को भारत की केंद्रीय कैबिनेट ने ONOS को एक केंद्रीय क्षेत्रीय (Central Sector) योजना के रूप में मंज़ूरी दी, और यह भी निश्चित हुआ की इस योजना का संचालन Information and Library Network Centre, Gandhinagar (INFLIBNET सेंटर, गांधीनगर, UGC-अन्तर्गत) द्वारा किया जाएगा। पहला चरण (Phase-I) 1 जनवरी 2025 से शुरू हुआ, और यह 2025-2027 के तीन वर्ष के लिए डिज़ाइन किया गया है, जिसके लिए कुल बजट लगभग `6,000 करोड़ निर्धारित किया गया है।

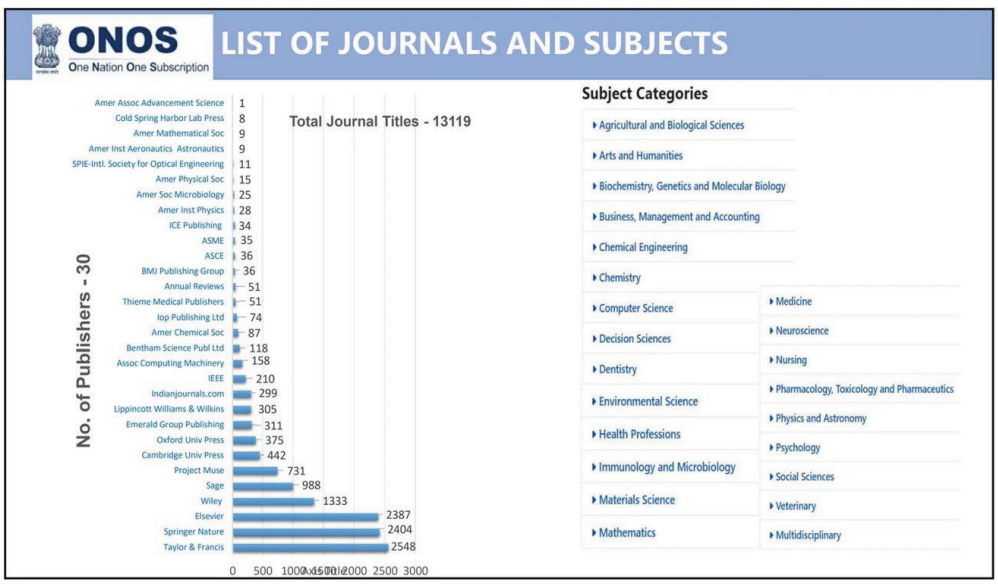


चित्र: ONOS की अभी तक की यात्रा

Source: https://www.psa.gov.in/

ONOS की मुख्य विशेषताएँ

1. **व्यापक कवरेज (Coverage)**: यह योजना लगभग 6,300+ शैक्षणिक और R&D संस्थानों को कवर करती है, जो की भारत सरकार द्वारा स्थापित है और जिससे अनुमानित लाभार्थियों की संख्या लगभग 1.8 करोड़ (छात्र, फैकल्टी, शोधकर्ता) है।
2. **जर्नल और प्रकाशक**: ONOS में 30 प्रमुख अंतरराष्ट्रीय प्रकाशक शामिल हैं। इन प्रकाशकों के लगभग 13,000+ इलेक्ट्रॉनिक जर्नल्स योजना में शामिल किए गए हैं। इन जर्नल्स में विज्ञान, टेक्नोलॉजी, सामाजिक विज्ञान, मानविकी, मैनेजमेंट आदि विषय शामिल हैं।
3. **पहुंच का तंत्र:** जर्नल तक पहुंच राष्ट्रीय सब्सक्रिप्शन मॉडल के माध्यम से दी जाती है, जिसे INFLIBNET समन्वयित करता है। संस्थानों को एक एकीकृत पोर्टल (onos.gov.in) उपलब्ध है जिससे सामग्री एक्सेस की जा रही है । सामग्री को कैंपस IP अड्रेस के जरिए एक्सेस किया जा रहा है, और INFLIBNET की INFED Access Federation तंत्र के जरिये संस्थानों के बाहर से भी लॉग इन किया जा सकता है । उपयोगकर्ता मोबाइल और अन्य उपकरणों (laptop, tablet) से भी जर्नल सामग्री देख सकते हैं।



चित्र: ONOS द्वारा प्राप्त विषय सुचना एवं प्रकाशन सूचना

Source: https://image.slidesharecdn.com/

1. **वित्तीय प्रबंधन:** INFLIBNET प्रकाशकों को सब्सक्रिप्शन चार्ज का भुगतान करता है, जिससे व्यक्तिगत संस्थानों पर बोझ कम होगा। जिन प्रकाशकों को ONOS कवर नहीं करता, उन पर संस्थान अपनी अलग सदस्यता

बजट इस्तेमाल कर सकते हैं। कुछ Open Access (OA) प्रकाशनों के लिए APC (Article Processing Charges) में छूट देने की योजना भी बनाई गई है।

2. **निगरानी और समीक्षा:** ANRF (Anusandhan National Research Foundation) समय-समय पर ONOS के उपयोग की समीक्षा करेगा और यह देखेगा कि भारतीय शोधकर्ता कैसे इसका उपयोग कर रहे हैं। सरकार और INFLIBNET एक जागरूकता (Information, Education & Communication, IEC) अभियान चलाएंगे ताकि छात्र, शोधकर्ता और फैकल्टी ONOS पोर्टल को बेहतर ढंग से उपयोग कर सकें।

ONOS का महत्व और लाभ - पुस्तकालयों के नजरिए से

- **लागत में बचत और दक्षता**: पहले विभिन्न पुस्तकालयें और संस्थान अलग-अलग जर्नल सब्सक्रिप्शन लेते थे, जिससे खर्च बिखरा हुआ और बहुत बड़ा होता था। ONOS द्वारा केंद्रीय सब्सक्रिप्शन से यह खर्च नियंत्रित और अधिक कुशल होता है। एक तरह से यह एक National Consortia के रूप में कार्य कर रहा है।
- **समावेशी पहुंच**: टियर-2 और टियर-3 शहरों के कॉलेज और विश्वविद्यालयों तक विश्व स्तरीय जर्नल सामग्री पहुंचाने में ONOS मदद करता है, जिससे ज्ञान का असमान वितरण कम हो सकता है।
- **शोध को बढ़ावा**: ONOS के जरिए छात्र और शोधकर्ता नवीनतम अंतरराष्ट्रीय शोध लेखों तक आसानी से पहुंच सकते हैं, जिससे उनकी शोध गुणवत्ता और गति में सुधार हो सकता है।
- **पुस्तकालयों की भूमिका में परिवर्तन**: पुस्तकालय स्टाफ का रोल सिर्फ "कॉल नंबर देना" या "किताबें देना" से बढ़कर "डिजिटल संसाधन मैनेजर और ट्रेनर" में बदल जाएगा। उन्हें ONOS पोर्टल, उपयोग डेटा, लाइसेंस मैनेजमेंट आदि में निपुण होना होगा।
- **डुप्लिकेशन को खत्म करना**: पहले कई संस्थान एक ही जर्नल पर अलग-अलग सब्सक्रिप्शन लेते थे, जिससे खर्च और संसाधन दोहराए जाते थे। ONOS इसे केंद्रीकृत करके दोहराव को कम करता है।

चुनौतियाँ और चिंताएँ

- कुछ महत्वपूर्ण जर्नल अभी ONOS प्लेटफॉर्म पर उपलब्ध नहीं हैं, यह शोधकर्ताओं के लिए समस्या बन सकता है।
- केंद्रीकृत मॉडल में शैक्षणिक स्वायत्तता पर सवाल उठ सकते हैं, क्योंकि सभी संस्थानों की ज़रूरतें समान नहीं होतीं।
- कुछ उपयोगकर्ताओं ने अपनी संस्थाओं के बाहर (कैंपस के बाहर) एक्सेस में दिक्कतों की शिकायत की है।
- डेटा गोपनीयता: उपयोग (यूजेज) ट्रैकिंग से जुड़े गोपनीयता मुद्दे हो सकते हैं — किस जर्नल को कौन पढ़ रहा है, यह डेटा कैसे संग्रहित और उपयोग किया जाएगा?
- योजना के बाद के वर्षों (2028 और उसके आगे) के लिए वित्तीय मॉडल क्या होगा — बजट सतत रूप से मिलेगा, यह स्पष्ट नहीं है।

निष्कर्ष

पुस्तकालय विज्ञान में संसाधन साझाकरण एक ऐसा प्रभावी तरीका है जिससे सीमित संसाधनों का सर्वोत्तम उपयोग संभव हो पाता है। यह पुस्तकालयों को अधिक सक्षम और उपयोगकर्ताउन्मुख बनाता है।- कोई भी पुस्तकालय सभी उपयोगकर्ताओं की आवश्यकताओं को पूरी तरह से पूरा नहीं कर सकता, जिसके परिणामस्वरूप पुस्तकालय सहयोग की आवश्यकता पड़ी, जिसे अब संसाधन साझाकरण (Resource Sharing) कहा जाता है। राष्ट्रिय संसाधन साझाकरण के रूप में "One Nation One Subscription" भारत सरकार का बहुत बड़ा कदम है यह सिर्फ एक सब्सक्रिप्शन स्कीम नहीं है, बल्कि यह ज्ञान लोकतंत्रीकरण (knowledge democratization) की दिशा में एक क्रांतिकारी कदम है। यह योजना सरकारी शैक्षणिक संस्थानों के पुस्तकालयों को डिजिटल युग में सशक्त बनाती है, शोध की पहुंच को व्यापक बनाती है और देश के अनुसंधान पारिस्थितिकी तंत्र को मजबूत करने की दिशा में काम करती है। जैसा की हम सभी जानते है की किसी भी पुस्तकालय का उदेश्य होता है अपने उपयोगकर्ता को कम समय में उसकी वांछित सुचना प्रदान करना, जो की ONOS के माध्यम से बहुत ही सरल एवं कम समय में हो सकता है।

भविष्य की संभावनाएँ और दिशा

- ONOS को लंबी अवधि में और विशाल बनाया जा सकता है और अधिक प्रकाशक, जर्नल और संस्थान शामिल किए जा सकते हैं।
- ओपन एक्सेस (Open Access) प्रकाशनों को बढ़ावा दिया जा सकता है, और APC सब्सिडी मॉडल मजबूत किया जा सकता है।
- INFLIBNET और सरकार प्रयोग विश्लेषण और रिपोर्टिंग के आधार पर नीति-निर्माण कर सकती है, जैसे कौन से विषयों के जर्नल सबसे ज़्यादा उपयोग हो रहे हैं, किस संस्थान को और संसाधनों की जरूरत है, आदि।
- पुस्तकालयों में डिजिटल क्षमता निर्माण (Digital capacity building) बढ़ेगा — लाइब्रेरियन और स्टाफ को ONOS पोर्टल, लाइसेंसिंग, उपयोगकर्ता प्रशिक्षण आदि में अधिक भूमिका मिलेगी।
- इंटर-इन्स्टीट्यूशन सहयोग को बढ़ावा मिल सकता है: शोधकर्ता विभिन्न विश्वविद्यालयों में काम करने वाले सहयोगियों के साथ ONOS की सामग्री के ज़रिये बेहतर तालमेल बना सकते हैं।
- यदि सफलता मिले, तो ONOS मॉडल को ई-पुस्तकें, कॉन्फ्रेंस प्रोसीडिंग, रिपोर्ट्स जैसे अन्य अकादमिक संसाधनों तक भी विस्तारित किया जा सकता है।
- सरकार और INFLIBNET निरंतर समीक्षा और सुधार कर सकते हैं — उपयोग डेटा, फीडबैक, नए प्रकाशकों और विषयों के आधार पर योजना को और बेहतर बनाया जा सकता है।

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पुस्तकालय पोर्टल हेतु विषयवस्तु सृजन का एक रूपरेखा

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सारांश: वेब पोर्टल या पोर्टल एक वेब सेवा है जो उपयोगकर्ताओं को विभिन्न प्रकार की सूचनाएँ प्रदान करती है। पुस्तकालय पोर्टल (Library Portal) वेब पोर्टल का एक उपसमूह है, जिसका उद्देश्य शैक्षणिक एवं शोध समुदायों को विशिष्ट सामग्री उपलब्ध कराना होता है। पुस्तकालय पोर्टल प्रायः संस्थान के संसाधनों तक पहुँच प्रदान करने का कार्य करता है, जिसमें उपयोगकर्ताओं के लिए उपलब्ध विभिन्न संसाधनों की सूची तैयार की जाती है तथा उन तक पहुँच हेतु लिंक प्रदान किए जाते हैं। इसके लिए एक केंद्रीकृत डेटाबेस सर्वर का होना आवश्यक है, जो सार्वजनिक पुस्तकालय, विश्वविद्यालय पुस्तकालय, तथा ऑनलाइन उपलब्ध डिजिटल पुस्तकालयों से जुड़ा हो सके।

पुस्तकालय पोर्टल के निर्माण में बड़े पैमाने पर डिजिटल सामग्री का समावेश होता है, अतः ऐसी प्रणाली की आवश्यकता होती है जो इन सामग्रियों को सरलता से तैयार करने, संग्रहीत करने, संशोधित करने और पुनः प्राप्त करने की सुविधाएँ प्रदान करे। इस शोध पत्र का प्रमुख उद्देश्य पुस्तकालय पोर्टल हेतु सामग्री निर्माण एवं उसके भंडारण के लिए एक रूपरेखा (Framework) प्रस्तुत करना है। यह रूपरेखा XML, NLP आदि तकनीकी अवधारणाओं का उपयोग करते हुए सामग्री को विभिन्न प्रारूपों में परिवर्तित करती है। इन सामग्रियों में ग्राफिक्स, पाठ (Text), ऑडियो, वीडियो अथवा इनका मिश्रण शामिल हो सकता है। प्रस्तावित फ्रेमवर्क डिजिटाइज्ड सूचना के संकलन को आसान बनाता है तथा संरचित क्वेरी (Structured Query) के माध्यम से सभी डिजिटल सामग्री तक त्वरित एवं सरल पहुँच सुनिश्चित करता है।

पोर्टल सामग्री निर्माण के विभिन्न चरणों में सूचना संग्रह, सामग्री निष्कर्षण (Extraction) तथा फ्रेमवर्क की सहायता से डेटाबेस निर्माण शामिल है। विकसित पुस्तकालय पोर्टल प्लेटफ़ॉर्म-स्वतंत्र (Platform Independent), उच्च प्रदर्शन दक्षता वाला (High Performance), सुरक्षित (Secured) तथा सुलभता समर्थन (Accessibility Support) प्रदान करता है।

मुख्य शब्द: पुस्तकालय पोर्टल, रूपरेखा (Framework), डिजिटाइज्ड सामग्री, संरचित क्वेरी, सूचना अभिगम

1.0 प्रस्तावना

पारंपरिक पुस्तकालय (Traditional Libraries) अपनी स्थापना के समय जिस संस्थान या संगठन में कार्यरत थे, उनकी गतिविधियाँ केवल उसी सीमित दायरे तक सीमित रहती थीं [1]। जैसे-जैसे उपयोगकर्ताओं की संख्या और उनके सूचना की आवश्यकता बढ़ती गई, पारंपरिक पुस्तकालयों में उपलब्ध सामग्री अपर्याप्त होती गई, जिसके परिणामस्वरूप **डिजिटल लाइब्रेरी (Digital Library)** की अवधारणा उदय हुई।

पुस्तकालय विभिन्न स्वरूपों की सामग्रियों का संग्रह होता है, जिनमें पुस्तकें, रिपोर्ट, जर्नल, और डिजिटल संग्रह सम्मिलित होते हैं, ताकि अंतिम उपयोगकर्ता को प्रभावी एवं कुशल तरीके से सूचना प्रदान की जा सके। इसमें फोटोग्राफ, न्यूज़ क्लिप, आंतरिक रिपोर्ट, फुल-टेक्स्ट ई-जर्नल, डिजिटाइज्ड ई-रिपोर्ट, कॉपीराइटेड दस्तावेज, सीडी/डीवीडी संग्रह, अनुसंधान निष्कर्ष, सैद्धांतिक गणनाएँ आदि भी शामिल हैं। डिजिटल पुस्तकालयाध्यक्ष (Digital Librarians) इन सामग्रियों का **निर्माण, संग्रहण, विश्लेषण तथा प्रसार** करने के लिए जिम्मेदार होते हैं।

आधुनिक पुस्तकालय के डिजिटलीकरण में **कंटेंट क्रिएशन** अत्यंत महत्वपूर्ण भूमिका निभाता है। किसी भी शैक्षणिक संस्थान में थीसिस एवं डिसर्टेशन, प्रोजेक्ट रिपोर्ट, मोनोग्राफ, तकनीकी रिपोर्ट, सतत शिक्षा कार्यक्रमों की सामग्री आदि को डिजिटाइज़ करके पोर्टल निर्मित किए जाते हैं। ये डिजिटाइज्ड संसाधन विश्वभर के शिक्षक, शोधकर्ता, पेशेवर तथा विद्यार्थी उपयोग कर सकते हैं।

2.0 ई-संसाधन

नेटवर्किंग एवं संचार प्रौद्योगिकी (Networking and Communication Technology) में तेज प्रगति ने सूचना सेवाओं की उपलब्धता उपयोगकर्ताओं के डेस्कटॉप तक पहुँचा दी है। इन संसाधनों में निहित

खोज एवं पुनर्प्राप्ति (Search & Retrieval) की उन्नत विशेषताओं ने इनके उपयोग को अधिकतम बढ़ाया है।

पुस्तकालय विभिन्न **बिब्लियोग्राफिक (Bibliographic) एवं पूर्ण-पाठ (Full Text)** डेटाबेस की सदस्यता लेता है, जो उपयोगकर्ताओं की आवश्यकताओं के अनुरूप होते हैं। आज इलेक्ट्रॉनिक संसाधनों जैसे **जर्नल, स्टैंडर्ड एवं पेटेंट** की विशेष आवश्यकता महसूस की जा रही है।

ई-संसाधनों में विभिन्न प्रकार की सामग्रियाँ सम्मिलित होती हैं, जिनमें प्रमुख हैं:

- ई-जर्नल (E-Journals)
- ई-पुस्तकें (E-Books)
- मुक्त अभिगम ई-पुस्तकें (Open Access E-Books)
- इलेक्ट्रॉनिक थीसिस एवं डिसर्टेशन (ETD)
- सरकारी ई-दस्तावेज (Government E-Documents)
- वेब पेज (Web Pages)
- वेबलॉग (Weblogs)
- पॉडकास्ट एवं वेबकास्ट (Podcasts & Webcasts)

3.0 पुस्तकालय पोर्टल

पोर्टल (Portal) शब्द सामान्यतः **गेटवे (Gateway)** का पर्यायवाची है, जिसका अर्थ है इंटरनेट उपयोगकर्ताओं के लिए एक ऐसा प्रमुख प्रारंभिक स्थल जहाँ से वे वेब सेवाओं तक पहुँच सकते हैं। पोर्टल दो प्रकार के होते हैं—**सामान्य (General)** एवं **विशिष्ट (Specific)** पोर्टल।

- प्रमुख सामान्य पोर्टल उदाहरण: Yahoo, Excite, Netscape, Lycos, CNET, Microsoft Network, AOL.com आदि।
- विशिष्ट पोर्टल उदाहरण: Garden.com (बागवानी हेतु), SearchNetworking.com (नेटवर्क प्रशासकों हेतु) आदि।

कई बड़े एक्सेस प्रोवाइडर अपने उपयोगकर्ताओं हेतु वेब पर पोर्टल उपलब्ध कराते हैं। अधिकांश पोर्टल **Yahoo शैली** अपनाते हैं, जिनमें टेक्स्ट आधारित श्रेणियाँ व तेज़ लोडिंग पेज होते हैं।

एक पोर्टल द्वारा प्रदत्त सामान्य सेवाएँ

- वेब डायरेक्टरी एवं साइट खोज (Search Facility)
- समाचार एवं मौसम सूचना
- ई-मेल
- शेयर बाज़ार / स्टॉक कोट्स
- फ़ोन एवं मैप जानकारी
- सामुदायिक मंच (Community Forum)

Excite पहला ऐसा पोर्टल था जिसने उपयोगकर्ताओं को व्यक्तिगत रूप से अनुकूल (Personalized Portal) बनाने की सुविधा प्रदान की।

पुस्तकालय पोर्टल की संकल्पना



Fig.1 Types of e-resources

पुस्तकालय पोर्टल

वह साइट है जहाँ किसी संस्था के शिक्षक, शोधकर्ता, छात्र एवं अन्य अकादमिक सदस्य अपने लिए उपलब्ध इलेक्ट्रॉनिक सूचना एवं सेवाओं को सुरक्षित, संगठित, व्यक्तिगत एवं समाकलित रूप में उपयोग कर सकते हैं।

संस्था का पोर्टल उपयोगकर्ताओं को एक **सिंगल गेटवे** प्रदान करता है, जिससे वे अपनी शैक्षणिक एवं अनुसंधान संबंधित आवश्यकताओं को पूर्ण कर सकते हैं।

4.0 सामग्री निर्माण

सामग्री निर्माण पूर्णतः एक तकनीकी कौशल है तथा इसे सुव्यवस्थित तरीके से व्यवस्थित किया जाना आवश्यक होता है जिससे मल्टीमीडिया तत्वों के मूल्य और विशेषताओं में वृद्धि होती है। सामग्री निर्माण में सामग्री को कैप्चर करना, लेखन करना, तैयार करना, प्रोसेस करना, मिश्रण करना और टुकड़ों को जोड़कर एकीकृत करना शामिल है। पुस्तकालय के प्रमुख संग्रहों में मल्टीमीडिया तत्व, ध्वनि क्लिप संसाधन तथा डिजिटल फिल्म संग्रह शामिल होते हैं।

4.1 सामग्री के प्रकार

सामग्री विभिन्न प्रकार की हो सकती है जैसे – पाठ (Text), चित्र (Images), ध्वनि (Sound), वीडियो (Video) अथवा इनका संयोजन।

- **(a) पाठ (Texts):** पाठ सामग्री जैसे लेक्चर नोट्स, टेंडर दस्तावेज़, सम्मेलन / सेमिनार कार्यवाही आदि सामान्यतः एमएस-ऑफिस या अन्य सॉफ्टवेयर के माध्यम से तैयार की जाती हैं तथा आवश्यकता अनुसार चित्रों के साथ जोड़ी जाती हैं।
- **(b) चित्र (Images):** चित्र फोटोग्राफ, पुस्तकों से प्राप्त चित्र, समाचार पत्र एवं पत्रिकाओं के लेखों से प्राप्त चित्र, और ग्राफिक्स के रूप में हो सकते हैं।
- **(c) ध्वनि (Sound):** ध्वनि प्रभाव PPT प्रस्तुतियों और डेमोंस्ट्रेशन में शामिल किए जाने पर अधिक प्रभावशाली बन जाते हैं।

(d) वीडियो और एनीमेशन (Video and Animation): वीडियो एक सामग्री-संपन्न माध्यम है, जिसमें समय और स्थान के संदर्भ में घटनाएं एवं गतिविधियां किसी कहानी या विशिष्ट जानकारी को प्रस्तुत करती हैं। सामान्यतः वीडियो क्लिपिंग वीडियो CD, टीवी, वेब से या किसी लाइव कार्यक्रम से कैप्चर किए जाते हैं [5]।

4.2 सामग्री निर्माण और पोर्टल डेवलपर्स के लिए उपकरण

पाठ, चित्र, ग्राफिक्स, ऑडियो और वीडियो बनाने के लिए विभिन्न तकनीकें उपलब्ध हैं। सामग्री निर्माण के लिए उपलब्ध कुछ सामान्य हार्डवेयर उपकरणों में फ्लैटबेड स्कैनर, ऑटो डॉक्यूमेंट फीडर, बुक स्कैनर, माइक्रोफिल्म स्कैनर, सर्वर एवं वर्कस्टेशन आदि शामिल हैं। इसी तरह सॉफ्टवेयर उपकरण जैसे Adobe Photoshop, OCR Omni Page Pro, Adobe Acrobat, Front Page का उपयोग किया जाता है। इसके अतिरिक्त Microsoft द्वारा Windows Media Encoder, Windows Media Encoding Script, Windows Movie Maker, Windows Media Stream Editor, Microsoft Producer for MS PowerPoint, Windows Media File Editor जैसे सॉफ्टवेयर सामग्री निर्माण और संपादन के लिए उपलब्ध हैं।

जैसे-जैसे सामग्री निर्माण की आवश्यकताएं बढ़ती और विकसित होती जाती हैं, वैसे-वैसे सामग्री निर्माण उपकरणों का भी उन्नत होना आवश्यक है। वर्तमान में SoftQuad XMetal, SpyWright, Nouveau, RoboHelp Office आदि जैसे कंटेंट डेवलपमेंट टूल्स पोर्टल डेवलपर्स के लिए उपलब्ध हैं। इस शोधपत्र में XML फ़ॉर्म का उपयोग करके सामग्री का निर्माण किया गया है। इसके अतिरिक्त प्रशिक्षित एवं कुशल डिजिटल लाइब्रेरियन तथा स्टाफ और कॉपीराइट नियमानुसार व्यवस्थित ई-दस्तावेज़ संग्रह की आवश्यकता होती है [4]।

5.0 प्रस्तावित ढांचा

एक फ्रेमवर्क कक्षाओं, अनुप्रयोगों, लाइब्रेरियों और API का संग्रह होता है, जो विभिन्न घटकों को एक साथ काम करने में सहायता प्रदान करता है। यह फ्रेमवर्क वेब-आधारित अनुप्रयोगों के विकास के लिए सरल एवं सुव्याख्य तरीका प्रदान करता है।

फ्रेमवर्क का लाभ यह है कि यह विषम (heterogeneous) होता है, इसके अलग-अलग स्तर स्वतंत्र रूप से संचालित, संशोधित और प्रतिस्थापित किए जा सकते हैं। इसके अतिरिक्त कई डेटाबेस सिस्टम मध्य स्तरीय स्तर पर पारदर्शी तरीके से नियंत्रित किए जा सकते हैं, तथा सभी डेटाबेसों का एकीकरण और स्तरों के बीच API के माध्यम से पारस्परिक संवाद संभव होता है।

लाइब्रेरी पोर्टल में एक फ्रेमवर्क प्रायः एक परतबद्ध संरचना होती है, जो यह निर्धारित करती है कि किस प्रकार की सामग्री बनाई जानी चाहिए और वे एक-दूसरे से कैसे संबंधित होंगी। कुछ फ्रेमवर्क वास्तविक कोडिंग, इंटरफेस स्पेसिफिकेशन या प्रोग्रामिंग टूल उपलब्ध कराते हैं। सामान्यतः फ्रेमवर्क एक प्रोटोकॉल की तुलना में अधिक व्यापक होता है तथा संरचना की तुलना में अधिक निर्देशात्मक होता है। इस शोधपत्र में एक **तीन-स्तरीय फ्रेमवर्क** प्रस्तावित किया गया है, जिसे चित्र 2 में प्रदर्शित किया गया है।

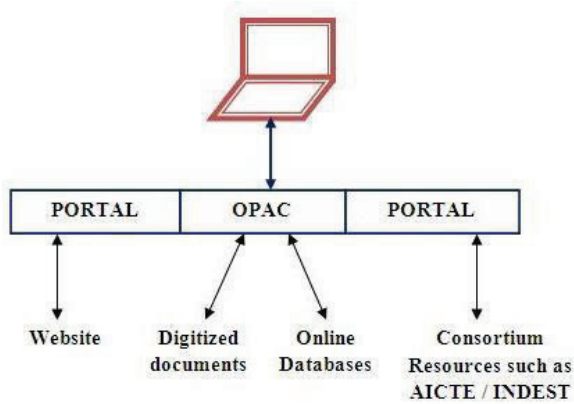


Fig. 2 Proposed Framework

6.0 प्रक्रिया विवरण और चित्रण

सामग्री (Contents) को eXtensible Markup Language (XML) का उपयोग करके बनाया जा सकता है। पोर्टल एक API प्रदान करता है, जो सामग्री निर्माण को स्वचालित (automate) करने और पुनः प्राप्ति (retrieval) जैसे अन्य कार्य करने के लिए XML स्क्रिप्ट को निष्पादित (execute) करने में सक्षम बनाता है। eXtensible Markup Language (XML) का उपयोग टेक्स्ट फाइलों में संरचित सामग्री को संग्रहीत करने के लिए किया जाता है। इस मानक को वर्ल्ड वाइड वेब कंसोर्टियम (W3C) द्वारा

बनाए रखा जाता है। इसका उद्गम अन्य मार्कअप भाषाओं जैसे Standard Generalized Markup Language (SGML) में है [6]। XML मुख्य रूप से अर्ध-संरचित (semi-structured) डेटा का वर्णन और संग्रह करने के लिए उपयोग किया जाता है।

अर्ध-संरचित डेटा वह डेटा है जिसे मानक संरचनाओं में व्यवस्थित, वर्गीकृत और श्रेणीबद्ध नहीं किया जा सकता। ऐसे डेटा को संग्रहीत करने के लिए विशेष प्रकार के एड-हॉक (ad-hoc) तंत्र की आवश्यकता होती है। अर्ध-संरचित डेटा को इस रूप में भी देखा जा सकता है कि इसमें उसका स्कीमा (schema) पूरी तरह अलग नहीं हो सकता। इसका उदाहरण टेक्स्ट सामग्री है। नीचे दिए गए पैराग्राफ पर विचार करें—

"वसन्थी शोध कार्य करती है। वह सामग्री तैयार करती है। उसने कल जर्नल्स खरीदे। वह सामग्री का डिजिटाइजेशन करेगी और कल पोर्टल लेकर आएगी।"

ऊपर दिए गए पाठ की सामग्री को संग्रहीत करने के लिए इसे चार वाक्यों S1, S2, S3 और S4 में तोड़ते हैं। प्रत्येक वाक्य में उसकी सामग्री को व्यक्त करने के लिए अलग-अलग अवर्णनात्मक (descriptive) घटक हैं।

पहले वाक्य में विषय (subject), एक वस्तु (object) और एक क्रिया (verb) है, जबकि S4 में विशेषण या क्रिया-विशेषण (adjective / adverb) जैसे अतिरिक्त घटक हैं। S3 में एक ही object है जबकि S4 में दो objects हैं। ये विशेषताएँ इस पाठ को अर्ध-संरचित बनाती हैं। ऐसी परिस्थितियों में XML इस सामग्री को संग्रहीत करने का मानक विकल्प है।

नीचे संबंधित XML कोड दिया गया है—

```
<paragraph>
  <sentence>  <sentence_id> S1 </sentence_id>
    <text> Vasanthi pursue research</text>
    <subject>  Vasanthi </subject>
    <object> research </object>
    <verb>pursue </verb>
  </sentence>
  <sentence>
    <sentence_id>  S2 </sentence_id>
```

```
    <text> She creates content </text>
    <subject> She </subject>
    <object>  content  </object>
    <verb> creates </verb>
  </sentence>
  <sentence>
    <sentence_id>S3</sentence_id>
    <text> She bought Journals yesterday
    </text>
    <subject>She</subject>
    <object> Journals</object>
    <verb>brought</verb>
    <adverb> yesterday </adverb>
  </sentence>
  <sentence>
    <sentence_id>S4</sentence_id>
    <text> She will digitize contents and bring
          portal tomorrow </text>
    <subject> She </subject>
    <object>contents</object>
    <verb> will digitize </verb>
    <object> bring portal </object>
    <adverb> tomorrow </adverb>
   </sentence>
</paragraph>
```

यह उदाहरण पैराग्राफ के व्याकरणिक अमूर्तीकरण (grammatical abstraction) पर आधारित है। सामग्री का विवरण अन्य श्रेणियों जैसे reference, personnel, writer, novel, period, perception आदि के आधार पर और भी समृद्ध किया जा सकता है। XML डेटाबेस को XQuery और XPath जैसी क्वेरी भाषाओं के माध्यम से संग्रहीत तथा पुनः प्राप्त किया जा सकता है।

7.0 निष्कर्ष

यह अनुभाग इस शोध पत्र के मुख्य विषय का सार प्रस्तुत करता है तथा आगे विकास हेतु सुझाव देता है। पोर्टल विकसित करने के लिए सामग्री निर्माण में उपयोगी एक ढाँचा (framework) विकसित करने का प्रयास किया गया है। ई- संसाधनों की आवश्यकता को स्पष्ट किया गया। सामग्री निर्माण की अवधारणा,

सामग्री के प्रकार तथा पोर्टल विकास हेतु उपकरणों की चर्चा की गई। XML स्क्रिप्ट का उपयोग करते हुए पाठ सामग्री निर्माण की प्रक्रिया का उदाहरण सहित वर्णन किया गया। इस शोध में केवल पाठ आधारित सामग्री पर विचार किया गया है; भविष्य में इसे विस्तार देकर छवि (image), ध्वनि (audio), वीडियो या इनके संयोजन जैसी सामग्रियाँ भी विकसित की जा सकती हैं। सामग्री निर्माण के लिए आधुनिक उपकरण उपलब्ध हैं और विकासकर्ताओं के लिए चयन की स्वतंत्रता है।

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भारतीय विज्ञान और प्रौद्योगिकी जर्नल प्रकाशन में डिजिटल साक्षरता पहल और आभासी संदर्भ प्लेटफार्मों का एकीकरण

शोधकर्ता

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सारांश: शैक्षिक संचार के तीव्र डिजिटलीकरण ने यह आवश्यक बना दिया है कि राष्ट्रीय पत्रिका पारिस्थितिकी तंत्र–विशेषकर भारत जैसे उभरते वैज्ञानिक महाशक्तियों में–खोजनीयता, सत्यनिष्ठा और अभिगम्यता के लिए कठोर वैश्विक मानकों को अपनाएँ। यह शोध-पत्र भारतीय विज्ञान एवं प्रौद्योगिकी (S&T) पत्रिका प्रकाशन संरचना में सुदृढ़ डिजिटल साक्षरता (DL) पहलों को उन्नत वर्चुअल रेफ़रेंस प्लेटफ़ॉर्म (VRPs) के साथ एकीकृत करने की महत्वपूर्ण भूमिका की पड़ताल करता है। अनेक भारतीय पत्रिकाएँ मानकीकृत मेटाडेटा की कमी, ओपन एक्सेस जनादेशों की अपर्याप्त समझ, तथा डिजिटल अनुसंधान नैतिकता प्रबंधन में कमियों जैसी चुनौतियों से जूझ रही हैं। यह अध्ययन प्रतिपादित करता है कि VRPs, केंद्रीकृत, सुलभ और संवादात्मक प्रशिक्षण माध्यम के रूप में कार्य करते हुए, लेखकों, समीक्षकों और संपादकों के लिए लक्षित DL मॉड्यूल प्रभावी रूप से प्रदान कर सकते हैं। इन प्लेटफ़ॉर्मों का सफल समावेशन भारतीय S&T प्रकाशनों की गुणवत्ता, सत्यनिष्ठा और अंतरराष्ट्रीय अनुक्रमण क्षमता में उल्लेखनीय वृद्धि कर सकता है, जिससे एक वैश्विक स्तर पर प्रतिस्पर्धी अनुसंधान वातावरण का निर्माण संभव होगा।

मुख्य शब्द: भारतीय विज्ञान, प्रौद्योगिकी, डिजिटल साक्षरता और आभासी संदर्भ

परिचय

भारत ने विज्ञान और प्रौद्योगिकी शोध (research) में विश्व स्तर पर एक प्रमुख शक्ति के रूप में अपनी स्थिति मजबूत कर ली है। हाल के आंकड़ों के अनुसार, भारत दुनिया में वैज्ञानिक लेखों (scientific articles) का तीसरा सबसे बड़ा उत्पादक है, जो देश के बढ़ते उच्च शिक्षा क्षेत्र और शोध एवं विकास (research and development) के लिए बढ़ी सरकारी फंडिंग का प्रमाण है (NSF, 2022)। हालांकि, उत्पादन में यह वृद्धि, प्रकाशन मॉडल्स के 'प्रकाशित करें (publish)' से 'डिजिटल-प्रथम (digital-first)' की ओर वैश्विक बदलाव के साथ हुई है। साहित्य खोज (literature discovery), सहयोग (collaboration), पांडुलिपि (manuscript) जमा करना, सहकर्मी-समीक्षा (peer review) और प्रसार (dissemination) के लिए विभिन्न उपकरणों और प्लेटफार्मों में प्रवीणता की आवश्यकता होती है, क्योंकि आधुनिक अकादमिक जीवनचक्र (academic lifecycle) मूल रूप से डिजिटल (digital) है।

यह डिजिटल रूपांतरण (digital transformation) व्यापक पहुंच और तेज संचार (communication) को संभव बनाता है, लेकिन इसने भारतीय शोध समुदाय के कई सदस्यों, विशेष रूप से टियर-2 और टियर-3 संस्थानों (Tier-2 and Tier-3 institutions) और शुरुआती करियर वाले शोधकर्ताओं (early-career researchers) में एक गंभीर कौशल अंतराल (skills gap) भी उजागर किया है (Baskaran, 2019)। शोधकर्ताओं को अक्सर जर्नल सबमिशन सिस्टम (journal submission systems), साइटेशन प्रबंधन सॉफ्टवेयर (citation management software), डेटा रिपॉजिटरी आवश्यकताएं (data repository requirements) और जटिल लाइसेंसिंग समझौतों (licensing agreements) की एक भ्रमित करने वाली विविधता का सामना करना पड़ता है। शिकारी जर्नल (predatory journals) का सर्वव्यापी खतरा, जो शुल्क के बदले घटिया पांडुलिपियों (manuscripts) की मांग करने और विद्वतापूर्ण रिकॉर्ड (scholarly record) की अखंडता को कमजोर करने के लिए इन ज्ञान अंतरालों (knowledge gaps) का फायदा उठाते हैं, इसे और बढ़ा देता है (Beall, 2017)।

इस संदर्भ मे, भारतीय विज्ञान और प्रौद्योगिकी (S&T) जर्नल प्रकाशक एक निर्णायक मोड़ पर हैं। उन्हें सिर्फ सामग्री एकत्रक (content aggregators) बनने के बजाय अकादमिक प्रक्रिया में वास्तविक सहयोगी (collaborators) बनने के लिए इन चुनौतियों को दूर करना होगा। डिजिटल साक्षरता पहल (Digital Literacy Initiatives - DLIs) और आभासी संदर्भ प्लेटफार्म (Virtual Reference Platforms - VRPs) दो महत्वपूर्ण सहायता तंत्र हैं, और इस शोध पत्र (paper) का सुझाव है कि उनका सोद्देश्य और व्यवस्थित एकीकरण (integration) इसके लिए सबसे अच्छा तरीका है। बढ़ती मात्रा में भारतीय विज्ञान और प्रौद्योगिकी उत्पादन की गुणवत्ता, नैतिक कठोरता और वैश्विक प्रभाव से मेल खाते हुए, यह एकीकरण प्रकाशक की भूमिका को एक निष्क्रिय द्वारपाल (gatekeeper) से उच्च-गुणवत्ता वाले शोध के सक्रिय सक्षमकर्ता (enabler) में बदल देता है।

साहित्य समीक्षा

1.1 अकादमिक परिवेशों में डिजिटल साक्षरता (Digital Literacy) का उपयोग डिजिटल साक्षरतामौलिक कंप्यूटर कौशलों से परे अनेक योग्यताओं को शामिल करती है। गिल्स्टर (Gilster, 1997) द्वारा प्रदान की गई प्रसिद्ध परिभाषा है "कंप्यूटर्स प्रस्तुत होने पर विभिन्न स्रोतों से बहुविध प्रारूपों (formats) में सूचना को समझने और उपयोग करने की क्षमता।" अकादमिक परिवेश (academic setting) में इसमें सूचना साक्षरता (information literacy) (सूचना ढूंढना, आकलन करना और कुशलतापूर्वक उपयोग करना), डेटा साक्षरता (data literacy) (अनुसंधान डेटा का प्रबंधन, विश्लेषण और साझाकरण), और आलोचनात्मक डिजिटल नागरिकता (critical digital citizenship) (नैतिकता, कॉपीराइट और ओपन एक्सेस जानना) शामिल हो गए हैं (UNESCO, 2018)। शोध उत्पादकता (research productivity) और प्रभाव (impact) शोधकर्ताओं के डिजिटल साक्षरता स्तरों से सीधे संबंधित हैं (Julien & Hoffman, 2017)। फिर भी, साहित्य में अभी भी विशेष रूप से इस बात की जानकारी का अभाव है कि जर्नल प्रकाशक, महत्वपूर्ण हितधारकों (stakeholders) के रूप में, अपने लेखक समुदायों (author communities) में इन कौशलों को बढ़ावा देने में

कैसे योगदान कर सकते हैं और करने चाहिए। का विकास आभासीसंदर्भ सेवाएं (virtual reference services) पारंपरिक रेफरेंस डेस्क (reference desk) के विस्तार के रूप में पुस्तकालयों में शुरू हुईं। इनकी शुरुआत ईमेल से हुई और तब से ये रियल-टाइम चैट (real-time chat), वीडियो कॉन्फ्रेंसिंग (video conferencing), और हाल ही में, कृत्रिम बुद्धिमत्ता (Artificial Intelligence) से चलने वाले चैटबॉट्स (chatbots) तक विस्तारित हो गई हैं (Pomerantz, 2008)। प्रकाशन संदर्भ (publishing context) में, वीआरपी (VRPs) एक समान भूमिका निभाते हैं, जो लेखकों को सबमिशन दिशा-निर्देशों (submission guidelines), तकनीकी समस्याओं (technical problems) और नीति संबंधी पूछताछ (policy inquiries) के बारे में त्वरित सहायता प्रदान करते हैं। शोध दर्शाता है कि स्केलेबल (scalable), चौबीसों घंटे (round-the-clock) सहायता प्रदान करने में उनकी उपयोगिता, लेखक की निराशा (author annoyance) को कम करती है और संपादकीय प्रक्रिया (editorial process) की दक्षता (efficiency) बढ़ाती है (Luo & Kennedy, 2014)। हालांकि, भारतीय प्रकाशन पारिस्थितिकी तंत्र (publishing ecosystem) में उन्नत वीआरपी (VRPs) के अपनाने और प्रभावों पर अधिक शोध नहीं हुआ है; इसके बजाय, यह ज्यादातर बड़े अंतरराष्ट्रीय प्रकाशकों पर केंद्रित रहा है।

भारत में विज्ञान और प्रौद्योगिकी (S&T) प्रकाशन की स्थिति तेज विस्तार और स्थायीकठिनाइयाँ भारतीय विज्ञान और प्रौद्योगिकी (S&T) प्रकाशन परिदृश्य (publishing landscape) को परिभाषित करती हैं। यूजीसी-केयर (UGC-CARE - कंसोर्टियम फॉर एकेडमिक एंड रिसर्च एथिक्स) सूची जैसी सरकारी पहलों का लक्ष्य शोधकर्ताओं को शिकारी जर्नलों (predatory journals) से दूर और प्रतिष्ठित (reputable) जर्नलों की ओर मोड़ना है (UGC, n.d.)। हालांकि, पटवर्धन, नागरकर और गाडरे (Patwardhan, Nagarkar, & Gadre, 2016) के शोध ने दिखाया है कि अपर्याप्त प्रशिक्षण और "प्रकाशित करें या खत्म हो जाएं (publish or perish)" का संस्थागत दबाव (institutional pressure) व्यवस्थित मुद्दे (systemic issues) हैं जो शिकारी प्रकाशन संकट

(predatory publishing crisis) को बढ़ावा देते हैं। प्रकाशक-नेतृत्व वाले समाधानों (publisher-led solutions) का विद्वतापूर्ण विश्लेषण (scholarly analysis), विशेष रूप से लेखक शिक्षा (author education) और सहायता के लिए प्रौद्योगिकी का उपयोग करने वालों का, अभी भी कमी है, भले ही इस मुद्दे का व्यापक दस्तावेजीकरण (documentation) हुआ है। इस अंतर को पाटने के लिए, यह शोध पत्र एकीकृत डीएलआई-वीआरपी (DLI-VRP) मॉडल को एक रणनीतिक समाधान (tactical solution) के रूप में जांचता है।

2. लेखक सहायता के दो आधार

सुझाया गया मॉडल डीएलआई (DLIs) की सक्रिय, मौलिक कौशल-निर्माण (skill-building) और वीआरपी (VRPs) की प्रतिक्रियात्मक, जस्ट-इन-टाइम (just-in-time) सहायता पर आधारित है। के माध्यम से मौलिक योग्यताओं का निर्माण प्रकाशक डीएलआई(DLIs) को डिजाइन करते हैं, जो संरचित शैक्षिक कार्यक्रम (structured educational programs) होते हैं, ताकि लेखकों को डिजिटल अकादमिक परिदृश्य में सफल होने के लिए आवश्यक उपकरण दिए जा सकें। ये प्रशिक्षण सामग्री विज्ञान और प्रौद्योगिकी (S&T) शोधकर्ताओं की विशिष्ट आवश्यकताओं (unique requirements) के अनुरूप बनाई जाती हैं, सामान्य (generic) नहीं।

महत्वपूर्ण तत्व हैं

पांडुलिपि तैयारी और सबमिशन (Manuscript Preparation and Submission): सन्दर्भ प्रबंधन सॉफ्टवेयर (reference management software) (जैसे, Mendeley, Zotero) के उपयोग, वर्ड टेम्पलेट्स (Word templates) या LaTeX का उपयोग करके पांडुलिपि स्वरूपण (formatting manuscripts), और उच्च-रिज़ॉल्यूशन चित्रों (high-resolution figures) और तालिकाओं (tables) के उत्पादन के लिए सर्वोत्तम प्रथाओं (best practices) पर वेबिनार (webinars) और ट्यूटोरियल (tutorials)।

लेखकत्व विवाद (authorship controversy), प्रामाणिक सोर्सिंग (authentic sourcing), मॉडल इमेज एक्सप्लॉइटेशन (model image exploitation) और

साहित्यिक चोरी (plagiarism) और स्व-साहित्यिक चोरी (self-plagiarism) पर इंटरैक्टिव कोर्स (interactive courses)। अकादमिक अखंडता (academic integrity) के सिद्धांतों का समर्थन करके, यह शिकारी जर्नलों (predatory journals) के आकर्षण से सीधा मुकाबला करता है।

ओपन साइंस (Open Science) और डेटा प्रबंधन (Data Management): सही क्रिएटिव कॉमन्स लाइसेंस (Creative Commons licenses) चुनना, प्रतिष्ठित रिपॉजिटरीज (repositories) (जैसे Figshare और Zenodo) में डेटा जमा करना, डेटा प्रबंधन योजना (data management plan) बनाना, और प्रीप्रिंट्स (preprints) और ORCID पहचानकर्ताओं (identifiers) के लाभों को समझना।

विद्वतापूर्ण परिदृश्य (Scholarly Landscape) को नेविगेट करना: विश्वसनीय जर्नलों (reliable journals) की पहचान करना, जर्नल मैट्रिक्स (journal metrics) (जैसे इम्पैक्ट फैक्टर - Impact Factor और साइटस्कोर - CiteScore) को समझना, और सहकर्मी-समीक्षा (peer review) टिप्पणियों को रचनात्मक ढंग से (Productively) संभालने पर कार्यशालाएं (workshops)।

भारतीय प्रकाशक डीएलआई (DLIs) में निवेश करके, सबमिशन की आधारभूत गुणवत्ता (baseline quality) में सुधार कर सकते हैं, खराब तैयार पांडुलिपियों (poorly prepared manuscripts) से जुड़े संपादकीय बोझ (editorial burden) को कम कर सकते हैं, और एक अधिक जानकार और नैतिक (Ethical) लेखक आधार (author base) को बढ़ावा दे सकते हैं। के माध्यम से जस्ट-इन-टाइम (Just-in-Time) सहायता डीएलआई(DLIs) दीर्घकालिक क्षमता (Long-range capacity) विकसित करते हैं, जबकि वीआरपी (VRPs) प्रसार प्रक्रिया (disseminating process) के दौरान विस्तारित और प्रभावी (expanding and effectual) सहायता प्रदान करते हैं। एक भारतीय विज्ञान और प्रौद्योगिकी (S&T) जर्नल के लिए, एक बहुआयामी (Multidimensional) वीआरपी (VRP) में शामिल हो सकता है:

एआई-संचालित चैटबॉट्स (AI-Powered Chatbots): ये चैटबॉट जर्नल की वेबसाइट पर लगातार (Continuous) उपलब्ध रहते हैं, ताकि लेख प्रसंस्करण शुल्क (article

processing charges - APCs), जर्नल के दायरे (scope), औसत समीक्षा अवधि (Average review duration), और संरचनात्मक आवश्यकताओं (Structural requirements) के बारे में अक्सर पूछे जाने वाले प्रश्नों (FAQs) का जवाब (React) दे सकें। यह तत्काल, उच्च-गुणवत्ता (High-quality) सेवा प्रदान करता है।

संरचित नॉलेज बेस (Structured Knowledge Base): लेखों, वीडियो ट्यूटोरियल्स और चरण-दर-चरण निर्देशों (step-by-step instructions) का एक खोज योग्य संग्रह (searchable collection), जिसका उपयोग सबमिशन अपलोड त्रुटियों (submission upload errors) को ठीक करने या विशिष्ट संपादकीय नीतियों (editorial policies) को स्पष्ट करने के लिए किया जा सकता है।

लाइव चैट सपोर्ट (Live Chat Support): कार्य घंटों (business hours) के दौरान प्रशिक्षित संपादकीय सहायकों (editorial assistants) या तकनीकी सहायता कर्मियों (technical support personnel) द्वारा संचालित, ताकि अधिक जटिल, सूक्ष्म (nuanced) प्रश्नों (queries) को संभाला जा सके जिन्हें एक चैटबॉट हल नहीं कर सकता।

वीआरपी (VRPs) सहायता तक पहुंच को लोकतांत्रिक (democratize) बनाते हैं, यह सुनिश्चित करते हुए कि एक दूरस्थ विश्वविद्यालय (remote university) के शोधकर्ता के पास एक प्रमुख महानगरीय संस्थान (premier metropolitan institution) के शोधकर्ता के समान ही सूचना तक पहुंच हो।

एक एकीकृत पारिस्थितिकी तंत्र (Integrated Ecosystem): सहक्रिया (Synergy) डीएलआई (DLIs) और वीआरपी (VRPs) का निर्बाध एकीकरण (seamless integration), न कि उनका स्वतंत्र कार्यान्वयन (independent implementation), इस मॉडल की वास्तविक शक्ति है। यह एक सकारात्मक प्रतिक्रिया लूप (positive feedback loop) शुरू करता है जो लगातार बेहतर होता रहता है:

1. डेटा-सूचित सामग्री निर्माण (Data-Informed Content Creation): वीआरपी (VRP) डेटा का एक समृद्ध स्रोत (rich source) बन जाता है, विशेष रूप से

चैटबॉट और लाइव चैट लॉग (logs)। प्रकाशक सबसे लगातार लेखक प्रश्नों (author queries) और कठिनाई बिंदुओं (pain points) की जांच करके ज्ञान अंतरालों (knowledge gaps) की पहचान कर सकते हैं और उन्हें सक्रिय रूप से संबोधित करने के लिए लक्षित डीएलआई सामग्री (targeted DLI content) (वेबिनार, ट्यूटोरियल) बना सकते हैं।

2. ऑन-डिमांड लर्निंग (On-Demand Learning): वीआरपी (VRP) का नॉलेज बेस (knowledge base) डीएलआई (DLI) संसाधनों जैसे इन्फोग्राफिक्स (infographics) और वेबिनार रिकॉर्डिंग्स (webinar recordings) को शामिल करता है। जब एक चैटबॉट साहित्यिक चोरी (plagiarism) के बारे में एक प्रश्न का पता लगाता है, तो यह लेखक को अकादमिक अखंडता (academic integrity) पर इंटरैक्टिव डीएलआई मॉड्यूल (interactive DLI module) की ओर इशारा (point) कर सकता है।
3. स्तरीय सहायता एस्केलेशन (Tiered Support Escalation): एक लेखक प्लेटफार्मों के बीच आसानी से आगे बढ़ सकता है। एक जटिल मुद्दे (complicated issue) के लिए, वे चैटबॉट से शुरुआत कर सकते हैं, एक लाइव चैट एजेंट (live chat agent) के पास भेजे जा सकते हैं, और पूरी समझ के लिए एक विशेष डीएलआई वेबिनार (DLI webinar) देखने की सलाह दी जा सकती है।

4. समुदाय निर्माण (Community Building): संपादकीय कर्मचारियों (editorial staff) के मार्गदर्शन में, प्लेटफार्मों की चर्चा बोर्ड (discussion boards) और फोरम (forums) लेखकों को एक-दूसरे से सीखने में सक्षम बनाते हैं, जिससे एक लेन-देन संबंध (transactional relationship) अभ्यास के एक समुदाय (community of practice) में बदल जाता है।

काल्पनिक केस स्टडी

डॉ. अंजलि शर्मा, एक भारतीय राज्य विश्वविद्यालय (state university) में पोस्ट-डॉक्टोरल फेलो (post-doctoral fellow), अपना पहला कार्य एक भारतीय विज्ञान और

प्रौद्योगिकी (S&T) जर्नल में जमा करने की तैयारी कर रही हैं। वह जर्नल के चैटबॉट का उपयोग करके चित्र रिज़ॉल्यूशन (figure resolution) की आवश्यकताओं के बारे में पूछती हैं। चैटबॉट उन्हें एक सीधा जवाब (straightforward response) देने के अलावा, उन्हें "प्रकाशन-योग्य ग्राफिक्स (Publication-Quality Graphics) बनाना" पर एक संक्षिप्त डीएलआई वीडियो ट्यूटोरियल (DLI video tutorial) की ओर निर्देशित (directs) करता है। सबमिशन के दौरान उन्हें एक तकनीकी समस्या (technical issue) का सामना करना पड़ता है। वह एक लाइव चैट (live chat) शुरू करती हैं और एक संपादकीय सहायक (editorial assistant) रियल टाइम (real time) में उन्हें प्रक्रिया से गुजरता है। सहायता से प्रेरित होकर, वह प्रकाशक के अगले मुफ्त वेबिनार "प्रकाशन के बाद अपने शोध को बढ़ावा देना (Promoting Your Research After Publication)" के लिए साइन अप (signs up) करती हैं, जो प्रकाशन-पश्चात चरण (post-publication stage) के लिए उनकी डिजिटल साक्षरता (digital literacy) में सुधार करेगा।

कार्यान्वयन (Implementation) की कठिनाइयाँ और बाधाएँ

इस एकीकृत मॉडल (integrated model) को लागू करना भारतीय प्रकाशकों के लिए बिना चुनौतियों के नहीं है:

- **वित्तीय निवेश (Financial Investment):** एक परिष्कृत वीआरपी (sophisticated VRP) विकसित करने और उच्च-गुणवत्ता वाली डीएलआई सामग्री (high-quality DLI content) उत्पन्न करने के लिए प्रौद्योगिकी और मानव संसाधनों (human resources) में पर्याप्त प्रारंभिक निवेश (upfront investment) आवश्यक है।
- **तकनीकी अवसंरचना (Technological Infrastructure**): पूरे भारत में इंटरनेट कनेक्टिविटी (internet connectivity) में भिन्नताओं के कारण कुछ शोधकर्ताओं की पहुंच सीमित हो सकती है। प्लेटफार्मों को कम बैंडविड्थ (low bandwidth) को ध्यान में रखकर बनाया जाना चाहिए।

- **मानव पूंजी (Human Capital):** प्रकाशकों को वीआरपी (VRPs) का प्रबंधन करने और प्रभावी डीएलआई सामग्री (effective DLI content) उत्पन्न करने के लिए शैक्षणिक कौशल (pedagogical skills) वाले कर्मियों को किराए पर लेना या प्रशिक्षित करना होगा।
- **भाषा (Language) और स्केलेबिलिटी (Scalability):** भारतीय भाषाई विविधता (linguistic diversity) को समायोजित करने के लिए, एक बड़े और विविध लेखक आधार (author base) के लिए एक स्केलेबल इन्फ्रास्ट्रक्चर (scalable infrastructure) और, आदर्श रूप से, बहुभाषी समर्थन (multilingual support) आवश्यक है।
- **उपयोगकर्ता अपनाना (User Adoption):** शोधकर्ता जो अधिक पारंपरिक संचार (conventional forms of communication) के अभ्यस्त हैं, उन्हें इन नए डिजिटल प्लेटफार्मों का उपयोग करने के लिए सक्रिय रूप से प्रोत्साहित (encourage) और प्रेरित (incentivize) करना आवश्यक हो सकता है।

भावी रास्ते और सुझाव

1. सहयोगात्मक विकास (Collaborative Development): छोटे प्रकाशक लागत कम करने के लिए वीआरपी इन्फ्रास्ट्रक्चर (VRP infrastructure) और डीएलआई सामग्री (DLI content) को विकसित करने के लिए संसाधनों को पूल (pool) करने और सहयोग (collaborate) करने के लिए कंसोर्टियम (consortiums) स्थापित कर सकते हैं।
2. पुस्तकालयों और प्रकाशकों के बीच सहयोग (Collaborations):प्रकाशकों को विश्वविद्यालय पुस्तकालयों (university libraries) के साथ सहयोग (collaborate) करना चाहिए, जिनके पास पहले से ही डिजिटल साक्षरता प्रशिक्षण (digital literacy training) और संदर्भ सेवाओं (reference services) का अनुभव है, ताकि सह-होस्ट कार्यशालाएं (co-host workshops) आयोजित की जा सकें और संसाधनों का आदान-प्रदान (exchange resources) किया जा सके।

3. सरकारी और निधि प्रदाता (Funder) समर्थन: विश्वविद्यालय अनुदान आयोग (University Grants Commission - UGC) और विज्ञान और प्रौद्योगिकी विभाग (Department of Science and Technology - DST) जैसे फंडिंग संगठनों को प्रोत्साहित करना चाहिए---या यहां तक कि आवश्यकता होनी चाहिए---कि वे जर्नल जिनका समर्थन करते हैं, उनके पास मजबूत लेखक सहायता प्रणालियाँ (strong author support systems) हों और उनके उन्नयन (advancement) के लिए अनुदान (grants) भी प्रदान कर सकते हैं।
4. निरंतर सुधार और मूल्यांकन (Continuous Improvement and Evaluation): प्रकाशकों को अपने प्लेटफार्मों में लगातार सुधार (continuously improve) करने और निवेश पर प्रतिफल (return on investment) को कम निर्णय समय (lower time-to-decision), बेहतर पांडुलिपि गुणवत्ता (better manuscript quality), और उच्च लेखक संतुष्टि दरों (higher author satisfaction rates) जैसे मैट्रिक्स (metrics) के माध्यम से दिखाने के लिए उपयोग डेटा (usage data) की निगरानी (monitor) करनी चाहिए और लेखकों से प्रतिक्रिया (feedback) मांगनी चाहिए।

निष्कर्ष

जैसे-जैसे भारत वैश्विक शोध क्षेत्र (global research arena) में प्रगति करता रहता है, देश के विज्ञान और प्रौद्योगिकी जर्नल प्रकाशकों की एक महत्वपूर्ण जिम्मेदारी है। उन्हें सिर्फ शोध प्रकाशित करने (publishing research) से अधिक सक्रिय भूमिका निभाने की आवश्यकता है। ज्ञान के निष्क्रिय भंडार (passive repositories) बनने के बजाय, उन्हें एक ऐसा वातावरण (environment) बनाने की आवश्यकता है जो सक्रिय रूप से पोषण (nurtures) और प्रोत्साहित (encourages) करता हो।

आज की दुनिया में, शोधकर्ताओं का मार्गदर्शन (guides), समर्थन (supports) और उन्हें सशक्त (enhances) बनाने वाला वातावरण बनाने की आवश्यकता है। डिजिटल साक्षरता कार्यक्रमों (digital literacy programmes) को लागू करना और आभासी संदर्भ प्लेटफार्मों (virtual reference platforms) का उचित उपयोग (proper use) करना इसके लिए प्रभावी समाधान (effective solutions) हो सकते हैं। यह

सहयोगात्मक दृष्टिकोण (collaborative approach) भारतीय शोधकर्ताओं द्वारा सामना किए जाने वाले प्रमुख चुनौतियों - जैसे डिजिटल कौशलों की कमी (lack of digital skills), धोखाधड़ी या शोषणकारी प्रकाशन प्रथाएं (fraudulent or exploitative publishing practices) और उचित मार्गदर्शन (proper guidance) की आवश्यकता - को संबोधित करने में मदद करता है।

इस तरह के व्यापक दृष्टिकोण (comprehensive approach) को अपनाकर, भारतीय विज्ञान और प्रौद्योगिकी प्रकाशक (Indian science and technology publishers) उनके द्वारा प्रकाशित शोध की गुणवत्ता (quality), विश्वसनीयता (credibility) और अंतरराष्ट्रीय मान्यता (international recognition) को बढ़ा सकते हैं। यह वैश्विक स्तर पर भारत को वैज्ञानिक उत्कृष्टता (scientific excellence) का केंद्र (hub) स्थापित करने में महत्वपूर्ण योगदान दे सकता है।

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ज्ञान केंद्रों का रूपांतरण: भारतीय पुस्तकालयों और प्रकाशनों में नवाचार और सतत सुधार के लिए नेतृत्व रणनीतियाँ, SCImago जर्नल रैंक (SJR) पर विशेष बल के साथ

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सारांश: यह शोध पत्र डिजिटल युग में भारतीय पुस्तकालयों और प्रकाशनों को पारंपरिक स्थलों से समरस गतिशील ज्ञान केंद्रों में बदलने के लिए जरूरी नेतृत्व रणनीतियों का विश्लेषण करता है। इक्कीसवीं सदी में वैश्विक अकादमिक प्रतिस्पर्धा में प्रासंगिक बने रहने के लिए नवाचार और निरंतर सुधार आवश्यक हैं। इस पत्र में, हम उन प्रमुख नेतृत्व दृष्टिकोणों की जांच करते हैं जो प्रौद्योगिकी अपनाने, मानव संसाधन विकास, सहयोगी नेटवर्क और उपयोगकर्ता-केंद्रित सेवाओं का समर्थन कर सकते हैं। खासतौर पर, यह पत्र भारतीय प्रकाशनों की गुणवत्ता और प्रभाव को मापने के लिए SCImago जर्नल रैंक (SJR) के महत्व को एक महत्वपूर्ण मीट्रिक के रूप में उजागर करता है। यह तर्क करता है कि प्रभावी नेतृत्व, जब रणनीतिक रूप से लागू किया जाता है, तो न केवल पुस्तकालय सेवाओं में सुधार कर सकता है, बल्कि भारत के अकादमिक प्रकाशनों के वैश्विक प्रभाव और प्रतिष्ठा को भी ऊंचा कर सकता है, जैसा कि SJR जैसे मान्यता प्राप्त सूचकांकों में दिखता है। यह पत्र नीति निर्माताओं, पुस्तकालय पेशेवरों और शैक्षणिक प्रशासकों के लिए एक रूपरेखा प्रस्तुत करता है ताकि वे एक जीवंत और प्रभावशाली ज्ञान पारिस्थितिकी तंत्र का निर्माण कर सकें।

मुख्य शब्दः पुस्तकालय नेतृत्व, नवाचार, सतत सुधार, SCImago जर्नल रैंक (SJR), भारतीय प्रकाशन, डिजिटल रूपांतरण, ज्ञान प्रबंधन।

1. परिचय

सूचना एवं ज्ञान के क्षेत्र में अभूतपूर्व परिवर्तन हो रहे हैं। डिजिटल प्रौद्योगिकी के आगमन ने पुस्तकालयों की पारंपरिक भूमिका के लिए नई चुनौतियाँ ला दी हैं, जिन्हें पहले केवल पुस्तकों और पांडुलिपियों के भंडार के रूप में देखा जाता था (बोर्गमैन, 2016)। आज, उन्हें सूचना तक पहुंच, अनुसंधान सहायता, डिजिटल साक्षरता और विद्वतापूर्ण संचार का केंद्र होना चाहिए। इस संदर्भ में, भारतीय पुस्तकालय और प्रकाशक एक निर्णायक मोड़ पर हैं। उन्हें नवाचार को अपनाना होगा और वैश्विक ज्ञान नेटवर्क में शामिल होना होगा अन्यथा अप्रासंगिक होने का जोखिम उठाना होगा।

इस परिवर्तन की कुंजी प्रभावी नेतृत्व है। नेतृत्व सिर्फ प्रबंधन से कहीं अधिक है। यह एक दृष्टिकोण विकसित करने, परिवर्तन लाने और एक ऐसी संस्कृति विकसित करने के बारे में है जो नवाचार और निरंतर सुधार को प्रोत्साहित करती है (कौज़ेस और पॉस्नर, 2017)। यह लेख भारतीय संदर्भ में नेतृत्व प्रथाओं का विश्लेषण करने के लिए एक प्रमुख प्रदर्शन संकेतक (KPI) के रूप में SCImago जर्नल रैंक (SJR) पर केंद्रित है। एसजेआर एक परिष्कृत मीट्रिक है जो न केवल उद्धरणों की संख्या को मापता है बल्कि उद्धृत पत्रिकाओं की प्रतिष्ठा को भी ध्यान में रखता है, जो अकादमिक प्रभाव का अधिक सूक्ष्म संकेतक प्रदान करता है (ग्युरेरो-बोटे और मोया-अनेगॉन, 2012)। भारतीय अकादमिक पत्रिकाओं में एसजेआर की वृद्धि का देश के अनुसंधान आउटपुट की वैश्विक दृश्यता और विश्वसनीयता पर सीधा प्रभाव पड़ता है।

2. SCImago जर्नल रैंक (SJR) और भारतीय अकादमिक प्रकाशन

किसी भी अकादमिक प्रणाली की सफलता उसके अनुसंधान आउटपुट की गुणवत्ता और प्रभाव से आंकी जाती है। SJR जैसे ग्रंथ सूची संबंधी संकेतक (Bibliometric Indicators) इस प्रभाव को मापने के लिए महत्वपूर्ण उपकरण के रूप में उभरे हैं। इम्पैक्ट फैक्टर (Impact Factor) के विपरीत, जो केवल उद्धरणों की गिनती करता है, SJR का एल्गोरिथ्म Google के PageRank के समान है, जो प्रतिष्ठित पत्रिकाओं से प्राप्त उद्धरणों को अधिक महत्व देता है

(González-Pereira, Guerrero-Bote, & Moya-Anegón, 2010)। यह इसे "विषय क्षेत्र, गुणवत्ता और प्रतिष्ठा" का एक अधिक संतुलित माप बनाता है।

भारतीय अकादमिक प्रकाशनों के लिए SJR की प्रासंगिकता बहुआयामी है:

- **गुणवत्ता का मानदंड:** यह भारतीय पत्रिकाओं को वैश्विक मानकों के विरुद्ध अपनी गुणवत्ता का मूल्यांकन करने में मदद करता है।
- **वैश्विक दृश्यता:** उच्च SJR वाली पत्रिकाएँ अंतरराष्ट्रीय शोधकर्ताओं को आकर्षित करती हैं, जिससे भारत के अनुसंधान की पहुंच बढ़ती है।
- **रणनीतिक निर्णय:** विश्वविद्यालय और अनुसंधान संस्थान SJR का उपयोग यह तय करने के लिए कर सकते हैं कि किन पत्रिकाओं की सदस्यता लेनी है और कहाँ अपने शोधकर्ताओं को प्रकाशित करने के लिए प्रोत्साहित करना है।

हालांकि, कई भारतीय पत्रिकाएँ निम्न SJR या Scopus और Web of Science जैसे प्रमुख डेटाबेस में अपर्याप्त प्रतिनिधित्व से जूझ रही हैं (Kumar & Singh, 2019)। इस चुनौती से निपटने के लिए पुस्तकालयों और प्रकाशन गृहों में एक ठोस और रणनीतिक नेतृत्व की आवश्यकता है।

3. नवाचार और सतत सुधार के लिए नेतृत्व रणनीतियाँ

भारतीय पुस्तकालयों और प्रकाशनों को बदलने के लिए एक बहु-आयामी नेतृत्व दृष्टिकोण की आवश्यकता है जो निम्नलिखित क्षेत्रों पर केंद्रित हो:

3.1 दूरदर्शी नेतृत्व और रणनीतिक योजना परिवर्तनकारी नेतृत्व एक स्पष्ट और प्रेरक दृष्टि से शुरू होता है। नेताओं को पारंपरिक प्रक्रियाओं से आगे बढ़कर एक भविष्य की कल्पना करनी चाहिए जहाँ पुस्तकालय अनुसंधान जीवनचक्र का एक अभिन्न अंग हो।

- **डिजिटल-फर्स्ट विजन बनाना:** नेताओं को एक ऐसी रणनीति विकसित करनी चाहिए जो भौतिक संग्रहों के साथ-साथ डिजिटल संसाधनों, डेटा रिपॉजिटरी और ऑनलाइन सेवाओं को प्राथमिकता दे।

- **लक्ष्य संरेखण:** पुस्तकालय के लक्ष्यों को मूल संस्थान (जैसे, विश्वविद्यालय) के व्यापक अनुसंधान और शिक्षण मिशन के साथ जोड़ा जाना चाहिए। इसका अर्थ है उन पहलों का समर्थन करना जो संस्थान की रैंकिंग और अकादमिक प्रतिष्ठा को बढ़ाते हैं (Mishra & Singh, 2021)।

- **संसाधन आवंटन:** नेताओं को नवाचार के लिए धन सुरक्षित करने और रणनीतिक प्राथमिकताओं के आधार पर बजट आवंटित करने में कुशल होना चाहिए, न कि केवल ऐतिहासिक व्यय पैटर्न के आधार पर।

3.2 नवाचार और प्रौद्योगिकी को बढ़ावा देना प्रौद्योगिकी नवाचार का एक प्रमुख प्रवर्तक है। नेतृत्व को केवल नई तकनीक खरीदने से आगे बढ़कर यह सुनिश्चित करना चाहिए कि इसे प्रभावी ढंग से एकीकृत और उपयोग किया जाए।

- **एकीकृत प्रणाली अपनाना:** आधुनिक एकीकृत पुस्तकालय प्रणाली (ILS), डिस्कवरी प्लेटफॉर्म और रिमोट एक्सेस टूल को लागू करना उपयोगकर्ताओं के लिए एक सहज अनुभव बनाने के लिए महत्वपूर्ण है।

- **उभरती प्रौद्योगिकियों का उपयोग:** नेताओं को आर्टिफिशियल इंटेलिजेंस (AI), मशीन लर्निंग और डेटा एनालिटिक्स जैसी तकनीकों की खोज को प्रोत्साहित करना चाहिए ताकि उपयोगकर्ता व्यवहार का विश्लेषण किया जा सके, सेवाओं को वैयक्तिकृत किया जा सके और संग्रह प्रबंधन को अनुकूलित किया जा सके (Verma & Shukla, 2020)।

- **डिजिटल अनुसंधान अवसंरचना का निर्माण:** इसमें संस्थागत रिपॉजिटरी (Institutional Repositories) स्थापित करना, अनुसंधान डेटा प्रबंधन (Research Data Management) के लिए सहायता प्रदान करना और डिजिटल स्कॉलरशिप परियोजनाओं का समर्थन करना शामिल है। यह सीधे तौर पर संस्थान के शोध आउटपुट की दृश्यता को बढ़ाता है, जो SJR रैंकिंग को प्रभावित कर सकता है।

3.3 मानव संसाधन का विकास और कौशल उन्नयन सबसे उन्नत तकनीक भी एक कुशल और प्रेरित कार्यबल के बिना अप्रभावी है। नेताओं को अपने कर्मचारियों में निवेश करना चाहिए।

- **निरंतर व्यावसायिक विकास:** पुस्तकालय कर्मचारियों को डेटा साक्षरता, ग्रंथ सूची विश्लेषण, डिजिटल संरक्षण, बौद्धिक संपदा अधिकार और उन्नत खोज तकनीकों जैसे क्षेत्रों में नियमित प्रशिक्षण प्रदान किया जाना चाहिए (Sharma, 2018)।

- **भूमिकाओं का पुनर्परिभाषित करना:** पारंपरिक पुस्तकालयाध्यक्ष की भूमिका को "सूचना वैज्ञानिक," "डेटा क्यूरेटर," या "एम्बेडेड लाइब्रेरियन" जैसी विशेषज्ञ भूमिकाओं में विकसित करने की आवश्यकता है जो सीधे शोधकर्ताओं के साथ काम करते हैं।

- **नवाचार की संस्कृति का निर्माण:** नेताओं को कर्मचारियों को नए विचारों के साथ प्रयोग करने, परिकलित जोखिम लेने और असफलताओं से सीखने के लिए प्रोत्साहित करना चाहिए।

3.4 सहयोग और नेटवर्क-निर्माण आधुनिक ज्ञान पारिस्थितिकी तंत्र में कोई भी संस्था अलग-थलग काम नहीं कर सकती है। सहयोग सफलता के लिए महत्वपूर्ण है।

- **आंतरिक सहयोग:** पुस्तकालयों को अकादमिक विभागों, आईटी सेवाओं, अनुसंधान कार्यालयों और छात्र संघों के साथ सक्रिय रूप से भागीदार बनना चाहिए। यह सुनिश्चित करता है कि पुस्तकालय सेवाएँ वास्तविक उपयोगकर्ता आवश्यकताओं के अनुरूप हैं।

- **बाहरी भागीदारी:** अन्य पुस्तकालयों (जैसे, INFLIBNET के माध्यम से), प्रकाशकों और प्रौद्योगिकी विक्रेताओं के साथ संघ बनाना संसाधनों को साझा करने और लागत कम करने में मदद करता है। प्रकाशकों के साथ सहयोग विशेष रूप से भारतीय पत्रिकाओं के संपादकीय मानकों और प्रकाशन प्रक्रियाओं में सुधार के लिए महत्वपूर्ण है, जिससे उनके SJR में सुधार हो सकता है।

- **शोधकर्ताओं के साथ जुड़ाव:** पुस्तकालय पेशेवरों को प्रकाशन प्रक्रिया में शोधकर्ताओं की सहायता करनी चाहिए–सही पत्रिका का चयन करने से लेकर (SJR जैसे मेट्रिक्स का उपयोग करके), उद्धरण प्रबंधन और लेखक प्रोफाइल (जैसे, ORCID, Scopus ID) को बनाए रखने तक।

3.5 सतत सुधार के लिए मूल्यांकन और प्रतिक्रिया सतत सुधार एक सतत प्रक्रिया है जो डेटा-संचालित मूल्यांकन पर निर्भर करती है।

- **प्रदर्शन मेट्रिक्स का उपयोग:** नेताओं को सेवाओं के प्रभाव को मापने के लिए नियमित रूप से डेटा एकत्र और विश्लेषण करना चाहिए। इसमें वेबसाइट ट्रैफिक, संसाधन उपयोग के आँकड़े, उपयोगकर्ता संतुष्टि सर्वेक्षण और निश्चित रूप से, संस्थान के प्रकाशनों की SJR रैंकिंग पर नज़र रखना शामिल है (Patel, 2021)।

- **प्रतिक्रिया तंत्र:** उपयोगकर्ताओं से प्रतिक्रिया एकत्र करने के लिए औपचारिक और अनौपचारिक चैनल स्थापित किए जाने चाहिए। इस प्रतिक्रिया का उपयोग सेवाओं को परिष्कृत करने और नई पहलों को विकसित करने के लिए किया जाना चाहिए।

- **बेंचमार्किंग:** राष्ट्रीय और अंतरराष्ट्रीय स्तर पर सर्वोत्तम प्रथाओं के खिलाफ प्रदर्शन की तुलना करना सुधार के क्षेत्रों की पहचान करने और यथार्थवादी लक्ष्य निर्धारित करने में मदद करता है।

4. निष्कर्ष

भारतीय पुस्तकालयों और प्रकाशनों को ज्ञान केंद्रों में बदलना एक जटिल लेकिन आवश्यक कार्य है। इस परिवर्तन के केंद्र में दूरदर्शी और अनुकूलनीय नेतृत्व है। केवल प्रौद्योगिकी में निवेश करना या नई प्रणालियों को लागू करना ही पर्याप्त नहीं है। सफलता के लिए एक समग्र दृष्टिकोण की आवश्यकता है जो रणनीतिक योजना, मानव कौशल विकास, सहयोगात्मक भावना और नवाचार की संस्कृति को जोड़ती हो।

SCImago जर्नल रैंक (SJR) जैसे मेट्रिक्स केवल अकादमिक प्रतिष्ठा के संकेतक नहीं हैं; वे सुधार के प्रयासों को निर्देशित करने और सफलता को मापने के लिए शक्तिशाली उपकरण हैं। जब पुस्तकालय के नेता शोधकर्ताओं को उच्च-प्रभाव वाली पत्रिकाओं में प्रकाशन के लिए समर्थन देने पर ध्यान केंद्रित करते हैं और प्रकाशन गृह संपादकीय गुणवत्ता बढ़ाने पर काम करते हैं, तो परिणामी SJR सुधार पूरे भारतीय अकादमिक पारिस्थितिकी तंत्र को लाभान्वित करता है।

अंततः, जिन नेताओं के पास अपने संस्थानों को डिजिटल युग में मार्गदर्शन करने, जोखिम लेने को प्रोत्साहित करने और उपयोगकर्ता की जरूरतों को प्राथमिकता देने का साहस और दृष्टि

है, वे यह सुनिश्चित करेंगे कि भारतीय पुस्तकालय और प्रकाशन न केवल जीवित रहें, बल्कि वैश्विक ज्ञान परिदृश्य में अग्रणी के रूप में उभरें।

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“वित्त-लेखाकार, प्रबंधन और विपणन शिक्षा में कृत्रिम बुद्धीमत्ता-संचालित डिजिटल सूचना संसाधनों के प्रभाव का एक व्याख्यात्मक अध्ययन”

शोधकर्ता

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डॉ. सरिता एस. उदापुरकर

सहयोगी प्रोफेसर

एन.एम.डी. कॉलेज, गोंदिया

सारांश: उच्च शिक्षामें डिजिटल सूचना संसाधनों की उपलब्धता, वितरण और उपयोग में कृत्रिम बुद्धिमत्ता (AI) के तीव्र विकास में परिवर्तन आया है। इस शोध में कैसे बुद्धिमान डेटाबेस, स्वचालित विश्लेषणात्मक प्लेटफॉर्म, निर्णय-समर्थन प्रणालियों और व्यक्तिगत डिजिटल पुस्तकालयों सहित कृत्रिम बुद्धीमत्ता-संचालित उपकरण, वित्त, लेखाकार, प्रबंधन और विपणन में शिक्षण, अधिगम और शोध को प्रभावित कर रहे हैं। यह अध्ययन वाणिज्य शिक्षा में कृत्रिम बुद्धीमत्ता-संवर्धित संसाधनों के सफल एकीकरण के लिए एक रूपरेखा प्रस्तुत करता है तथा कृत्रिम बुद्धीमत्ता के उपयोग के मुख्य लाभों, चुनौतियों और प्रभावों पर बल देता है। अध्ययन दर्शाते हैं, कृत्रिम बुद्धीमत्ता उपकरण छात्रों की डेटा सुलभता, विश्लेषणात्मक क्षमताओं, व्यक्तिगत अधिगम और औद्योगिक तैयारी को काफी बढ़ाते हैं। लेकिन डेटा गोपनीयता, कंप्यूटर साक्षरता और संसाधनों की सामर्थ्य से जुड़े मुद्दे अभी भी बने हुए हैं।

मुख्य शब्द: कृत्रिम बुद्धीमत्ता, डिजिटल सूचना संसाधन, वित्त-लेखाकार, प्रबंधन और विपणन

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अवलोकन

डिजिटल प्रौद्योगिकी,विशेष रूप से कृत्रिम बुद्धीमत्ता-आधारित सूचना प्रणालियों की शुरुआत के साथ, वाणिज्य शिक्षा में एक महत्वपूर्ण परिवर्तन आया है। गतिशील, स्वचालित और डेटा-संचालित अधिगम वातावरण धीरे-धीरे पारंपरिक पुस्तकालयों और स्थिर ई-संसाधनों की जगह ले रहे हैं। कृत्रिम बुद्धीमत्ता-संचालित डिजिटल संसाधन उद्योगों जैसे वित्त, लेखाकार, प्रबंधन और विपणन में शैक्षणिक और व्यावहारिक दोनों क्षमताओं को बेहतर बनाने के लिए आवश्यक हैं, जहाँ निर्णय लेने की प्रक्रिया वास्तविक-समय के डेटा पर बहुत अधिक निर्भर करती है। वाणिज्य शिक्षा में अधिगम प्रक्रिया, पाठ्यचर्या की प्रासंगिकता, विद्यार्थी संलग्नता और कौशल विकास का यह अध्ययन इन कृत्रिम बुद्धीमत्ता-संवर्धित उपकरणों के संदर्भ में जांच करता है।

उद्देश्य

1. प्रबंधन, विपणन, लेखाकार और वित्त शिक्षा में प्राथमिक कृत्रिम बुद्धीमत्ता-संचालित डिजिटल सूचना संसाधनों की सूची बनाना।
2. शिक्षण और अधिगम की प्रभावशीलता पर कृत्रिम बुद्धीमत्ता उपकरणों के प्रभाव का मूल्यांकन करना।
3. कृत्रिम बुद्धीमत्ता एकीकरण वाले डिजिटल संसाधनों के उपयोग के लाभों और कठिनाइयों का आकलन करना।
4. व्यवसाय शिक्षा में कृत्रिम बुद्धीमत्ता के उपयोग को बेहतर बनाने के लिए विधियाँ प्रदान करना।

साहित्यिक समीक्षा

1. बोंक और झांग (2006): ऑनलाइन लर्निंग एंड पेडागॉजी सफल ऑनलाइन अधिगम वातावरण बनाने के लिए विभिन्न तकनीकें प्रदान करता है। डिजिटल शिक्षा, ई-लर्निंग संलग्नता, शैक्षणिक गतिविधियों और प्रौद्योगिकी-समर्थित शिक्षण रणनीतियों पर शोध को इससे लाभ मिल सकता है। यह इंटरैक्टिव या विद्यार्थी-केंद्रित ऑनलाइन अधिगम के लिए शैक्षणिक रूपरेखाओं का समर्थन करता है।

2. ब्राइनजोल्फ्सन और मैकाफी (2014): ऑटोमेशन, टेक्नोलॉजी, एंड द डिजिटल इकोनॉमी यह अध्ययन जांच करता है कि श्रम बाजारों, आर्थिक संरचनाओं और उत्पादकता पर कटिंग-एज डिजिटल प्रौद्योगिकियों जिनमें स्वचालन, रोबोटिक्स और कृत्रिम बुद्धिमत्ता शामिल हैं, कैसे प्रभाव डालती हैं। डिजिटल परिवर्तन, भविष्य के कार्य के रुझान और प्रौद्योगिकी परिवर्तन के लिए संगठनात्मक अनुकूलनशीलता पर शोध को इससे समर्थन मिलता है।

3. डेवनपोर्ट और हैरिस (2007): एनालिटिक्स एंड डेटा-ड्रिवन डिसीजन मेकिंग बताता है कि व्यवसाय प्रतिस्पर्धात्मक लाभ प्राप्त करने के लिए विश्लेषिकी का उपयोग कैसे करते हैं। क cooperate इंटेलिजेंस, डेटा-संचालित रणनीति, प्रदर्शन मूल्यांकन और प्रबंधकीय निर्णय लेने में विश्लेषिकी के उपयोग पर अध्ययन इसे बहुत उपयोगी पाएंगे।

4. डीन (2016): इंटरनेशनल अकाउंटिंग एंड फाइनेंशियल रिपोर्टिंग यह अध्ययन लेखाकार, अंतरराष्ट्रीय वित्त, वित्तीय विवरण विश्लेषण और नियामक तुलनाओं में शोध के लिए प्रासंगिक है क्योंकि यह वैश्विक वित्तीय रिपोर्टिंग मानकों को कवर करता है। यह अंतरराष्ट्रीय वित्तीय लेनदेन को समझने के लिए मौलिक सिद्धांत प्रदान करता है।

5. ड्रकर (2007): मैनेजमेंट चैलेंजेज इन द 21सेंचुरी में, ड्रकर नए प्रबंधकीय मुद्दों जैसे संगठनात्मक परिवर्तन, ज्ञान कार्य और नवाचार को संबोधित करते हैं। संगठनात्मक व्यवहार, रणनीतिक प्रबंधन, नेतृत्व और समकालीन प्रबंधन सिद्धांत पर शोध सभी को इससे लाभ मिल सकता है।

6. एंगल (2003): इकोनोमेट्रिक मॉडल्स ऑफ रिस्क एंड वोलैटिलिटी यह पुरस्कार विजेता पेपर वित्तीय अस्थिरता का आकलन करने के लिए ARCH/GARCH मॉडल और अन्य मॉडल प्रस्तुत करता है। वित्तीय बाजार शोध, जोखिम प्रबंधन, पूर्वानुमान और अनिश्चितता के सांख्यिकीय मॉडलिंग सभी इस पर निर्भर करते हैं।

7. गोलमैन (1998): इमोशनल इंटेलिजेंस इन द वर्कप्लेस भावनात्मक बुद्धिमत्ता (EI) का सिद्धांत गोलमैन के कार्य पर आधारित है। नेतृत्व, टीम गतिकी, कर्मचारी प्रदर्शन, संगठनात्मक व्यवहार और मानव संसाधन विकास पर शोध सभी को इससे लाभ मिल सकता है।

8. हल (2017): रिस्क मैनेजमेंट एंड फाइनेंशियल इंस्टीट्यूशंस हल की पुस्तक वित्तीय संस्थान विनियमन, जोखिम प्रबंधन तकनीकों और डेरिवेटिव्स की व्यापक चर्चा प्रदान करती है। यह मात्रात्मक जोखिम मॉडलिंग, बैंकिंग स्थिरता और वित्तीय जोखिम पर अध्ययनों के लिए सहायक है।

9. केलर (2012): स्ट्रैटेजिक ब्रांड मैनेजमेंट ब्रांडिंग, ब्रांड इक्विटी और उपभोक्ता धारणा पर मौलिक कार्य है। उपभोक्ता व्यवहार, ब्रांड प्रबंधन, विपणन रणनीति और प्रतिस्पर्धात्मक स्थिति निर्धारण पर शोध को इससे समर्थन मिलता है।

10. कोलोडनर (1997): केस-बेस्ड लर्निंग एंड एजुकेशनल साइकोलॉजी में, कोलोडनर शिक्षा में एक रूपरेखा के रूप में केस-आधारित तर्क को संबोधित करते हैं। शिक्षा में

समस्या-आधारित अधिगम, अनुभवात्मक अधिगम और शैक्षणिक डिजाइन पर शोध को इससे लाभ मिल सकता है।

11. कोटलर और केलर (2016): प्रिंसिपल्स ऑफ मार्केटिंग मैनेजमेंट विपणन सिद्धांत में एक मौलिक कार्य होने के नाते, उपभोक्ता व्यवहार, विपणन रणनीति, विभाजन, ब्रांडिंग और उत्पाद प्रबंधन पर अध्ययन के लिए यह पुस्तक अपरिहार्य है। यह मौलिक अवधारणाएं और मॉडल प्रदान करती है जो व्यवसाय शोध में अक्सर उपयोग किए जाते हैं।

12. लो (2004): द एडेप्टिव मार्केट्स हाइपोथिसिस एफिशिएंट मार्केट हाइपोथिसिस का एक व्यवहारिक विकल्प है। यह व्यवहारिक वित्त, बाजार दक्षता, वित्तीय व्यवहार और विकासवादी आर्थिक मॉडलों के अध्ययन के लिए अत्यधिक प्रासंगिक है।

13. मेयर-शोनबर्गर और कुकियर (2013): बिग डेटा एंड डिजिटल ट्रांसफॉर्मेशन यह जांच करता है कि बिग डेटा कैसे व्यवसायों, निर्णयों और समाज को बदल रहा है। डेटा एनालिटिक्स, डिजिटल परिवर्तन, गोपनीयता, कृत्रिम बुद्धिमत्ता और प्रौद्योगिकीय विघटन पर शोध को इससे समर्थन मिलता है।

14. मिंट्ज़बर्ग (1973): ऑर्गनाइजेशनल बिहेवियर एंड मैनेजेरियल रोल्स प्रबंधकों के वास्तविक कार्यों को रेखांकित करने वाली एक महत्वपूर्ण पुस्तक है। संगठनात्मक भूमिकाओं, प्रबंधन प्रथाओं, नेतृत्व व्यवहार और प्रबंधकीय गतिविधियों पर शोध सभी इस पर निर्भर करते हैं।

15. शार्प (2010): ब्रांड ग्रोथ एंड मार्केटिंग साइंस शार्प साक्ष्य-आधारित शोध का उपयोग करके पारंपरिक विपणन मान्यताओं पर सवाल उठाते हैं। ग्राहक व्यवहार, बाजार हिस्सेदारी, ब्रांड विस्तार और अनुभवजन्य विपणन विज्ञान पर शोध सभी इस पर निर्भर हैं।

16. सोलोवे और वालेस (1997): इंटरनेट एंड स्टूडेंट इन्क्वायरी: द ड्रॉबैक्स ऑफ इंटरनेट-बेस्ड इन्क्वायरी लर्निंग यह विद्यार्थी-केंद्रित अधिगम, शैक्षिक प्रौद्योगिकी और उत्पादक पूछताछ वातावरण के निर्माण पर शोध को प्रोत्साहित करता है।

17. वासारहेली एंव हल्पर (1991): इनफॉर्मेशन सिस्टम्स एंड कंटीन्यूअस ऑडिटिंग डिजिटल सिस्टमों की निरंतर ऑडिटिंग का परिचय देता है। रियल-टाइम आश्वासन, ऑडिटिंग ऑटोमेशन, लेखाकार सूचना प्रणाली शोध और ऑडिटिंग प्रौद्योगिकी के लिए लाभकारी है।

शोध विधि

यह अध्ययन विद्वतापूर्ण पत्रिकाओं, ई-डेटाबेस, संस्थागत रिपोर्टों, कृत्रिम बुद्धीमत्ता उपकरण प्रलेखन और शैक्षिक प्रौद्योगिकी शोध से एकत्रित द्वितीयक डेटा पर आधारित, गुणात्मक और वर्णनात्मक है। चार वाणिज्य क्षेत्रों में कृत्रिम बुद्धीमत्ता अपनाने को समझने के लिए तुलनात्मक विश्लेषण का उपयोग किया पाया जाता है।

अनुसंधान रूपरेखा

वित्त, लेखाकार, प्रबंधन और विपणन शिक्षा में शिक्षण और अधिगम पर कृत्रिम बुद्धीमत्ता-संचालित डिजिटल सूचना संसाधनों के प्रभाव की जांच करने के लिए, इस अध्ययन ने मिश्रित-विधियों विश्लेषणात्मक दृष्टिकोण का उपयोग किया। उपयोगिता रुझान, अधिगम लाभ और कृत्रिम बुद्धीमत्ता उत्पादों के कथित मूल्य सभी का मापन मात्रात्मक घटक द्वारा किया जाता है। गहन अंतर्दृष्टि जिनमें उपयोगकर्ता अनुभव, कठिनाइयाँ और कृत्रिम बुद्धीमत्ता-समर्थित अधिगम के प्रति दृष्टिकोण शामिल हैं, की जांच गुणात्मक घटक में की जाती है। दोनों दृष्टिकोणों के संयोजन से घटना की अधिक संपूर्ण समझ प्राप्त की जाती है।

नमूना:

1. विपणन, प्रबंधन, लेखाकार और वित्त के पाठ्यक्रमों में नामांकित विद्यार्थी।
2. शिक्षाविद जो इन क्षेत्रों में कक्षाएं संचालित करते हैं।
3. शैक्षणिक संस्थान जो अपने पाठ्यक्रम में डिजिटल प्रौद्योगिकियों और कृत्रिम बुद्धीमत्ता-समर्थित प्लेटफॉर्म का उपयोग करते हैं।

नमूनाकरण

चारों शैक्षणिक क्षेत्रों में समान प्रतिनिधित्व सुनिश्चित करने के लिए, एक स्तरीकृत यादृच्छिक नमूनाकरण तकनीक का उपयोग किया जाता है। जनसंख्या को स्तरों (वित्त-लेखाकार, प्रबंधन और विपणन) में विभाजित करने के बाद, प्रतिभागियों को प्रत्येक समूह से यादृच्छिक रूप से चुना जाता है।

नमूना मात्रा

मजबूत विश्लेषणात्मक विश्वसनीयता 340 प्रतिभागियों के एक नमूने के उपयोग से प्राप्त की जाती है:

श्रेणी नमूना आकार

वित्त के विद्यार्थी	80
लेखाकार के विद्यार्थी	80
प्रबंधन के विद्यार्थी	80
विपणन के विद्यार्थी	80
संकाय सदस्य	20
कुल प्रतिभागी	340

प्राथमिक सूचना: प्रश्नावली, अवलोकन, अर्ध-संरचित साक्षात्कार।

- चुने गए संकाय सदस्यों और विद्यार्थी प्रतिनिधियों के साथ साक्षात्कार के माध्यम से गहन अंतर्दृष्टि प्राप्त की जाती है।
- कक्षा या प्रयोगशाला में कृत्रिम बुद्धीमत्ता उपकरणों के उपयोग के दौरान विद्यार्थी संलग्नता पैटर्न और शैक्षणिक रणनीतियों को रिकॉर्ड करने के लिए अवलोकन किए जाते हैं।

द्वितीयक सूचना

- द्वितीयक डेटा शिक्षा में कृत्रिम बुद्धिमत्ता के बारे में विद्वतापूर्ण लेखों से आता है।
- व्यवसाय शिक्षा और डिजिटल अधिगम पर पुस्तकें, उच्च शिक्षा में प्रौद्योगिकी प्रगति की रिपोर्ट और शैक्षणिक संस्थानों से नीति संबंधी सिफारिशें अध्ययन के संदर्भ को रूपरेखा प्रदान करने में मदद करती हैं।

डेटा विश्लेषण

मात्रात्मक मूल्यांकन:

- वर्णनात्मक आंकड़े: मानक विचलन, प्रतिशत और माध्य स्कोर।
- अनुमानात्मक परीक्षण: चारों विषयों के बीच अंतरों का विश्लेषण करने के लिए ANOVA; चरों के बीच संबंधों के लिए ची-स्क्वायर टेस्ट; संबंधों की ताकत का आकलन करने के लिए सहसंबंध विश्लेषण; और अधिगम परिणामों की भविष्यवाणी करने में कृत्रिम बुद्धीमत्ता के उपयोग को निर्धारित करने के लिए प्रतिगमन मॉडल।
- डेटा विश्लेषण सॉफ्टवेयर, जैसे एक्सेल, आर, या एसपीएसएस, उपयोग किया जा सकता है।

- **गुणात्मक मूल्यांकन**
  - अवलोकन नोट्स और साक्षात्कार प्रतिलेखों की समीक्षा के लिए विषयगत विश्लेषण का उपयोग किया जाता है।
  - आवर्ती अवधारणाओं जिनमें अधिगम विकास, प्रेरणा, कथित उपयोगिता और बाधाएं शामिल हैं, के आधार पर कोड बनाए जाते हैं।
  - स्थिरता सुनिश्चित करने के लिए विषयों को मात्रात्मक परिणामों के साथ क्रॉस-चेक किया जाता है।

- **नैतिक पहलू**
  - अध्ययन स्थापित शैक्षणिक नैतिक मानकों का अनुसरण करता है:
  - प्रतिभागी स्वेच्छा से सूचित अनुमोदन प्रदान करते हैं।
  - प्रतिक्रियाएं गोपनीय रखी जाती हैं और विशेष रूप से शोध के लिए उपयोग की जाती हैं।
  - कोई व्यक्तिगत रूप से पहचान उचित ज्ञान प्रकट नहीं की जाती है।
  - प्रतिभागी बिना किसी प्रतिकूल परिणाम के किसी भी समय अध्ययन छोड़ने के लिए स्वतंत्र हैं।

- **सीमाएँ**
  - डेटा में स्व-रिपोर्टित धारणाओं का उपयोग किया पाया जाता है, जो पूर्वाग्रह का कारण बन सकता है।
  - तुलनीयता संस्थानों के बीच कृत्रिम बुद्धीमत्ता उपकरण अपनाने के अंतर से प्रभावित होती है।
  - परिणामों के दीर्घकालिक सामान्यीकरण पर कृत्रिम बुद्धीमत्ता प्रौद्योगिकी में तीव्र प्रगति का प्रभाव पड़ सकता है।

परिकल्पनाएं

1. H1: वित्त, लेखाकार, प्रबंधन और विपणन पाठ्यक्रमों में अधिगम परिणाम कृत्रिम बुद्धीमत्ता-संचालित डिजिटल सूचना संसाधनों द्वारा महत्वपूर्ण रूप से सुधारे जाते हैं।
2. H2: छात्रों की वित्तीय निर्णय लेने की क्षमता कृत्रिम बुद्धीमत्ता-आधारित वित्तीय विश्लेषणात्मक उपकरणों द्वारा काफी बढ़ जाती है।
3. H3: लेखाकार शिक्षा में सटीकता और दक्षता कृत्रिम बुद्धीमत्ता-सक्षम लेखाकार और ऑडिट प्रौद्योगिकियों के उपयोग से सुधरती है।
4. H4: छात्रों की रणनीतिक निर्णय लेने की क्षमता कृत्रिम बुद्धीमत्ता-समर्थित प्रबंधन विश्लेषणात्मक समाधानों द्वारा काफी बढ़ जाती है।
5. H5: छात्रों की विपणन रुझानों की समझ कृत्रिम बुद्धीमत्ता-संचालित उपभोक्ता व्यवहार और सेंटीमेंट विश्लेषण प्रौद्योगिकियों द्वारा काफी सुधरती है।
6. H6: छात्रों का मानना है कि कृत्रिम बुद्धीमत्ता-संचालित डिजिटल संसाधन उन्हें बेहतर शैक्षणिक प्राप्ति में मदद कर सकते हैं।
7. H7: विद्यार्थी कृत्रिम बुद्धीमत्ता-आधारित संसाधनों का उपयोग करने की अधिक संभावना रखते हैं यदि वे उपयोग में आसान हों।
8. H8: विद्यार्थी शैक्षणिक कार्य के लिए कृत्रिम बुद्धीमत्ता प्रौद्योगिकियों को नियोजित करने की अधिक संभावना रखते हैं यदि वे उन्हें उपयोग में आसान और उपयोगी पाते हैं।
9. H9: व्यवसाय का अध्ययन करने वाले विद्यार्थी बेहतर शोध करते हैं जब उनके पास कृत्रिम बुद्धीमत्ता-समर्थित डिजिटल पुस्तकालय संसाधनों तक पहुंच होती है।

10. H10: जो विद्यार्थी अधिक डिजिटल रूप से साक्षर हैं, वे कृत्रिम बुद्धीमत्ता-आधारित अधिगम संसाधनों से अधिक लाभ प्राप्त करते हैं।

मूल परिकल्पनाएं (H_0)

1. H0: वाणिज्य स्कूल में अधिगम परिणामों पर कृत्रिम बुद्धीमत्ता-संचालित डिजिटल उपकरणों का कोई महत्वपूर्ण प्रभाव नहीं है।
2. H0: कृत्रिम बुद्धीमत्ता समाधान विपणन, प्रबंधन, लेखाकार या वित्त में निर्णय लेने की क्षमताओं में सुधार नहीं करते हैं।
3. H0: डिजिटल साक्षरता और कृत्रिम बुद्धीमत्ता-आधारित अनुसंधान का उचित प्रयोग के बीच कोई संबंध नहीं है।

वित्त, शिक्षा और वाणिज्य के लिए कृत्रिम बुद्धीमत्ता-संचालित डिजिटल सूचना संसाधन

- वित्त: रोबो-सलाहकार प्रणालियाँ, स्वचालित वित्तीय मॉडलिंग प्लेटफॉर्म, पूर्वानुमानात्मक विश्लेषिकी और जोखिम आकलन उपकरण छात्रों की विश्लेषणात्मक और पूर्वानुमान क्षमताओं को बेहतर बनाते हैं।
- लेखाकार: कृत्रिम बुद्धीमत्ता-संचालित ऑडिट एनालिटिक्स, स्वचालित बहीखाता प्रणालियाँ, धोखाधड़ी पहचान एल्गोरिदम और बुद्धिमान ईआरपी सिस्टम सटीकता, गति और अनुपालन समझ को बढ़ाते हैं।
- प्रबंधन: कृत्रिम बुद्धीमत्ता-संचालित एचआर एनालिटिक्स प्रणालियाँ, परियोजना प्रबंधन के लिए स्वचालन उपकरण, संगठनात्मक व्यवहार की भविष्यवाणी करने वाली प्रणालियाँ और निर्णय समर्थन प्रणालियाँ रणनीतिक सोच और डेटा संचालित निर्णय लेने को बेहतर बनाती हैं।
- विपणन: कृत्रिम बुद्धीमत्ता-संचालित डिजिटल विपणन डैशबोर्ड; उपभोक्ता व्यवहार विश्लेषिकी; सोशल मीडिया के लिए सेंटीमेंट विश्लेषण उपकरण; अनुशंसा

और वैयक्तिकरण इंजन; और विपणन के छात्रों के लिए वास्तविक-समय के डिजिटल वातावरण में हाथों-हाथ का अनुभव।

वाणिज्य शिक्षा पर कृत्रिम बुद्धीमत्ता-संचालित संसाधनों का प्रभाव

- उच्च ज्ञान स्तर: कृत्रिम बुद्धीमत्ता उपकरण डेटा-आधारित तर्क को सुगम बनाते हैं, वैचारिक स्पष्टता में सुधार करते हैं और अनुभवात्मक अधिगम को प्रोत्साहित करते हैं।
- व्यक्तिगत अधिगम: कृत्रिम बुद्धीमत्ता-संचालित समाधान अनुकूली अधिगम अनुभवों का समर्थन करते हैं, अधिगम अंतरालों की पहचान करते हैं और अनुरूपित सामग्री सुझाते हैं।
- बेहतर शोध गुणवत्ता: विद्यार्थी अधिक गहन और विश्लेषणात्मक शोध उन्नत डेटाबेस और वास्तविक-समय डेटा की सहायता से कर सकते हैं।
- उद्योग तत्परता: छात्रों को वास्तविक दुनिया के व्यवसाय उपकरणों के संपर्क में लाकर, उनमें corporate क्षेत्रों में आवश्यक कौशल विकसित होते हैं।

AI अपनाने में कठिनाइयाँ

1. डिजिटल कौशल अंतराल: बहुत से प्रशिक्षक और विद्यार्थी कृत्रिम बुद्धीमत्ता और विश्लेषिकी में अप्रशिक्षित हैं।
2. लागत और पहुंच असमानता: उन्नत कृत्रिम बुद्धीमत्ता प्लेटफॉर्म की उच्च लागत संस्थानों के बीच असमानताओं का कारण बनती है।
3. डेटा गोपनीयता मुद्दे: कृत्रिम बुद्धीमत्ता उपकरणों का उपयोग करने के लिए संवेदनशील डेटा का संग्रह और विश्लेषण आवश्यक है।
4. प्रौद्योगिकी निर्भरता: स्वचालित उपकरणों पर अत्यधिक निर्भरता मानव रचनात्मकता और निर्णय को कम कर सकती है।

सुझाव

1. शिक्षकों और शिक्षार्थियों के लिए कृत्रिम बुद्धीमत्ता साक्षरता पहल शामिल करें।
2. संस्थानों के लिए सस्ती कृत्रिम बुद्धीमत्ता-संचालित डिजिटल उपकरण उपलब्ध कराएं।
3. शिक्षा में कृत्रिम बुद्धीमत्ता के अनुप्रयोग के लिए नैतिक मानक विकसित करें।
4. वाणिज्य पाठ्यक्रमों में कृत्रिम बुद्धीमत्ता-संचालित केस स्टडीज और सिमुलेशन शामिल करें।
5. शैक्षणिक संस्थानों, पुस्तकालयों और कृत्रिम बुद्धीमत्ता कंपनियों के बीच सहयोग को प्रोत्साहित करें।

निष्कर्ष:

विश्लेषणात्मक कौशल कोमजबूत करके, शिक्षण रणनीतियों को परिष्कृत करके और छात्रों को प्रतिस्पर्धी अंतरराष्ट्रीय बाजारों के लिए तैयार करके, कृत्रिम बुद्धीमत्ता-संचालित डिजिटल सूचना संसाधन वाणिज्य शिक्षा को रूपांतरित कर रहे हैं। हालांकि कई लाभ हैं, सफल एकीकरण के लिए संरचित अपनाने, डिजिटल साक्षरता, नैतिक विचारों और समावेशी पहुंच की आवश्यकता होती है। कृत्रिम बुद्धीमत्ता वाणिज्य शिक्षा को आगे बढ़ाता रहेगा, इसलिए यह महत्वपूर्ण है कि शैक्षणिक संस्थान बुद्धिमान डिजिटल पारिस्थितिकी तंत्र को अपनाएं।

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डिजिटल पुस्तकालय: अवधारणा, महत्व एवं भारतीय संदर्भ में विकास की संभावनाएँ

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सारांश: डिजिटल युग में सूचना एवं ज्ञान का स्वरूप तेजी से बदल रहा है, जिसके परिणामस्वरूप पुस्तकालय सेवाएँ भी पारंपरिक मॉडल से हटकर डिजिटल माध्यमों की ओर उन्मुख हो रही हैं। डिजिटल पुस्तकालय केवल दस्तावेजों के इलेक्ट्रॉनिक संकलन भर नहीं हैं, बल्कि एक ऐसा एकीकृत सूचना तंत्र है जो उपयोगकर्ताओं को समय, स्थान और माध्यम की सीमाओं से मुक्त होकर ज्ञान-संसाधनों तक पहुँच प्रदान करता है। इस शोध-पत्र का उद्देश्य डिजिटल पुस्तकालयों की अवधारणा, महत्व, संरचना एवं उपयोगिता का विश्लेषण करना है। विशेष रूप से भारतीय संदर्भ में डिजिटल पुस्तकालयों के विकास, सरकारी एवं संस्थागत पहलों, तकनीकी प्रगति तथा भविष्य की संभावनाओं का विस्तृत अध्ययन प्रस्तुत किया गया है।

शोध में गुणात्मक (Qualitative) पद्धति का उपयोग किया गया है, जिसमें साहित्य समीक्षा, रिपोर्टों, नीति-दस्तावेजों और डिजिटल पुस्तकालय परियोजनाओं का अध्ययन शामिल है। अध्ययन से पता चलता है कि भारत में डिजिटल पुस्तकालयों के विकास के लिए राष्ट्रीय डिजिटल पुस्तकालय (NDLI), INFLIBNET, Shodhganga, Digital India तथा नई शिक्षा नीति (NEP 2020) जैसे कार्यक्रम महत्वपूर्ण भूमिका निभा रहे हैं। यद्यपि डिजिटल अवसंरचना, भाषा-विविधता, कॉपीराइट और वित्तीय चुनौतियाँ अभी भी मौजूद हैं, परंतु कृत्रिम बुद्धिमत्ता, ओपन एक्सेस संसाधन, क्षेत्रीय भाषाओं का डिजिटलीकरण और मोबाइल आधारित सेवाएँ भविष्य की असीम संभावनाएँ प्रस्तुत करती हैं।

यह शोध निष्कर्ष देता है कि भारत में डिजिटल पुस्तकालयों का भविष्य अत्यंत उज्ज्वल है और यह शिक्षा, अनुसंधान एवं सूचना-सुलभता को व्यापक रूप से सशक्त बना सकते हैं।

मुख्य शब्द: डिजिटल पुस्तकालय; सूचना प्रौद्योगिकी; ज्ञान-संसाधन; राष्ट्रीय डिजिटल पुस्तकालय; INFLIBNET; डिजिटलीकरण; भारत; ओपन एक्सेस।

परिचय

सूचना एवं संचार प्रौद्योगिकी (ICT) के तीव्र विकास ने न केवल ज्ञान-सृजन और प्रसार के पारंपरिक स्वरूप को बदला है, बल्कि पुस्तकालय सेवाओं की परिभाषा, संरचना और उपयोगकर्ता अनुभव को भी व्यापक रूप से परिवर्तित किया है। डिजिटल पुस्तकालय इसी परिवर्तन की एक महत्वपूर्ण कड़ी है, जो ज्ञान-संसाधनों को भौतिक सीमाओं से मुक्त कर वैश्विक स्तर पर उपलब्ध कराती है। डिजिटल पुस्तकालय की अवधारणा 20वीं सदी के उत्तरार्ध में उभर कर सामने आई, जब कंप्यूटर नेटवर्क, स्कैनिंग तकनीक और इंटरनेट की पहुँच विस्तृत होने लगी। आज डिजिटल पुस्तकालय विश्वभर में शिक्षा, अनुसंधान, नवाचार और सांस्कृतिक संरक्षण का आधार बन चुके हैं।

भारत जैसे विशाल और विविधतापूर्ण देश में डिजिटल पुस्तकालयों का महत्व और भी अधिक बढ़ जाता है। यहाँ भाषा, क्षेत्र, शैक्षिक असमानताओं और संसाधनों की कमी के कारण सूचना तक पहुँच हमेशा से चुनौतीपूर्ण रही है। डिजिटल माध्यम इन बाधाओं को काफी हद तक कम कर शिक्षा के लोकतांत्रिकरण की दिशा में महत्वपूर्ण योगदान देता है। राष्ट्रीय डिजिटल पुस्तकालय (NDLI), INFLIBNET, Shodhganga, e-PG Pathshala और Digital India जैसी पहलों ने देश में डिजिटल सूचना संरचना को मजबूत किया है। इसके अतिरिक्त, नई शिक्षा नीति 2020 (NEP 2020) ने शिक्षण-प्रणाली में तकनीकी एकीकरण, डिजिटल संसाधनों की उपलब्धता और लचीले सीखने (flexible learning) पर विशेष जोर देकर डिजिटल पुस्तकालयों को राष्ट्रीय प्राथमिकता प्रदान की है।

डिजिटल पुस्तकालय केवल PDF या e-books का संग्रह भर नहीं होते; वे एक व्यापक, संगठित और बुद्धिमान सूचना तंत्र होते हैं, जिनमें मेटाडेटा, सर्च इंजिन, मल्टीमीडिया संसाधन, डिजिटल संरक्षण तकनीक, क्लाउड-आधारित भंडारण और उपयोगकर्ता-केंद्रित सेवाएँ सम्मिलित होती हैं। पारंपरिक पुस्तकालयों की तुलना में डिजिटल पुस्तकालय अधिक लचीले, तीव्र, किफायती और व्यापक पहुँच वाले होते हैं। यह शोध-पत्र इन सभी आयामों को व्यवस्थित रूप से समझने, विश्लेषित करने और भारतीय संदर्भ में इनके विकास की संभावनाओं का मूल्यांकन करने के उद्देश्य से लिखा गया है।

इस अध्ययन का प्रमुख उद्देश्य है–डिजिटल पुस्तकालयों की अवधारणा, प्रकृति और उपयोगिता को समझना; भारतीय डिजिटल पुस्तकालय परियोजनाओं का विश्लेषण करना; वर्तमान चुनौतियों और अवसरों का मूल्यांकन करना; तथा भविष्य में डिजिटल पुस्तकालयों के विस्तार हेतु सुझाव देना। शोध प्रश्नों में मुख्यतः यह शामिल है कि डिजिटल पुस्तकालयों की परिभाषा एवं विशेषताओं को कैसे समझा जाए, भारत में इनके विकास की स्थिति क्या है, प्रमुख बाधाएँ कौन-कौन सी हैं, और भविष्य की दिशा कैसी हो सकती है।

अंततः यह शोध-पत्र डिजिटल पुस्तकालयों पर एक व्यापक दृष्टिकोण प्रस्तुत करता है, जो छात्रों, शोधकर्ताओं, पुस्तकालय पेशेवरों और नीति-निर्माताओं के लिए महत्वपूर्ण संदर्भ सामग्री के रूप में उपयोगी होगा।

डिजिटल पुस्तकालय की अवधारणा

डिजिटल पुस्तकालय वह संगठित प्रणाली है, जिसमें सूचना संसाधन डिजिटल स्वरूप में संगृहीत, संरक्षित, प्रबंधित और उपलब्ध कराए जाते हैं। पारंपरिक पुस्तकालयों की तरह यहाँ भी पुस्तकों, पत्रिकाओं, शोध-प्रबंधों, पांडुलिपियों, ऑडियो-वीडियो सामग्री, चित्रों तथा अन्य ज्ञान-संसाधनों का संग्रह होता है, किंतु इन सबकी पहुँच इंटरनेट, कंप्यूटर, मोबाइल उपकरणों तथा डिजिटल प्लेटफॉर्मों के माध्यम से होती है। डिजिटल पुस्तकालय आधुनिक सूचना विज्ञान, कंप्यूटर प्रौद्योगिकी, नेटवर्किंग और डिजिटल संरक्षण तकनीकों का सम्मिलित परिणाम है।

5.1 परिभाषाएँ

विभिन्न विद्वानों एवं संगठनों ने डिजिटल पुस्तकालय की परिभाषा भिन्न-भिन्न रूप में दी है:

- **यूनेस्को (UNESCO)** के अनुसार, *डिजिटल पुस्तकालय वह संकलन है जो डिजिटल रूप में संरक्षित, संगठित एवं प्रबंधित हो और जिसे दूरस्थ रूप से भी एक्सेस किया जा सके।*

- **यूएस डिजिटल लाइब्रेरी फेडरेशन (DLF)** बताती है कि *डिजिटल पुस्तकालय ऐसे संसाधनों और सेवाओं का समूह है जिनमें सूचना को संरचित तरीके से उपयोगकर्ताओं तक पहुँचाया जाता है।*
- भारतीय संदर्भ में, डिजिटल पुस्तकालय को अक्सर *ज्ञान का ऐसा समेकित भंडार* माना जाता है, जो किसी भी स्थान, समय और माध्यम से उपलब्ध हो।

5.2 डिजिटल पुस्तकालय की विशेषताएँ

1. **सीमाहीन पहुँच (Unlimited Accessibility):** भौगोलिक सीमाओं से परे संसाधनों तक 24×7 पहुँच उपलब्ध कराना।
2. **बहु-स्वरूप सामग्री (Multiformat Resources):** ई-पुस्तकें, ई-जर्नल, शोध-प्रबंध, वीडियो-लेक्चर, पांडुलिपियाँ, डेटाबेस आदि।
3. **उन्नत खोज सुविधा (Advanced Search Tools):** मेटाडेटा, कीवर्ड, विषय-वर्गीकरण और फिल्टरिंग के माध्यम से सटीक सूचना प्राप्ति।
4. **डिजिटल संरक्षण (Digital Preservation):** दुर्लभ एवं नाजुक सामग्री को दीर्घकालीन सुरक्षित रखने हेतु स्कैनिंग, OCR, क्लाउड स्टोरेज आदि।
5. **उपयोगकर्ता-केंद्रित सेवाएँ:** व्यक्तिगत सुझाव, डाउनलोड विकल्प, मल्टी-लैंग्वेज सपोर्ट, इंटरैक्टिव इंटरफेस।
6. **सहयोगी संसाधन साझाकरण (Resource Sharing):** विभिन्न संस्थानों, विश्वविद्यालयों और सरकारी एजेंसियों के बीच ज्ञान-साझाकरण को प्रोत्साहित करना।

5.3 डिजिटल पुस्तकालय के प्रमुख घटक

1. **डिजिटल संग्रह (Digital Collection)** संसाधनों की डिजिटाइज्ड या बौर्न-डिजिटल सामग्री।

2. **प्रबंधन प्रणाली (Management System)** कंटेंट मैनेजमेंट सिस्टम (CMS), डिजिटल लाइब्रेरी सॉफ्टवेयर (जैसे DSpace, Greenstone, Koha आदि)।

3. **प्रौद्योगिकीय अवसंरचना (Technical Infrastructure)** सर्वर, क्लाउड प्लेटफ़ॉर्म, नेटवर्क, डेटा स्टोरेज।

4. **मेटाडेटा एवं इंडेक्सिंग (Metadata & Indexing)** संसाधनों को खोजने व वर्गीकृत करने के लिए व्यवस्थित जानकारी।

5. **उपयोगकर्ता इंटरफेस (User Interface)** उपयोग में सरल, सुगम एवं नेविगेशन-फ्रेंडली इंटरफेस।

6. **सुरक्षा एवं कॉपीराइट प्रबंधन (Security & Rights Management)** DRM, लाइसेंसिंग, एक्सेस कंट्रोल आदि।

5.4 पारंपरिक एवं डिजिटल पुस्तकालयों का तुलनात्मक अध्ययन

आधार	पारंपरिक पुस्तकालय	डिजिटल पुस्तकालय
पहुँच	स्थान पर निर्भर	वैश्विक, 24×7
संसाधन	मुद्रित सामग्री	डिजिटल/मल्टीमीडिया
लागत	भौतिक ढाँचा आवश्यक	अपेक्षाकृत कम
संरक्षण	सामग्री खराब होने की संभावना	दीर्घकालिक डिजिटल संरक्षण
खोज	मैनुअल या सीमित	उन्नत सर्च इंजन
उपयोगकर्ता	प्रत्यक्ष उपस्थिति	दूरस्थ उपयोगकर्ता भी

डिजिटल पुस्तकालय आधुनिक समाज की बढ़ती ज्ञान-आवश्यकताओं को पूरा करते हुए पारंपरिक पुस्तकालयों का विस्तार एवं उन्नत रूप प्रदान करते हैं। ये ज्ञान-अर्थव्यवस्था (Knowledge Economy) की दिशा में एक महत्वपूर्ण कदम हैं।

डिजिटल पुस्तकालयों का महत्व

डिजिटल पुस्तकालय आधुनिक सूचना समाज का अभिन्न अंग बन चुके हैं। ये न केवल सूचना तक समान अवसर प्रदान करते हैं, बल्कि ज्ञान-सृजन, अनुसंधान, शिक्षा, नवाचार और सांस्कृतिक संरक्षण के क्षेत्र में भी महत्वपूर्ण भूमिका निभाते हैं। भारत जैसे विकासशील देश में डिजिटल पुस्तकालयों का महत्व और भी अधिक बढ़ जाता है क्योंकि यहाँ शिक्षा, तकनीकी अवसंरचना और संसाधनों में असमानता विद्यमान है। डिजिटल पुस्तकालय ज्ञान की पहुँच को लोकतांत्रिक बनाते हुए एक सशक्त और समावेशी समाज की निर्मिति में सहायता करते हैं।

6.1 ज्ञान-सुलभता

डिजिटल पुस्तकालयों का सबसे प्रमुख महत्व है–**24×7 और किसी भी स्थान से उपलब्धता**।
उपयोगकर्ता अब किसी भौतिक स्थान पर जाने की बाध्यता से मुक्त होकर मोबाइल, लैपटॉप या किसी भी डिजिटल डिवाइस के माध्यम से ज्ञान-संसाधनों तक पहुँच सकते हैं। यह सुविधा उन विद्यार्थियों, शोधकर्ताओं और शिक्षार्थियों के लिए विशेष रूप से उपयोगी है जो दूरस्थ क्षेत्रों में रहते हैं।

6.2 शिक्षा का लोकतांत्रिकरण

डिजिटल पुस्तकालय सामाजिक-आर्थिक स्थिति, भाषा, क्षेत्र या समय की बाधाओं को दूर करते हुए **समान अवसर** प्रदान करते हैं।भारत में डिजिटल अंतराल (Digital Divide) को कम करने में डिजिटल पुस्तकालय एक निर्णायक भूमिका निभाते हैं। मुक्त और

ओपन एक्सेस संसाधन सभी के लिए प्रयोज्य बनकर शिक्षा को और अधिक समावेशी बनाते हैं।

6.3 अनुसंधान एवं नवाचार में योगदान

डिजिटल पुस्तकालय शोधकर्ताओं को निम्न सुविधाएँ प्रदान करते हैं:

- वैश्विक शोध सामग्री तक त्वरित पहुँच
- उन्नत खोज एवं विश्लेषण उपकरण
- जर्नल्स, शोध-प्रबंधों और डेटाबेस की उपलब्धता
- संदर्भ प्रबंधन और उद्धरण सहायता

इससे शोध प्रक्रिया अधिक प्रभावी, पारदर्शी और विश्वसनीय बनती है।

6.4 समय और लागत की बचत

डिजिटल पुस्तकालयों में:

- सामग्री की प्रतिलिपियाँ असीमित होती हैं
- भौतिक संरचना की लागत कम होती है
- रखरखाव और संरक्षण का खर्च न्यूनतम होता है

इससे शैक्षणिक संस्थानों पर आर्थिक भार कम पड़ता है और संसाधनों का उपयोग बेहतर ढंग से संभव होता है।

6.5 बहु-स्वरूप शिक्षा को प्रोत्साहन

डिजिटल पुस्तकालय केवल पाठ्य सामग्री ही नहीं बल्कि ऑडियो, वीडियो, इंटरैक्टिव मॉड्यूल, पॉडकास्ट और वर्चुअल संसाधन भी उपलब्ध कराते हैं। यह विविधतापूर्ण सामग्री–

- समझ बढ़ाती है
- सीखने को रोचक बनाती है
- बहु-बुद्धि सिद्धांत (Multiple Intelligence Theory) का समर्थन करती है

6.6 सांस्कृतिक धरोहर का संरक्षण

डिजिटल पुस्तकालय दुर्लभ पांडुलिपियों, ऐतिहासिक दस्तावेजों, प्राचीन ग्रंथों और कला-सामग्री को डिजिटल रूप में संरक्षित करते हैं।
यह **cultural preservation** भारत की सांस्कृतिक विविधता को सुरक्षित रखने में अत्यंत महत्वपूर्ण है।

6.7 सहयोगात्मक संसाधन साझाकरण

डिजिटल माध्यम से:

- विश्वविद्यालय
- अनुसंधान संस्थान
- सरकारी एजेंसियाँ
- पुस्तकालय नेटवर्क

आपस में संसाधन साझा कर सकते हैं।
यह "एक भारत-श्रेष्ठ भारत" की भावना को भी मजबूत करता है।

6.8 आजीवन सीखने को प्रोत्साहन

डिजिटल पुस्तकालय किसी भी आयु वर्ग के उपयोगकर्ता के लिए उपलब्ध होते हैं। यह *Self-paced Learning* को बढ़ावा देते हैं और व्यक्ति को समय के साथ सीखते रहने में सहायता करते हैं।

6.9 नई शिक्षा नीति 2020 (NEP 2020) में डिजिटल पुस्तकालयों की भूमिका

NEP 2020 ने शिक्षा के डिजिटल रूपांतरण में डिजिटल पुस्तकालयों को केंद्रीय स्थान दिया है:

- राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच (NETF)
- डिजिटल कंटेंट निर्माण
- ओपन एक्सेस संसाधन
- ई-लर्निंग मॉड्यूल
- वर्चुअल लैब्स

इन सभी पहलों में डिजिटल पुस्तकालयों के माध्यम से छात्रों को गुणवत्तापूर्ण सामग्री उपलब्ध कराई जाती है।

भारतीय संदर्भ में डिजिटल पुस्तकालयों का विकास

भारत में डिजिटल पुस्तकालयों का विकास 1990 के दशक में कंप्यूटर एवं सूचना प्रौद्योगिकी के प्रसार के साथ शुरू हुआ, लेकिन पिछले दो दशकों में यह प्रक्रिया अत्यंत तेज़ गति से आगे बढ़ी है। डिजिटल इंडिया, नेशनल नॉलेज नेटवर्क (NKN), INFLIBNET, राष्ट्रीय डिजिटल पुस्तकालय (NDLI), और नई शिक्षा नीति (NEP 2020) जैसी पहलों ने देश में ज्ञान-सुलभता और डिजिटल अवसंरचना को नई दिशा दी है। भारत आज विश्व के उन देशों में शामिल है, जहाँ डिजिटल पुस्तकालय प्रणाली तेजी से विकसित हो रही है और करोड़ों उपयोगकर्ताओं को उच्च गुणवत्ता के शैक्षिक संसाधन उपलब्ध करा रही है।

7.1 प्रारंभिक विकास

1990-2000 के दशक में भारतीय विश्वविद्यालयों एवं अनुसंधान संस्थानों ने डिजिटलीकरण के प्रारंभिक प्रयास शुरू किए।

इन प्रयासों में शामिल थे:

- **CD-ROM आधारित डेटाबेस**
- सीमित संख्या में ई-जर्नल सदस्यता
- कंप्यूटरीकृत पुस्तकालय प्रबंधन प्रणालियाँ
- पांडुलिपियों के डिजिटलीकरण की शुरुआती परियोजनाएँ

हालाँकि इस अवधि में डिजिटल पुस्तकालयों का ढांचा बहुत सीमित था, परंतु इसने आने वाले डिजिटल परिवर्तन की नींव रखी।

7.2 INFLIBNET की भूमिका

INFLIBNET (Information and Library Network Centre) भारत में डिजिटल पुस्तकालय आंदोलन का सबसे महत्वपूर्ण स्तंभ है।

इसकी प्रमुख पहलों में शामिल हैं:

7.2.1 Shodhganga

- भारतीय विश्वविद्यालयों के पीएचडी शोध-प्रबंधों का राष्ट्रीय डिजिटल संग्रह।
- शोध की पारदर्शिता और उपलब्धता बढ़ाने में महत्वपूर्ण भूमिका।

7.2.2 Shodhgangotri

- रिसर्च प्रोposals/ synopsis का संग्रह।
- शोध की दिशा और रुझान को समझने में उपयोगी।

7.2.3 e-PG Pathshala

- स्नातकोत्तर स्तर की उच्च गुणवत्ता वाली डिजिटल शैक्षिक सामग्री।
- कई भाषाओं में उपलब्ध।

7.2.4 INDEST-AICTE Consortium

- तकनीकी संस्थानों के लिए ई-जर्नल एवं ई-रिसोर्स की रियायती सदस्यता।

INFLIBNET ने डिजिटल पुस्तकालयों के लिए राष्ट्रीय मंच तैयार किया जिससे संसाधन साझाकरण और डिजिटल शिक्षा को बढ़ावा मिला।

7.3 राष्ट्रीय डिजिटल पुस्तकालय (NDLI)

राष्ट्रीय डिजिटल पुस्तकालय (National Digital Library of India) भारतीय डिजिटल शिक्षा का सबसे बड़ा और महत्वाकांक्षी प्लेटफ़ॉर्म है, जिसे IIT खड़गपुर ने विकसित किया है।

NDLI की प्रमुख विशेषताएँ:

- 30 करोड़ से अधिक डिजिटल संसाधन
- 300+ संसाधन स्रोत
- बहुभाषी सामग्री
- स्कूल से लेकर अनुसंधान स्तर तक अध्ययन सामग्री
- विषय-आधारित उन्नत खोज
- ऑडियो, वीडियो, छवि और पीडीएफ सामग्री

NDLI ने भारत में डिजिटल सामग्री की पहुँच को सहज, मुफ्त और लोकतांत्रिक रूप में उपलब्ध कराया है।

7.4 डिजिटल इंडिया की भूमिका

Digital India Mission ने देश भर में डिजिटल अवसंरचना और इंटरनेट पहुँच को व्यापक किया।

डिजिटल इंडिया के लक्ष्य:

- सार्वभौमिक इंटरनेट पहुँच
- डिजिटल साक्षरता
- सरकारी सेवाओं का डिजिटलीकरण
- डिजिटल शिक्षा एवं ई-लर्निंग का विस्तार

डिजिटल इंडिया के बिना डिजिटल पुस्तकालयों का व्यापक प्रसार संभव नहीं था।

7.5 विश्वविद्यालय स्तर पर डिजिटलीकरण

भारतीय विश्वविद्यालयों ने अपने-अपने संस्थानों में डिजिटल पुस्तकालय विकसित किए हैं:

- DSpace, Greenstone, Koha जैसी ओपन-सोर्स प्रणाली का उपयोग
- संस्थागत रिपोज़िटरी (IR) का निर्माण
- ई-जर्नल, ई-बुक, और डेटाबेस की पहुँच
- ऑनलाइन पुस्तकालय सेवाएँ

AIIMS, IITs, IIMs, केंद्रीय एवं राज्य विश्वविद्यालयों ने इस दिशा में उल्लेखनीय कार्य किया है।

7.6 NEP 2020 और डिजिटल पुस्तकालयों का भविष्य

नई शिक्षा नीति 2020 ने डिजिटल पुस्तकालयों के विकास को राष्ट्रीय प्राथमिकता दी है:

- शिक्षा में तकनीक का व्यापक एकीकरण
- डिजिटल संसाधनों की बढ़ती भूमिका
- शिक्षक और शिक्षार्थियों के लिए ई-कंटेंट

- ओपन एजुकेशनल रिसोर्सेज (OER) का विस्तार

NEP 2020 के अनुसार भविष्य में *डिजिटल हब*, *वर्चुअल लैब्स* और *डिजिटल रीपॉजिटरीज़* शिक्षा का अभिन्न हिस्सा होंगे।

7.7 भारतीय भाषाओं के संदर्भ में विकास

भारत की भाषा-बहुलता डिजिटल पुस्तकालयों के सामने चुनौती के साथ-साथ अवसर भी प्रस्तुत करती है।

आज कई डिजिटल प्लेटफॉर्म पर उपलब्ध हैं:

- हिंदी
- बंगाली
- मराठी
- तमिल
- संस्कृत
- उर्दू

बहुभाषी सामग्री भारत में डिजिटल पुस्तकालयों के व्यापक उपयोग का मार्ग प्रशस्त करती है।

भारत में डिजिटल पुस्तकालयों के समक्ष चुनौतियाँ

भारतीय डिजिटल पुस्तकालय प्रणाली ने पिछले वर्षों में उल्लेखनीय प्रगति की है, लेकिन इसके व्यापक और प्रभावी कार्यान्वयन के सामने कई संरचनात्मक, तकनीकी, आर्थिक और सामाजिक चुनौतियाँ भी मौजूद हैं। इन चुनौतियों को समझना आवश्यक है ताकि भविष्य में डिजिटल पुस्तकालयों को और अधिक सशक्त एवं उपयोगकर्ता-केंद्रित बनाया जा सके।

8.1 डिजिटल अवसंरचना की कमी

भारत के ग्रामीण और दूरस्थ क्षेत्रों में आज भी:

- इंटरनेट कनेक्टिविटी कमजोर है,
- डिजिटल उपकरणों की कमी है,
- बिजली की अनियमित उपलब्धता है।

इन परिस्थितियों में डिजिटल पुस्तकालयों की पहुँच सीमित रह जाती है। यद्यपि डिजिटल इंडिया मिशन ने स्थिति में सुधार किया है, फिर भी "last-mile connectivity" एक बड़ी चुनौती है।

8.2 डिजिटल विभाजन

भारत में सामाजिक और आर्थिक असमानताओं के कारण डिजिटल और गैर-डिजिटल आबादी के बीच गहरा अंतर है।
डिजिटल विभाजन प्रभावित करता है:

- ग्रामीण-शहरी अंतर
- पुरुष-महिला अंतर
- शिक्षित-अशिक्षित आबादी
- तकनीकी दक्षता का अभाव

डिजिटल पुस्तकालय तभी सफल हो सकते हैं जब यह विभाजन कम हो।

8.3 तकनीकी ज्ञान और डिजिटल साक्षरता का अभाव

उपयोगकर्ताओं के लिए:

- कंप्यूटर संचालन
- इंटरनेट उपयोग

- डिजिटल संसाधनों की खोज
- ई-लाइब्रेरी टूल्स का प्रयोग

अभी भी एक चुनौती बनी हुई है। शिक्षक, छात्र, पुस्तकालयाध्यक्ष और आम पाठक– सभी के लिए डिजिटल साक्षरता कार्यक्रम अत्यंत आवश्यक हैं।

8.4 कॉपीराइट एवं बौद्धिक संपदा अधिकार चुनौतियाँ

डिजिटल सामग्री के उपयोग, साझाकरण और पुनरुत्पादन से संबंधित कानूनी मुद्दे बहुत जटिल हैं।

डिजिटल पुस्तकालयों को इन समस्याओं का सामना करना पड़ता है:

- लाइसेंसिंग शुल्क
- e-resources पर restrictions
- DRM (Digital Rights Management)
- निष्पक्ष उपयोग (Fair Use) की सीमाएँ

भारत में कॉपीराइट कानून अपेक्षाकृत सख्त है, जिससे ओपन एक्सेस सामग्री प्रदान करने में कठिनाइयाँ आती हैं।

8.5 वित्तीय सीमाएँ

डिजिटल पुस्तकालयों की प्रारंभिक स्थापना अपेक्षाकृत कम लागत वाली होती है, लेकिन:

- सर्वर
- क्लाउड स्टोरेज
- सॉफ्टवेयर अपडेट
- डेटाबेस सदस्यता

- साइबर सुरक्षा सिस्टम

इन सबके लिए नियमित वित्तीय निवेश आवश्यक है। कई शैक्षणिक संस्थाएँ पर्याप्त निधि न होने के कारण डिजिटल संसाधनों का विस्तार नहीं कर पातीं।

8.6 भाषा-विविधता की चुनौती

भारत में 22 आधिकारिक भाषा और सैकड़ों बोलियाँ हैं। डिजिटल पुस्तकालयों में अधिकतर सामग्री अंग्रेज़ी में उपलब्ध होती है, जबकि अधिकांश जनसंख्या स्थानीय भाषाओं में सहज है। इस कारण:

- डिजिटल सामग्री का उपयोग सीमित
- उपयोगकर्ता अनुभव प्रभावित
- बहुभाषी संसाधनों की कमी स्पष्ट

यह समस्या डिजिटल समावेशन में बाधा उत्पन्न करती है।

8.7 साइबर सुरक्षा और डेटा संरक्षण

डिजिटल प्लेटफॉर्म साइबर हमलों के प्रति अधिक संवेदनशील होते हैं। डिजिटल पुस्तकालयों को सुरक्षा सुनिश्चित करनी होती है:

- डेटा चोरी
- सर्वर हैक
- मैलवेयर
- उपयोगकर्ता डेटा संरक्षण

इन समस्याओं के समाधान हेतु उन्नत सुरक्षा तकनीकों का उपयोग आवश्यक है।

8.8 कुशल पुस्तकालय पेशेवरों की कमी

डिजिटल पुस्तकालयों के लिए *ICT-साक्षर, तकनीकी रूप से प्रशिक्षित, डेटा प्रबंधन में सक्षम* पुस्तकालयाध्यक्षों की आवश्यकता है।
भारत में अभी भी कई संस्थानों में:

- अपर्याप्त प्रशिक्षण
- अपग्रेडेड स्किल्स की कमी
- डिजिटल प्रबंधन का अनुभव न होना

जैसी बाधाएँ मौजूद हैं।

8.9 सांस्कृतिक एवं संस्थागत प्रतिरोध

डिजिटल परिवर्तन को:

- कुछ शिक्षक
- पुस्तकालय कर्मचारी
- प्रशासन

द्वारा प्रतिरोध का सामना करना पड़ता है। यह प्रतिरोध *नई तकनीक के प्रति झिझक, परिवर्तन का भय*, या *पुराने सिस्टम के प्रति सहजता* के कारण होता है।

संभावनाएँ एवं भविष्य की दिशा

भारत में डिजिटल पुस्तकालयों का भविष्य अत्यंत व्यापक, नवोन्मेषी और तकनीकी रूप से सशक्त है। भारत की युवा आबादी, बढ़ती डिजिटल साक्षरता, इंटरनेट की पहुँच, सरकारी पहलें तथा तकनीकी विकास मिलकर डिजिटल ज्ञान व्यवस्था को एक नए स्तर पर ले जाने की क्षमता रखते हैं। आने वाले वर्षों में डिजिटल पुस्तकालय केवल सूचना भंडार नहीं रहेंगे, बल्कि *स्मार्ट ज्ञान-ईकोसिस्टम* का रूप धारण कर लेंगे।

नीचे भारत में डिजिटल पुस्तकालयों के प्रमुख अवसर एवं भविष्य की दिशा का विस्तृत विश्लेषण प्रस्तुत है:

9.1 कृत्रिम बुद्धिमत्ता (AI) आधारित पुस्तकालय सेवाएँ

AI डिजिटल पुस्तकालयों में क्रांतिकारी परिवर्तन ला सकता है:

- **व्यक्तिगत अनुशंसा प्रणाली (Personalized Recommendations)**
- **स्वचालित मेटाडेटा जनरेशन**
- **वॉयस-आधारित खोज (Voice Search)**
- **AI चैटबॉट्स द्वारा सूचना सेवा**
- **स्वचालित वर्गीकरण एवं सामग्री टैगिंग**

AI पाठकों के व्यवहार और आवश्यकताओं को समझकर उन्हें *सटीक, तेज एवं व्यक्तिगत* सूचना प्रदान कर सकता है।

9.2 बिग डेटा और एनालिटिक्स का उपयोग

Digital footprints के आधार पर:

- उपयोगकर्ता व्यवहार
- पसंद
- संसाधनों की मांग
- पढ़ने के पैटर्न

का विश्लेषण किया जा सकता है। इससे पुस्तकालय अपनी सामग्री, सेवाएँ और तकनीक को लगातार उन्नत कर सकते हैं।

9.3 मोबाइल आधारित डिजिटल पुस्तकालय

भारत में इंटरनेट का सबसे बड़ा माध्यम **मोबाइल** है। इसलिए:

- मोबाइल ऐप
- रिस्पॉन्सिव पोर्टल
- ऑफ़लाइन डाउनलोड फीचर
- माइक्रोलर्निंग (Micro Learning)

डिजिटल पुस्तकालयों की पहुँच को और अधिक प्रभावी बना सकते हैं। NDLI मोबाइल ऐप इसका बड़ा उदाहरण है।

9.4 क्षेत्रीय भाषाओं का विकास

भारत के डिजिटल पुस्तकालयों का भविष्य क्षेत्रीय भाषाओं के विस्तार पर निर्भर है:

- AI आधारित अनुवाद
- लोक-भाषाओं में ई-कंटेंट
- OCR तकनीक द्वारा पांडुलिपि डिजिटलीकरण
- बहुभाषी मेटाडेटा

इससे डिजिटल पुस्तकालय हर वर्ग के उपयोगकर्ता तक पहुँच सकेंगे।

9.5 ओपन एक्सेस और OER की व्यापक संभावनाएँ

वैश्विक स्तर पर **Open Access Movement** तेजी से बढ़ रहा है। भारत में:

- NPTEL
- e-PG Pathshala
- Swayam
- Shodhganga

जैसे प्लेटफॉर्म ओपन एक्सेस को बढ़ावा दे रहे हैं।

भविष्य में:

- ओपन एजुकेशनल रिसोर्सेज (OER)
- ओपन डेटा
- ओपन टेक्स्टबुक

का विस्तार शिक्षा को और अधिक समावेशी बनाएगा।

9.6 डिजिटल संरक्षण के नए आयाम

भारत के पास विशाल सांस्कृतिक एवं ऐतिहासिक धरोहर है। डिजिटल संरक्षण तकनीकें भविष्य में इसे सुरक्षित रखने में अत्यंत महत्वपूर्ण होंगी:

- 3D स्कैनिंग
- उच्च गुणवत्ता इमेजिंग
- क्लाउड आर्काइविंग
- डेटा बैकअप नवाचार

इससे प्राचीन ज्ञान को आने वाली पीढ़ियों के लिए संरक्षित रखा जा सकेगा।

9.7 वर्चुअल और ऑगमेंटेड रिएलिटी (VR/AR) आधारित पुस्तकालय

VR/AR तकनीक भविष्य में सीखने और अनुसंधान को नई परिभाषा देगी:

- वर्चुअल संग्रहालय
- इंटरएक्टिव पांडुलिपियाँ
- 3D मॉडल आधारित शिक्षा
- वर्चुअल स्टडी रूम

डिजिटल पुस्तकालय केवल पढ़ने का स्थान नहीं बल्कि *अनुभवात्मक शिक्षा* का केंद्र बन जाएंगे।

9.8 सहयोगात्मक ज्ञान-नेटवर्क

भविष्य में भारत में विकसित होंगे:

- राष्ट्रीय स्तर के संसाधन-साझाकरण नेटवर्क
- विश्वविद्यालयों के संयुक्त डिजिटल संग्रह
- शिक्षा, उद्योग और अनुसंधान संस्थानों के बीच सहयोग

इससे ज्ञान अर्थव्यवस्था (Knowledge Economy) को मजबूत आधार प्राप्त होगा।

9.9 नई शिक्षा नीति 2020 द्वारा प्रस्तुत अवसर

NEP 2020 का लक्ष्य है–**टेक-समर्थ, समावेशी, वैश्विक गुणवत्ता वाली शिक्षा**। डिजिटल पुस्तकालय नीति के इन उद्देश्यों को साकार करने में महत्वपूर्ण भूमिका निभाएँगे:

- सभी विद्यार्थियों को डिजिटल सामग्री की बराबर उपलब्धता
- ऑनलाइन एवं blended learning को समर्थन
- शिक्षक-अध्ययन सामग्रियों का मुक्त उपयोग
- डिजिटल मूल्यांकन एवं संसाधन साझा करना

9.10 निष्कर्षात्मक दृष्टि

डिजिटल पुस्तकालयों के भविष्य की दिशा निम्न सिद्धांतों पर आधारित होगी:

- **समान पहुँच (Equity of Access)**
- **गुणवत्ता (Quality Content)**

- **सततता (Sustainability)**
- **नवाचार (Innovation)**
- **बहुभाषी और बहुसांस्कृतिक एकीकरण**

निष्कर्ष

डिजिटल पुस्तकालय आधुनिक सूचना समाज का आधार बन चुके हैं और भारत में इनका महत्व निरंतर बढ़ रहा है। सूचना एवं संचार प्रौद्योगिकी के विकास ने ज्ञान-संसाधनों तक पहुँच को अत्यंत सरल, तेज़ और बहुआयामी बना दिया है। डिजिटल पुस्तकालय न केवल शिक्षा और अनुसंधान को मजबूत बनाते हैं, बल्कि सामाजिक समानता, ज्ञान-सुलभता और सांस्कृतिक संरक्षण में भी महत्वपूर्ण भूमिका निभाते हैं।

यह अध्ययन दर्शाता है कि भारत में डिजिटल पुस्तकालयों का विकास कई संगठित प्रयासों–जैसे INFLIBNET, राष्ट्रीय डिजिटल पुस्तकालय (NDLI), Shodhganga, Digital India Mission और NEP 2020–के कारण तेजी से हुआ है। इन पहलों ने डिजिटल सामग्री की उपलब्धता को व्यापक रूप से बढ़ाया है और उपयोगकर्ताओं को गुणवत्ता-युक्त ज्ञान संसाधन प्रदान करने में महत्वपूर्ण भूमिका निभाई है। इसके अतिरिक्त, विश्वविद्यालयों एवं सरकारी संस्थानों द्वारा ओपन सोर्स सॉफ़्टवेयर, संस्थागत रिपोज़िटरी और ई-रिसोर्सेस के माध्यम से डिजिटलीकरण को प्रोत्साहित किया जा रहा है।

हालाँकि इस क्षेत्र में अनेक चुनौतियाँ अभी भी मौजूद हैं–जैसे डिजिटल अवसंरचना की कमी, डिजिटल विभाजन, कॉपीराइट मुद्दे, वित्तीय सीमाएँ और तकनीकी दक्षता का अभाव। लेकिन इन चुनौतियों के बीच भी व्यापक अवसर मौजूद हैं। कृत्रिम बुद्धिमत्ता, बिग डेटा, मोबाइल-आधारित प्लेटफ़ॉर्म, बहुभाषी सामग्री, और ओपन एक्सेस शिक्षा का भविष्य निर्धारित करने वाले प्रमुख कारक होंगे। डिजिटल संरक्षण तकनीकें भारत की विशाल सांस्कृतिक धरोहर को सुरक्षित रखने में केंद्रित भूमिका निभाएँगी।

नई शिक्षा नीति 2020 ने डिजिटल पुस्तकालयों के महत्व को स्वीकार करते हुए उन्हें शिक्षा सुधार का केंद्रीय घटक बनाया है। NEP 2020 के अंतर्गत डिजिटल सीखने के संसाधनों का विस्तार, ऑनलाइन एवं मिश्रित शिक्षा (Blended Learning), और डिजिटल मूल्यांकन जैसी पहलों से डिजिटल पुस्तकालयों का दायरा और भी विस्तृत होगा।

समग्र रूप से कहा जाए तो डिजिटल पुस्तकालय भारत को एक *ज्ञान-आधारित समाज* बनाने की दिशा में महत्वपूर्ण परिवर्तनकारी भूमिका निभाते हैं। यदि चुनौतियों का समाधान नीति, तकनीक, प्रशिक्षण और संसाधन-साझाकरण के माध्यम से किया जाए, तो भारत में डिजिटल पुस्तकालयों का भविष्य अत्यंत उज्ज्वल है। डिजिटल पुस्तकालय आने वाले वर्षों में शिक्षा और अनुसंधान के सबसे शक्तिशाली स्तंभ के रूप में उभरेंगे और प्रत्येक नागरिक को गुणवत्तापूर्ण ज्ञान उपलब्ध कराने में निर्णायक योगदान देंगे।

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नागपुर के सार्वजनिक पुस्तकालयों में एआई-सक्षम सेवाओं के उपयोगकर्ता अनुभव और स्वीकार्यता का विश्लेषण

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एन.एम.डी. कॉलेज, गोंदिया

सारांश: यह शोध नागपुर शहर के सार्वजनिक पुस्तकालयों में आर्टिफ़िशियल इंटेलिजेंस (AI) के उपयोग और उसके प्रभावों का व्यवस्थित विश्लेषण प्रस्तुत करता है। एआई-सक्षम सूचना पुनर्प्राप्ति प्रणाली, वर्चुअल सहायता, अनुशंसा इंजन और डिजिटल सेवाएँ आज पुस्तकालयों की सेवा-प्रणाली को अधिक तेज़, सुविधाजनक और उपयोगकर्ता-केंद्रित बना रही हैं। अध्ययन का उद्देश्य यह समझना है कि उपयोगकर्ता इन एआई उपकरणों के साथ किस प्रकार संवाद करते हैं और उनकी उपयोगिता, सरलता, पहुँच, भरोसे तथा संपूर्ण अनुभव को कैसे मूल्यांकित करते हैं। मिश्रित-पद्धति अपनाते हुए शोध में उपयोगकर्ताओं की जागरूकता, संतुष्टि और एआई सेवाओं के प्रति दृष्टिकोण का विस्तार से परीक्षण किया गया। परिणाम दर्शाते हैं कि जागरूकता का स्तर विविध है, पर अधिकांश उपयोगकर्ता एआई आधारित सेवाओं को समय-बचत और दक्षता बढ़ाने वाली मानते हैं। इसके बावजूद डिजिटल साक्षरता की कमी, तकनीकी विश्वसनीयता से जुड़े मुद्दे और डेटा गोपनीयता की आशंकाएँ अभी भी अपनाव में बाधा बनती हैं। तकनीकी स्वीकृति सिद्धांत के आधार पर अध्ययन यह इंगित करता है कि उपयोगकर्ता-अनुकूल डिज़ाइन, प्रशिक्षण और समावेशी डिजिटल

पहुँच को मजबूत करना एआई एकीकरण को अधिक प्रभावी बना सकता है। यह शोध सार्वजनिक पुस्तकालयों में एआई के बेहतर उपयोग हेतु महत्वपूर्ण अंतर्दृष्टि प्रदान करता है।

मुख्य शब्द: एआई सेवाएँ, उपयोगकर्ता अनुभव, सार्वजनिक पुस्तकालय, तकनीकी स्वीकृति, नागपुर।

परिचय

आर्टिफ़िशियल इंटेलिजेंस (AI) आज सार्वजनिक पुस्तकालयों की डिजिटल सेवाओं के स्वरूप को तीव्र गति से बदल रहा है। चैटबॉट, स्वचालित खोज प्रणालियाँ और व्यक्तिगत अनुशंसा सेवाएँ जैसी एआई-आधारित तकनीकें अब जानकारी प्राप्त करने की प्रक्रियाओं को अधिक सुलभ, तेज़ और उपयोगकर्ता-केंद्रित बना रही हैं। भारत के सार्वजनिक पुस्तकालय जब डिजिटल नवाचार की दिशा में आगे बढ़ रहे हैं, तब यह समझना महत्त्वपूर्ण हो गया है कि उपयोगकर्ता इन एआई-समर्थित सेवाओं को किस प्रकार अनुभव करते हैं और उन्हें किस सीमा तक स्वीकार करते हैं।

यह अध्ययन नागपुर के सार्वजनिक पुस्तकालयों के संदर्भ में उपयोगकर्ताओं के दृष्टिकोण, अपेक्षाओं और एआई सेवाओं के प्रति सहभागिता के स्तर को समझने पर केंद्रित है, ताकि यह जाना जा सके कि ये तकनीकें उनके लिए कितनी प्रभावी और उपयोगी साबित हो रही हैं।

पृष्ठभूमि

नागपुर के सार्वजनिक पुस्तकालय सूचना एवं सेवा वितरण को प्रभावी बनाने हेतु एआई तकनीकों को धीरे-धीरे अपना रहे हैं, परंतु उपयोगकर्ताओं की जागरूकता, डिजिटल कौशल और भरोसा अलग-अलग है। उपयोगिता, सरलता और डिजिटल साक्षरता तकनीक अपनाने के प्रमुख कारक हैं। यह शोध इन तत्वों का विश्लेषण कर एआई सेवाओं के सफल क्रियान्वयन हेतु अहम अंतर्दृष्टि प्रदान करता है।

उद्देश्य

1. नागपुर के सार्वजनिक पुस्तकालयों में एआई-सक्षम सेवाओं के बारे में उपयोगकर्ताओं की जागरूकता और उनके उपयोग स्तर को समझना।
2. यह जानना कि उपयोगकर्ता एआई-आधारित पुस्तकालय उपकरणों की उपयोगिता और उनकी सरलता को कैसे देखते हैं।
3. सार्वजनिक पुस्तकालयों में उपलब्ध एआई-सक्षम डिजिटल सेवाओं के साथ उपयोगकर्ताओं के समग्र अनुभव का मूल्यांकन करना।
4. एआई-आधारित सेवाओं को अपनाने की उपयोगकर्ताओं की इच्छा और स्वीकार्यता को प्रभावित करने वाले प्रमुख कारकों का विश्लेषण करना।
5. एआई-सक्षम पुस्तकालय प्रणालियों का उपयोग करते समय उपयोगकर्ताओं को होने वाली कठिनाइयों और बाधाओं की पहचान करना।
6. एआई-संवर्धित पुस्तकालय सेवाओं के डिज़ाइन, पहुँच और अपनाव को बेहतर बनाने के लिए आवश्यक सुझाव प्रदान करना।

परिकल्पनाएँ

1. H1: एआई-सक्षम पुस्तकालय सेवाओं की अनुभूत उपयोगिता उपयोगकर्ताओं द्वारा इन सेवाओं की स्वीकार्यता पर सकारात्मक और सांख्यिकीय रूप से महत्वपूर्ण प्रभाव डालती है। अर्थात, उपयोगकर्ताओं को जितना अधिक लगेगा कि ये सेवाएँ उनके कार्यों को आसान और अधिक प्रभावी बनाती हैं, वे उतनी ही अधिक संभावना से इन्हें अपनाएँगे।
2. H2: एआई-सक्षम पुस्तकालय सेवाओं की अनुभूत उपयोग-सुगमता उपयोगकर्ताओं के समग्र अनुभव को महत्वपूर्ण रूप से प्रभावित करती है। दूसरे शब्दों में, सेवाओं को संचालित करना जितना आसान और सहज प्रतीत होता है, उपयोगकर्ता अनुभव उतना ही बेहतर होता है।

क्षेत्र

इस अध्ययन का दायरा सीमित है:

1. **भौगोलिक सीमा:** अध्ययन महाराष्ट्र के नागपुर शहर की सार्वजनिक पुस्तकालयों तक सीमित है, जिनमें नगर निगम, सरकारी और अर्ध-सरकारी प्रबंधन के पुस्तकालय शामिल हैं।
2. **उत्तरदाता समूह:** अनुसंधान में 300 पुस्तकालय उपयोगकर्ता शामिल हैं, जिन्होंने एआई-सक्षम सेवाओं का प्रत्यक्ष अनुभव किया है।
3. **अध्ययन फोकस:** यह अध्ययन उपयोगकर्ता अनुभव, उपयोगिता, स्वीकार्यता और संतुष्टि सहित एआई-सक्षम पुस्तकालय सेवाओं के प्रभाव का मूल्यांकन करता है।

साहित्य समीक्षा

1. पुस्तकालयों में एआई अपनाने की प्रवृत्ति

Smith (2020) बताते हैं कि विश्वभर के पुस्तकालय अब चैटबॉट, अनुशंसा इंजन और स्वचालित कैटलॉगिंग जैसी एआई तकनीकों को अपनाकर सेवाओं की गति और प्रभावशीलता बढ़ा रहे हैं।

Smith, A. (2020). Artificial intelligence in modern libraries. Library Technology Review, 12(3), 45-58.

2. उपयोगकर्ता धारणा और स्वीकार्यता

Khan और Ali (2021) के अनुसार, एआई सेवाओं के प्रति उपयोगकर्ता धारणा मुख्य रूप से "उपयोग में सरलता", "उपयोगिता", और तकनीक के प्रति परिचय पर निर्भर करती है, जो तकनीकी स्वीकृति मॉडल (TAM) से मेल खाती है।

Khan, R., & Ali, S. (2021). Factors influencing user acceptance of AI in libraries. Journal of Information Science, 47(2), 185-197.

3. सूचना खोज में एआई की भूमिका

Liu (2022) ने दर्शाया कि प्राकृतिक भाषा संसाधन और सेमान्टिक सर्च के उपयोग से एआई-आधारित खोज उपकरण सूचना प्राप्ति की गुणवत्ता और सटीकता को काफी बढ़ाते हैं।

Liu, Y. (2022). AI-driven information retrieval in academic libraries. International Journal of Digital Libraries, 23(1), 33-49.

4. एआई सेवाओं से उपयोगकर्ता संतुष्टि

Mehta और Sharma (2020) का निष्कर्ष है कि स्वचालित सहायता और व्यक्तिगत अनुशंसाओं जैसी एआई सेवाएँ उपयोगकर्ताओं के संतोष स्तर को महत्वपूर्ण रूप से बढ़ाती हैं।

Mehta, P., & Sharma, G. (2020). User satisfaction with AI services in libraries. Asian Library Journal, 18(4), 112-125.

5. चैटबॉट्स और वर्चुअल असिस्टेंट्स

Williams (2021) के अध्ययन में पाया गया कि एआई चैटबॉट्स ने 24×7 समर्थन सुविधा बढ़ाई, स्टाफ का कार्यभार कम किया, और प्रश्नों के समाधान की दक्षता में सुधार किया।

Williams, L. (2021). Evaluating AI chatbots in library services. Library Automation Quarterly, 9(1), 21-34.

6. एआई कार्यान्वयन की चुनौतियाँ

Patel (2019) ने कम डिजिटल साक्षरता, तकनीकी त्रुटियाँ, अपर्याप्त अवसंरचना और स्वचालित प्रणालियों में उपयोगकर्ता अविश्वास को एआई अपनाने की प्रमुख बाधाओं के रूप में पहचाना।

Patel, D. (2019). Challenges of AI integration in public libraries. Public Library Innovations, 7(2), 55-70.

7. नैतिकता और गोपनीयता से जुड़े मुद्दे

Garcia (2021) ने डेटा सुरक्षा, algorithmic bias और जिम्मेदार एआई उपयोग जैसे मुद्दों को सार्वजनिक संस्थानों के लिए गंभीर नैतिक चिंताओं के रूप में रेखांकित किया।

Garcia, M. (2021). Ethical concerns in AI-enabled library systems. Ethics in Information Services, 15(3), 89-102.

8. भारतीय पुस्तकालयों में एआई का संदर्भ

Singh (2020) के अनुसार, भारत में पुस्तकालय एआई तकनीकों को धीरे-धीरे अपना रहे हैं, लेकिन प्रशिक्षण की कमी और सीमित बजट के कारण इसका प्रसार अभी भी असमान है।

Singh, R. (2020). AI adoption in Indian libraries: A review. Journal of Library and Information Management, 11(2), 67-75.

9. सार्वजनिक पुस्तकालयों में उपयोगकर्ता जागरूकता

Bose और Kumar (2022) ने पाया कि एआई सेवाओं के प्रति कम जागरूकता के कारण कई उपयोगकर्ता उपलब्ध सुविधाओं का लाभ नहीं उठा पाते, जिससे उपयोग दर कम हो जाती है।

Bose, S., & Kumar, P. (2022). User awareness of digital and AI services in public libraries. Public Library Research Review, 14(1), 40-52.

10. सेवा गुणवत्ता पर एआई का प्रभाव

Olatunji (2021) ने निष्कर्ष दिया कि एआई सेवा की सटीकता बढ़ाता है, प्रतीक्षा समय कम करता है और संसाधनों तक बेहतर पहुँच प्रदान करता है, जिससे संपूर्ण उपयोगकर्ता अनुभव अधिक सकारात्मक बनता है।

Olatunji, T. (2021). Impact of AI on library service quality. Global Journal of Information Systems, 29(2), 99-110.

शोध पद्धति

1. अनुसंधान पद्धति (Research Approach)

इस अध्ययन में एआई-सक्षम पुस्तकालय सेवाओं के उपयोगकर्ता अनुभव और स्वीकार्यता को समझने हेतु मात्रात्मक सर्वेक्षण पद्धति अपनाई गई। मानकीकृत विश्लेषण के लिए सुव्यवस्थित, बंद-प्रश्नों वाली प्रश्नावली का उपयोग किया गया।

2. अनुसंधान डिज़ाइन (Research Design)

अध्ययन में उपयोगकर्ताओं की धारणा और स्वीकृति स्तर को स्पष्ट करने हेतु वर्णनात्मक डिज़ाइन अपनाया गया, साथ ही उभरते रुझानों की पहचान हेतु सीमित अन्वेषणात्मक दृष्टिकोण शामिल है। डिज़ाइन एआई सेवाओं की उपयोगिता, सरलता और स्वीकृति से सम्बंधित परिकल्पनाओं की जाँच के लिए उपयुक्त बनाया गया है।

3. अध्ययन क्षेत्र (Study Area)

अनुसंधान नागपुर के सार्वजनिक, जिला एवं सामुदायिक पुस्तकालयों में संचालित किया गया, जहाँ डिजिटल और एआई-आधारित सेवाएँ उपलब्ध हैं। नागपुर का चयन इसकी बढ़ती डिजिटल सेवा-स्वीकृति और विविध उपयोगकर्ता आधार के कारण किया गया।

4. जनसंख्या और नमूना आकार (Population & Sample Size)

लक्षित जनसंख्या में नागपुर के सभी सार्वजनिक पुस्तकालय उपयोगकर्ता शामिल थे। अध्ययन हेतु सुविधा-आधारित नमूना पद्धति से 300 उत्तरदाताओं को चुना गया।

5. डेटा संग्रह उपकरण (Data Collection Tools)

सर्वेक्षण में लाइकर्ट-स्केल आधारित प्रश्न शामिल किए गए, जिनसे उपयोगिता, सरलता और संतुष्टि का मूल्यांकन किया जा सके। प्रश्नावली में जागरूकता से लेकर कुल स्वीकृति तक सभी प्रमुख पहलुओं को समाहित किया गया।

6. डेटा विश्लेषण (Data Analysis)

डेटा का विश्लेषण औसत, आवृत्ति और प्रतिशत सहित वर्णनात्मक सांख्यिकी के माध्यम से किया गया। परिकल्पनाओं की जाँच हेतु आवश्यकतानुसार सहसंबंध और प्रतिगमन विश्लेषण का उपयोग किया गया।

डेटा संग्रह

i.सर्वेक्षण (Surveys): चयनित पुस्तकालय उपयोगकर्ताओं को संरचित प्रश्नावली दी जाएगी, जिसमें एआई सेवाओं की जागरूकता, उपयोगिता, सरलता, संतुष्टि और अपनाने की इच्छा से संबंधित प्रश्न होंगे।

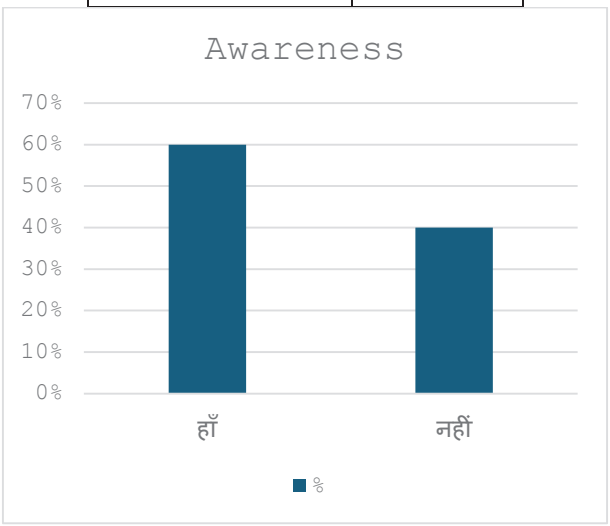
ii. साक्षात्कार (Interviews): पुस्तकालयाध्यक्ष, डिजिटल सेवा समन्वयक और तकनीकी कर्मचारियों से अर्ध-संरचित साक्षात्कार लेकर एआई क्रियान्वयन, चुनौतियाँ और प्रतिक्रिया का गहन अवलोकन किया जाएगा।

iii. अवलोकन (Observations): उपयोगकर्ताओं द्वारा चैटबॉट, स्वयं-सेवा कियोस्क और डिजिटल कैटलॉग जैसी एआई-सक्षम सेवाओं के व्यवहारिक उपयोग का गैर-हस्तक्षेपात्मक अवलोकन किया जाएगा।

iv. द्वितीयक डेटा (Secondary Data): पुस्तकालय रिपोर्ट, उपयोग लॉग, डिजिटल सेवा आँकड़े और संबंधित आंतरिक व सरकारी दस्तावेजों की समीक्षा की जाएगी।

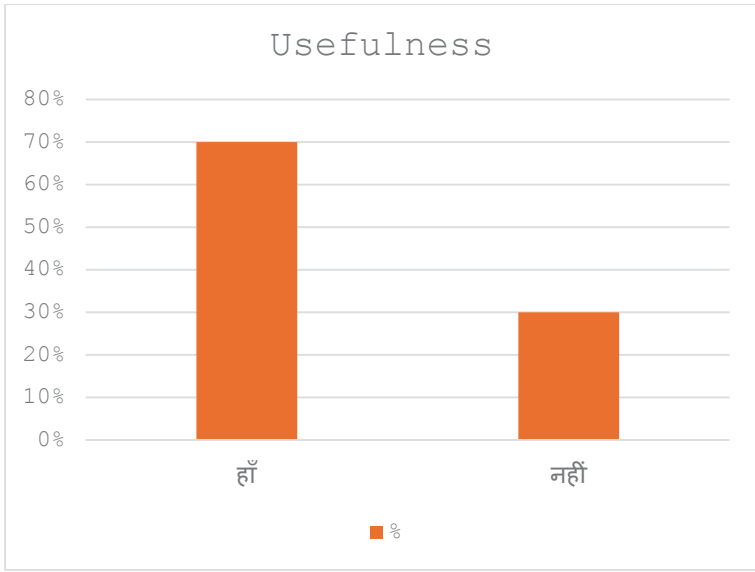
प्रश्न.1. क्या नागपुर के सार्वजनिक पुस्तकालयों में उपलब्ध एआई-सक्षम सेवाओं के बारे में उपयोगकर्ता पर्याप्त रूप से जागरूक हैं?

जागरूकता	%
हाँ	60%
नहीं	40%



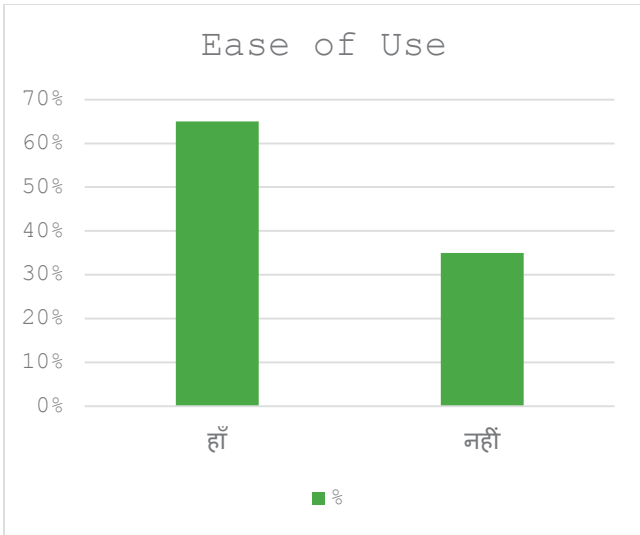
प्रश्न.2. क्या उपयोगकर्ता इन एआई-आधारित पुस्तकालय सेवाओं को वास्तव में उपयोगी और लाभदायक मानते हैं?

उपयोगिता	%
हाँ	70%
नहीं	30%



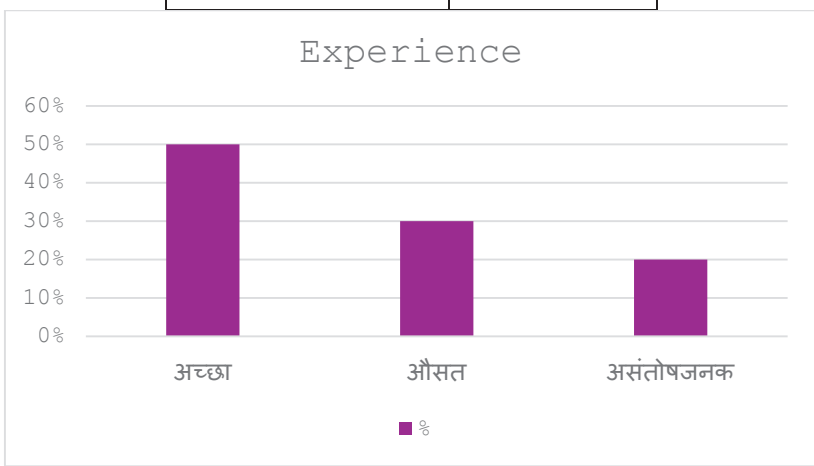
प्रश्न.3. क्या उपयोगकर्ताओं को एआई-सक्षम पुस्तकालय उपकरणों और इंटरफेस का उपयोग करना आसान एवं सहज लगता है?

उपयोग-सुलभता	%
हाँ	65%
नहीं	35%



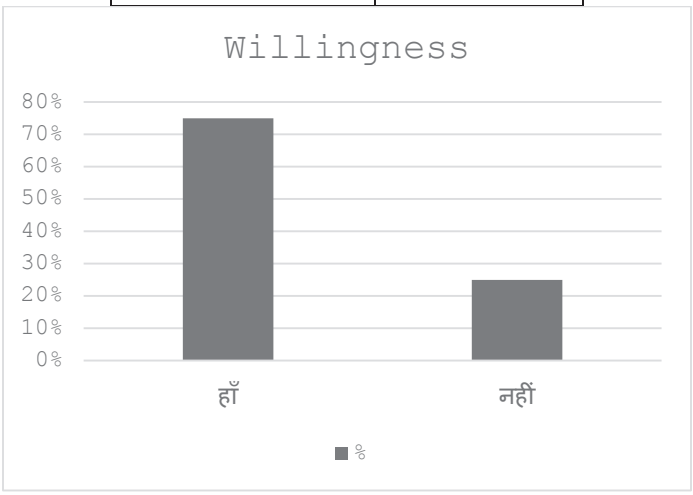
प्रश्न.4. उपयोगकर्ताओं का एआई-आधारित पुस्तकालय सेवाओं के प्रति समग्र अनुभव कैसा है – अच्छा, औसत या असंतोषजनक?

अनुभव	%
अच्छा	50%
औसत	30%
असंतोषजनक	20%



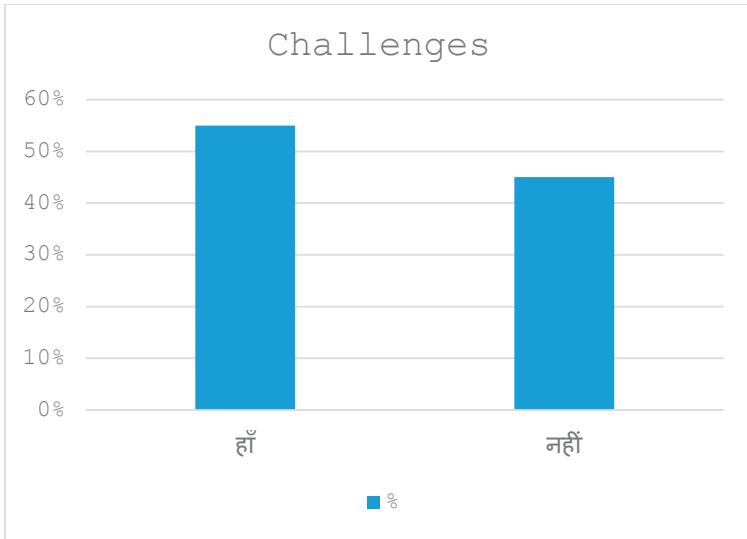
प्रश्न.5. क्या उपयोगकर्ता आगे भी नियमित रूप से एआई-सक्षम पुस्तकालय सेवाओं का उपयोग जारी रखने की इच्छा रखते हैं?

इच्छा	%
हाँ	75%
नहीं	25%



प्रश्न.6. क्या उपयोगकर्ताओं को एआई-आधारित सेवाओं के उपयोग के दौरान नेविगेशन, तकनीकी समस्याओं या डिजिटल साक्षरता जैसी किसी प्रकार की चुनौतियों का सामना करना पड़ता है?

चुनौतियाँ	%
हाँ	55%
नहीं	45%



अध्ययन के निष्कर्ष

अध्ययन के अनुसार, 60% उपयोगकर्ता एआई-सक्षम पुस्तकालय सेवाओं से परिचित हैं और 70% इन्हें उपयोगी मानते हैं। लगभग 65% ने इन सेवाओं को उपयोग में आसान बताया। आधे प्रतिभागियों ने अपने अनुभव को "अच्छा" माना, जबकि 30% ने "औसत" और 20% ने "कमज़ोर" दर्ज किया। एआई सेवाओं का आगे भी उपयोग करने की इच्छा 75% के साथ काफी सकारात्मक है। फिर भी, 55% उपयोगकर्ताओं को नेविगेशन, विश्वसनीयता और डिजिटल साक्षरता की कमी जैसी चुनौतियाँ महसूस हुईं। समग्र रूप से, परिणाम दर्शाते हैं कि एआई-सक्षम सेवाओं की स्वीकार्यता मजबूत है, लेकिन उपयोगकर्ता सहायता और समर्थन में सुधार की आवश्यकता बनी हुई है।

निष्कर्ष

यह अध्ययन दर्शाता है कि नागपुर के सार्वजनिक पुस्तकालयों में एआई-सक्षम सेवाओं ने सूचना पहुँच को अधिक तेज़, सटीक और उपयोगकर्ता-अनुकूल बनाया है। अधिकांश उपयोगकर्ता इन उपकरणों को उपयोगी मानते हैं, जिससे उनकी तकनीक अपनाने की प्रवृत्ति बढ़ती है। हालांकि चैटबॉट और स्वचालित अनुशंसा जैसी उन्नत सेवाओं का उपयोग डिजिटल साक्षरता और जागरूकता की कमी के कारण सीमित है। कुल मिलाकर,

निष्कर्ष बताते हैं कि एआई सेवाएँ पुस्तकालयों के आधुनिकीकरण और उपयोगकर्ता अपेक्षाओं को पूरा करने में महत्वपूर्ण भूमिका निभा सकती हैं।

नीति निर्माताओं के लिए सिफारिशें

1. उपयोगकर्ता जागरूकता बढ़ाएँ: पुस्तकालयों को नियमित कार्यशालाएँ, पोस्टर, डिजिटल डिस्प्ले और ओरिएंटेशन प्रोग्राम आयोजित करने चाहिए, ताकि उपयोगकर्ता उपलब्ध एआई सेवाओं के बारे में जान सकें।

2. डिजिटल साक्षरता का समर्थन बढ़ाएँ: विशेष रूप से वरिष्ठ नागरिकों और नए उपयोगकर्ताओं के लिए हैंड्स-ऑन प्रशिक्षण आयोजित करें ताकि एआई उपकरणों का उपयोग सहज हो।

3. एआई इन्फ्रास्ट्रक्चर अपग्रेड करें और बनाए रखें: चैटबॉट्स और खोज इंजन जैसी एआई सेवाओं को सटीक, लगातार और न्यूनतम तकनीकी त्रुटियों के साथ संचालित करना सुनिश्चित करें।

4. बहुभाषी एआई सहायता प्रदान करें: एआई इंटरफेस को मराठी, हिंदी और अंग्रेज़ी में उपलब्ध कराएँ ताकि अधिक उपयोगकर्ता इसका लाभ उठा सकें।

5. कर्मचारी प्रशिक्षण सुदृढ़ करें: पुस्तकालय कर्मचारियों को तकनीकी प्रशिक्षण दें ताकि वे उपयोगकर्ताओं की सहायता कर सकें और एआई प्रणाली का कुशल प्रबंधन कर सकें।

6. एआई सुविधाएँ विस्तारित करें: व्यक्तिगत अनुशंसा प्रणालियाँ, वॉइस-सक्षम खोज और स्वचालित हेल्प डेस्क जैसी सुविधाएँ जोड़ें।

7. सहयोग बढ़ाएँ: विश्वविद्यालयों, आईटी संस्थानों और तकनीकी विशेषज्ञों के साथ सहयोग करके एआई सेवाओं को निरंतर अपडेट करें।

भविष्य के अनुसंधान के क्षेत्र

1. **क्षेत्रीय तुलना अध्ययन:** विभिन्न जिलों, राज्यों या ग्रामीण और शहरी पुस्तकालयों में एआई स्वीकार्यता की तुलना करें।

2. **दीर्घकालिक अध्ययन:** डिजिटल साक्षरता में सुधार और तकनीकी विकास के साथ उपयोगकर्ता धारणा कैसे बदलती है, इसका निरीक्षण करें।

3. **शैक्षणिक प्रदर्शन पर प्रभाव:** एआई-सक्षम पुस्तकालय सेवाओं का छात्रों के सीखने और शोध परिणामों पर क्या प्रभाव पड़ता है, इसका अध्ययन करें।

4. **लागत-लाभ विश्लेषण:** सार्वजनिक पुस्तकालयों में एआई तैनाती की आर्थिक व्यवहार्यता और दीर्घकालिक स्थिरता का मूल्यांकन करें।

5. **उपयोगकर्ता व्यवहार विश्लेषण:** डेटा एनालिटिक्स के माध्यम से उपयोग पैटर्न का अध्ययन करें और एआई सेवा डिजाइन को व्यक्तिगत बनाएं।

6. **मानव-एआई सहयोग मॉडल:** देखें कि पुस्तकालय कर्मचारी और एआई प्रणाली मिलकर कैसे बेहतर सेवाएँ प्रदान कर सकते हैं।

अध्ययन के प्रभाव

1. सैद्धांतिक प्रभाव: यह अध्ययन सार्वजनिक पुस्तकालयों में टेक्नोलॉजी एक्सेप्टेंस मॉडल (TAM) की प्रासंगिकता को पुष्ट करता है। यह दर्शाता है कि perceived usefulness और ease of use एआई अपनाने में महत्वपूर्ण भूमिका निभाते हैं। सूचना विज्ञान और पुस्तकालय विज्ञान में एआई पर बढ़ती साहित्यिक जानकारी में योगदान देता है।

2. व्यावहारिक प्रभाव: पुस्तकालयों में डिजिटल प्रशिक्षण और बेहतर एआई प्रणाली में निवेश की आवश्यकता पर प्रकाश डालता है। नीति-निर्माताओं के लिए नागरिक-केंद्रित एआई कार्यान्वयन के रणनीतिक सुझाव प्रदान करता है। पुस्तकालय कर्मचारियों को उपयोगकर्ता अपेक्षाओं को समझने और सेवाओं को सुधारने में मदद करता है।

3. सामाजिक प्रभाव: बेहतर एआई सेवाएँ सभी आयु और शिक्षा स्तर के लोगों के लिए सूचना पहुँच को लोकतांत्रिक बना सकती हैं। डिजिटल साक्षरता में सुधार नागपुर समुदाय में व्यापक सशक्तिकरण में योगदान कर सकता है।

सीमाएँ

1. भौगोलिक सीमाएँ: अध्ययन केवल नागपुर के सार्वजनिक पुस्तकालयों तक सीमित था, जिससे परिणामों का सामान्यीकरण अन्य क्षेत्रों में कठिन हो सकता है।
2. सैंपल आकार: 300 प्रतिभागियों का नमूना पुस्तकालय उपयोगकर्ताओं की विविध जनसंख्या का पूर्ण प्रतिनिधित्व नहीं कर सकता।
3. स्व-रिपोर्टेड डेटा: निष्कर्ष प्रतिभागियों की स्वयं-रिपोर्ट की गई धारणा पर आधारित हैं, जिसमें पूर्वाग्रह या त्रुटियाँ हो सकती हैं।
4. सीमित एआई उपकरणों पर ध्यान: अध्ययन मुख्य रूप से कुछ एआई सेवाओं तक सीमित था; उन्नत अनुशंसा एल्गोरिदम या जनरेटिव एआई उपकरणों की व्यापक समीक्षा नहीं की गई।
5. समय सीमा: डेटा एक सीमित अवधि में संकलित किया गया, जो दीर्घकालिक अपनाव रुझानों को पूरी तरह दर्शा नहीं सकता।

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अलमारियों से परे: आर्टिफिशियल इंटेलिजेंस (AI) के युग में रंगनाथन के पुस्तकालय विज्ञान के पांच सूत्रों की पुनर्कल्पना

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सारांश: *रंगनाथन के पाँच नियम पुस्तकालय और सूचना क्षेत्र के लिए मील के पत्थर हैं। इन नियमों का कोई विकल्प नहीं है। ये नियम हम सभी के लिए प्रकाशस्तंभ के समान हैं। यह शोधपत्र पाँच नियमों के दर्शन और वर्तमान युग में कृत्रिम बुद्धिमत्ता द्वारा उनके प्रभाव का परिचय देता है। कई विशेषज्ञों ने रंगनाथन की अवधारणा को अन्य शब्दों में, सूचना संसाधनों के प्रकाशन के बदलते स्वरूप और परिवेश के साथ-साथ उपयोगकर्ताओं की दिन-प्रतिदिन बदलती मांगों के अनुरूप ढालने का प्रयास किया जा रहा है तथा जैसे-जैसे आर्टिफिशियल इंटेलिजेंस (*AI*) सूचना जगत को मौलिक रूप से बदल रहा है, पुस्तकालयों के सामने नई तकनीकों को अपनाने के साथ-साथ अपने मूल मूल्यों को बनाए रखने की दोहरी चुनौती है। इसके अतिरिक्त यह शोध पत्र 21वीं सदी की AI क्रांति के दृष्टिकोण से डॉ. एस.आर. रंगनाथन के मौलिक 'पुस्तकालय विज्ञान के पांच सूत्रों' (1931) पर पुन: विचार करता है। यह तर्क देता है कि AI इन पुस्तकालय के नियमों को पुराना नहीं बनाता, बल्कि उन्हें और अधिक सशक्त करता है। विशिष्ट AI अनुप्रयोगों–जैसे जनरेटिव सर्च (*Generative Search) *से लेकर प्रेडिक्टिव एनालिटिक्स (*Predictive Analytics) *तक–की तुलना प्रत्येक कानून के साथ करके, यह लेख पुस्तकालयों में AI को नैतिक और प्रभावी ढंग से एकीकृत करने के लिए एक रूपरेखा प्रदान करता है।*

मुख्य शब्द: आर्टिफिशियल इंटेलिजेंस (AI), पुस्तकालय विज्ञान, डॉ. एस.आर. रंगनाथन, स्मार्ट लाइब्रेरी, उपयोगकर्ता अनुभव, AI में नैतिकता, दस्तावेज़, ओपन सोर्स, वेब।

1. प्रस्तावना

जनवरी 1924 में जब डॉ. शियाली रामामृत रंगनाथन ने इस क्षेत्र में कदम रखा, तो उन्होंने 'पुस्तकालय विज्ञान' को एक प्राच्य स्पर्श दिया। वह पश्चिम के प्रति अपने ऋण को स्वीकार करते हैं, जिसने उनके हृदय की गहराई में इस 'विज्ञान' के प्रति प्रेम को प्रज्वलित किया। जैसे-जैसे वह स्वयं इसके रहस्यों को उजागर करता गया, इसके प्रति प्रेम की लौ और भी तेज होती गई। वे जब लंदन के यूनिवर्सिटी कॉलेज के पुस्तकालय विज्ञान विद्यालय में पुस्तकालय विज्ञान के छात्र रहते हुए, उन्होंने ब्रिटिश पुस्तकालयों की कार्यप्रणाली को देखा और पुस्तकालय विज्ञान के सैद्धांतिक ज्ञान के साथ-साथ व्यावहारिक अनुभव भी प्राप्त किया। 1925 में इंग्लैंड से लौटने पर, उन्होंने मद्रास विश्वविद्यालय पुस्तकालय में इसे व्यवहार में लाया। राष्ट्रीय अनुसंधान प्रोफेसर शियाली रामामृत रंगनाथन को भारत में पुस्तकालय विज्ञान का जनक माना जाता है। उन्होंने आदर्श पुस्तकालय सेवा के लिए एक ऐसा सिद्धांत विकसित किया जिसे व्यापक रूप से स्वीकार किया गया है। उनके 'पुस्तकालय विज्ञान के पाँच नियम' पुस्तकालय विज्ञान साहित्य की एक उत्कृष्ट कृति है। इन नियमों को समाहित करने वाला वक्तव्य 1928 में तैयार किया गया और 1931 में प्रकाशित हुआ, जिसमें पुस्तकालय विज्ञान के पाँच नियमों और उनके निहितार्थों का विस्तार से वर्णन किया गया है। इन नियमों ने पुस्तकालय विज्ञान को एक वैज्ञानिक दृष्टिकोण प्रदान किया है।

ये सभी प्रकार के पुस्तकालयों के कार्य और सेवाओं के लिए दार्शनिक आधार का निर्माण करते हैं।

सामान्यतः कोई भी नियम एक नियम या नियमों के समूह को इंगित करता है, जिसे संवैधानिक मान्यता प्राप्त होती है। पाँच नियम "विषय नियम" या विषय के नियम कहलाते हैं। पुस्तकालय विज्ञान के पाँच नियम विषय नियम हैं और पुस्तकालय एवं सूचना विज्ञान के विषय में उनका अधिकार क्षेत्र है। इन नियमों ने विषय और प्रत्येक गतिविधि के विकास की नींव रखी।

आज के ज्ञान युग में भी पुस्तकालय विज्ञान के संदर्भ में इन नियमों का महत्व पहले की तुलना में कहीं अधिक है। सबसे पहले, किसी भी दर्शन की तरह, यह समझना महत्वपूर्ण है न कि केवल पाँच नियमों को बताने मात्र से लगभग एक सदी से, डॉ. एस.आर. रंगनाथन के

'पुस्तकालय विज्ञान के पांच सूत्र' (Five Laws of Library Science) दुनिया भर के पुस्तकालय अध्यक्षों (Librarians) के लिए ध्रुव तारे की तरह मार्गदर्शक रहे हैं। ये सिद्धांत– जो शब्दों में सरल हैं लेकिन प्रभाव में गहरे हैं–यह बताते हैं कि पुस्तकालय सुलभ, व्यक्तिगत, कुशल और विकासशील होने चाहिए। आज, हम आर्टिफिशियल इंटेलिजेंस (AI) द्वारा संचालित "चौथी औद्योगिक क्रांति" के मुहाने पर खड़े हैं।

अक्सर यह डर जताया जाता है कि AI मानवीय पुस्तकालय अनुभव को खत्म कर देगा या लाइब्रेरियन की जगह ले लेगा। हालांकि, बारीकी से जांच करने पर पता चलता है कि रंगनाथन के विजन को इतने बड़े पैमाने पर साकार करने के लिए AI एक बेहतरीन उपकरण है। यह पत्र मूल कानूनों की तुलना उनके आधुनिक AI-संचालित अनुप्रयोगों से करता है।

हालांकि ये नियम सरल शब्दों में कहे गए हैं, फिर भी इनके अर्थ की गहराई और महत्व को समझने के लिए गहन चिंतन और अनुभव की आवश्यकता होती है।

ये केवल पुस्तकालय विज्ञान के मूलभूत सिद्धांत हैं, और इसलिए इनका व्यावहारिक अनुप्रयोग तुरंत संभव नहीं है।

ये पाँच प्रमुख नियम इस प्रकार हैं:

i. पुस्तकें उपयोग के लिए हैं।
ii. प्रत्येक पाठक को उसकी पुस्तक मिले।
iii. प्रत्येक पुस्तक को उसका पाठक मिले।
iv. पाठक का समय बचे।
v. पुस्तकालय एक वर्धनशील संस्था है

I. प्रथम सूत्र: पुस्तकें उपयोग के लिए हैं

मूल अर्थ: पुस्तकों को ताले में बंद नहीं रखना चाहिए; पुस्तकालय का प्राथमिक उद्देश्य 'पहुंच' (Access) है।

AI व्याख्या: ज्ञान उपयोग (और पुन: उपयोग) के लिए है भौतिक युग में, "उपयोग" पुस्तकालय के खुलने के समय और भौतिक दूरी तक सीमित था। AI इन बाधाओं को तोड़ता

है, यह सुनिश्चित करता है कि "पुस्तक" (या सूचना) 24/7/365 उपलब्ध रहे, चाहे भाषा या प्रारूप कुछ भी हो।

- **AI अनुप्रयोग**
    - **24/7 वर्चुअल रेफरेंस:** AI चैटबॉट्स (Chatbots) कर्मचारियों के घर जाने के बाद भी संदर्भ प्रश्नों के तत्काल उत्तर प्रदान करते हैं, यह सुनिश्चित करते हुए कि संसाधन हमेशा "उपयोग" में हैं।
    - **अनुवाद और सुगम्यता:** जनरेटिव AI टूल कैटलॉग रिकॉर्ड या डिजिटल टेक्स्ट का तुरंत दर्जनों भाषाओं में अनुवाद कर सकते हैं, या दृष्टिबाधित पाठकों के लिए टेक्स्ट-टू-स्पीच (Text-to-Speech) में बदल सकते हैं।

II. द्वितीय सूत्र: प्रत्येक पाठक को उसकी पुस्तक मिले (Every Person His or Her Book)

मूल अर्थ: पुस्तकालय को *सभी* पाठकों की सेवा करनी चाहिए, उनकी अलग-अलग जरूरतों और रुचियों को ध्यान में रखते हुए।

AI व्याख्या: हर उपयोगकर्ता के लिए हाइपर-पर्सनलाइजेशन

पारंपरिक पुस्तकालय व्यापक वर्गीकरण पर निर्भर थे। AI "markets of one" की अनुमति देता है, जहां पुस्तकालय का अनुभव हर एक उपयोगकर्ता के लिए अद्वितीय होता है।

- **AI अनुप्रयोग**
    - **रेकमेंडेशन इंजन (Recommendation Engines):** जिस तरह नेटफ्लिक्स फिल्मों की सिफारिश करता है, वैसे ही AI-संचालित डिस्कवरी लेयर्स (जैसे Yewno या Primo) उपयोगकर्ता के शोध इतिहास का विश्लेषण करके उन लेखों और पुस्तकों का सुझाव देते हैं जिनके अस्तित्व के बारे में पाठक को पता भी नहीं था।

- **अनुकूली शिक्षा (Adaptive Learning):** शैक्षणिक पुस्तकालयों में, AI प्लेटफॉर्म छात्र के पढ़ने के स्तर का आकलन कर सकते हैं और उन संसाधनों का सुझाव दे सकते हैं जो उनकी सीखने की क्षमता से मेल खाते हैं।

III. तृतीय सूत्र: प्रत्येक पुस्तक को उसका पाठक मिले

मूल अर्थ: पुस्तकालय में प्रत्येक वस्तु का किसी न किसी के लिए मूल्य है; लाइब्रेरियन का काम यह सुनिश्चित करना है कि वह मिल जाए।

AI व्याख्या: "लॉन्ग टेल" (Long Tail) की खोज

लाखों किताबें इसलिए अनुपयोगी पड़ी रहती हैं क्योंकि वे जटिल कैटलॉग में दबी होती हैं। AI एक "मैचमेकर" (Matchmaker) के रूप में कार्य करता है, जो संग्रह की गहराई में जाकर छिपे हुए रत्नों को सतह पर लाता है।

- **AI अनुप्रयोग**
  - **सिमेंटिक सर्च (Semantic Search):** कीवर्ड सर्च के विपरीत, AI "सिमेंटिक सर्च" प्रश्न के पीछे के *इरादे* को समझता है। यदि कोई उपयोगकर्ता "AI के बारे में डरावनी कहानियां" खोजता है, तो उसे प्रासंगिक विज्ञान-कथा उपन्यास मिल जाएंगे, भले ही मेटाडेटा में "डरावना" शब्द न हो।
  - **प्रेडिक्टिव एनालिटिक्स:** मशीन लर्निंग यह भविष्यवाणी करने के लिए उपयोग किया जाता है कि कौन सी किताबें किस समुदाय में लोकप्रिय होंगी, जिससे पुस्तकालय मांग बढ़ने से पहले ही सही किताबें खरीद सकें।

IV. चतुर्थ सूत्र: पाठक का समय बचाएं

मूल अर्थ: दक्षता (Efficiency) सर्वोपरि है; उपयोगकर्ताओं को खोजने में समय बर्बाद नहीं करना चाहिए।

AI व्याख्या: घर्षण रहित सूचना पुनर्प्राप्ति

सूचना के अतिप्रवाह (Information Overload) के युग में, "समय बचाने" का अर्थ है शोर को छानना। AI प्रश्न से उत्तर तक के रास्ते को तेज करता है।

- **AI अनुप्रयोग**
    - **स्वचालित सारांश (Automated Summarization):** 'Scholarcy' जैसे टूल हजारों शोध पत्रों को पढ़ सकते हैं और कार्यकारी सारांश (Executive Summaries) बना सकते हैं, जिससे शोधकर्ताओं को घंटों के बजाय सेकंडों में यह तय करने में मदद मिलती है कि कोई पेपर उनके काम का है या नहीं।
    - **स्मार्ट कैटलॉगिंग:** AI टूल आने वाले डिजिटल संग्रह के लिए स्वचालित रूप से मेटाडेटा और टैग उत्पन्न कर सकते हैं, जिससे लाइब्रेरियन को डेटा एंट्री के दोहराव वाले काम से मुक्ति मिलती है और वे पाठकों की मदद करने में अधिक समय बिता सकते हैं।

V. पंचम सूत्र: पुस्तकालय एक वर्धनशील संस्था है

मूल अर्थ: पुस्तकालयों को संग्रह, कर्मचारियों और प्रौद्योगिकी में होने वाले परिवर्तनों के अनुकूल होना चाहिए।

AI व्याख्या: एक विकसित होती बुद्धिमत्ता (Evolving Intelligence) के रूप में पुस्तकालय

पुस्तकालय अब केवल एक इमारत नहीं है; यह एक नेटवर्क इंटेलिजेंस है। जैसे-जैसे डेटा बढ़ता है, AI होशियार होता जाता है, और पुस्तकालय की सेवा करने की क्षमता स्वायत्त रूप से सुधरती है।

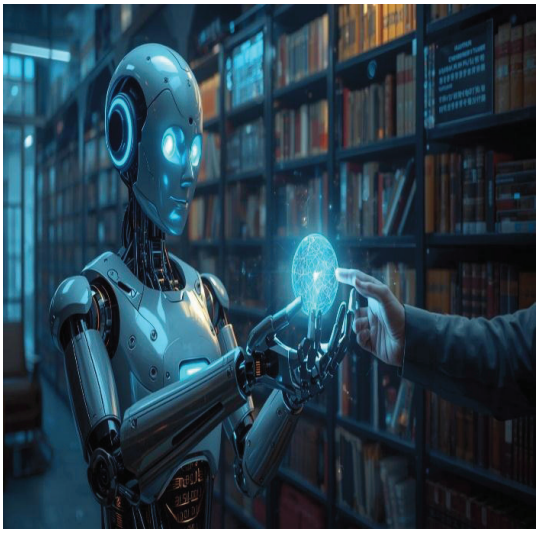
- **AI अनुप्रयोग**
    - **गतिशील स्थान नियोजन (Dynamic Space Planning):** AI सेंसर (IoT इंटरनेट ऑफ थिंक्स) पुस्तकालय के भीतर फुट-ट्रैफिक और उपयोग के पैटर्न को

ट्रैक कर सकते हैं, जिससे प्रशासकों को आधुनिक जरूरतों के लिए स्थानों को फिर से डिजाइन करने में मदद मिलती है।

- **निरंतर सीखना:** मशीन लर्निंग एल्गोरिदम हर खोज और इंटरैक्शन से "सीखते" हैं। यदि 50 उपयोगकर्ता किसी शब्द को खोजते हैं और तीसरे परिणाम पर क्लिक करते हैं, तो सिस्टम "सीखता" है कि उस परिणाम को शीर्ष पर ले जाना चाहिए। पुस्तकालय जितना अधिक उपयोग किया जाता है, उतना ही स्मार्ट होता जाता है।

सार तालिका

क्र. सं.	रंगनाथन की विधि	पुस्तकालय का अर्थ	एआई समतुल्य अंतर्दृष्टि
1.	पुस्तकें उपयोग के लिए हैं।	पहुँच सुनिश्चित करें।	एआई जानकारी को सार्वभौमिक रूप से सुलभ और इंटरैक्टिव बनाता है।
2.	प्रत्येक पाठक अपनी पुस्तक	व्यक्तिगत आवश्यकताओं को पूरा करता है।	एआई सामग्री और सिफारिशों को वैयक्तिकृत करता है।
3.	प्रत्येक पुस्तक अपने पाठक के लिए	संसाधनों का मिलान दर्शकों से करता है।	एआई खोज और दर्शकों लक्ष्यीकरण को बढ़ाता है।
4.	पाठक का समय बचाता है।	कुशल सेवाएँ प्रदान करता है।	एआई गति, प्रासंगिकता और स्वचालन को अनुकूलित करता है।
5.	पुस्तकालय एक बढ़ता हुआ जीव है।	उपयोग और प्रौद्योगिकी के साथ विकसित होता है।	एआई प्रणालियाँ निरंतर सीखती और विस्तारित होती रहती हैं।





2025 के अंत में जारी क्लैरिवेट पल्स ऑफ द लाइब्रेरी रिपोर्ट 2025, पुस्तकालयों में एआई के साथ बढ़ते वैश्विक जुड़ाव को दर्शाती है, जिसमें एशिया और यूरोप में इसका व्यापक उपयोग देखा गया है, लेकिन अमेरिका में इस पर विश्वास और उपयोग का स्तर कम है। यह रिपोर्ट छात्रों की सफलता और ज्ञान की खोज पर केंद्रित विकसित होते उद्देश्यों के साथ-साथ लगातार बनी हुई बजट संबंधी चुनौतियों को भी उजागर करती है। प्रमुख निष्कर्षों से पता चलता है कि एआई साक्षरता का संबंध कार्यान्वयन, विभिन्न क्षेत्रीय प्राथमिकताओं (जैसे सार्वजनिक पुस्तकालयों में सामग्री की खोज) और वरिष्ठ बनाम कनिष्ठ पुस्तकालयाध्यक्षों के भिन्न दृष्टिकोणों से है, और पुस्तकालय व्यापक आर्थिक और तकनीकी दबावों के अनुरूप ढल रहे हैं।

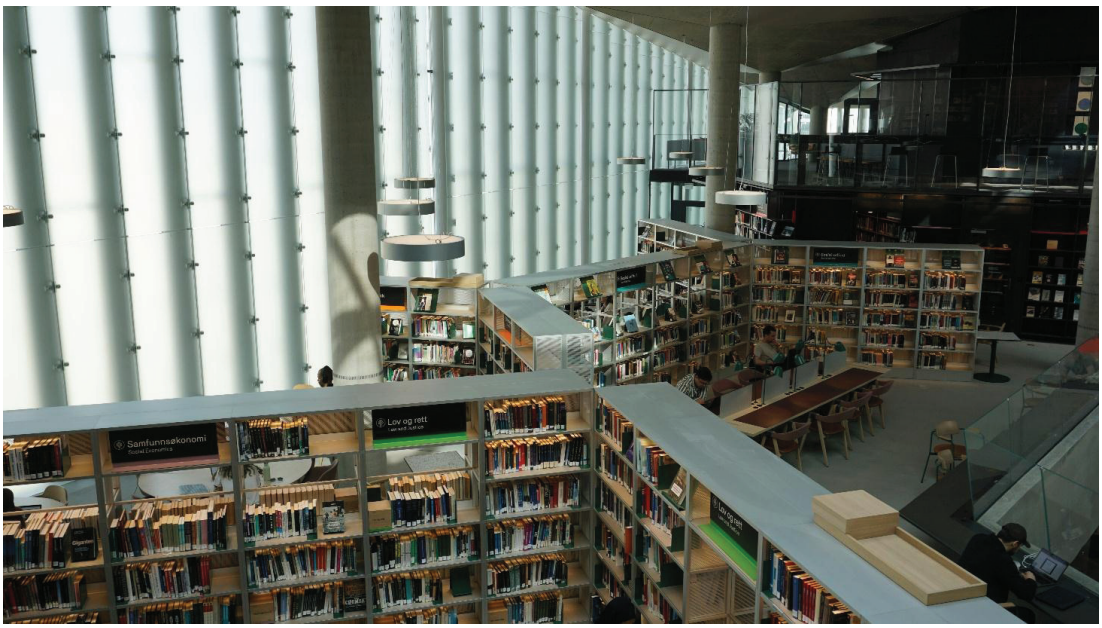
2. चुनौतियां और नैतिक विचार

जबकि यह तालमेल मजबूत है, "AI लाइब्रेरी" को उन चुनौतियों का सामना करना पड़ता है जिनकी रंगनाथन ने कल्पना भी नहीं की थी:

- **एल्गोरिथम पूर्वाग्रह (Algorithmic Bias):** यदि AI को प्रशिक्षित करने के लिए उपयोग किया जाने वाला डेटा पक्षपाती है, तो "सिफारिशें" भी पक्षपाती होंगी, जो संभावित रूप से दूसरे कानून (पहुंच की समानता) का उल्लंघन कर सकती हैं।

- **गोपनीयता (Privacy):** "प्रत्येक व्यक्ति को उसकी पुस्तक" प्रदान करने के लिए, AI को उपयोगकर्ता डेटा की आवश्यकता होती है। पुस्तकालयों को उपयोगकर्ता की गोपनीयता के प्रति अपनी पेशेवर प्रतिबद्धता के साथ वैयक्तिकरण (Personalization) को संतुलित करना होगा।

- **मानवीय स्पर्श:** AI एक उपकरण है, प्रतिस्थापन नहीं। जटिल सूचना आवश्यकताओं की व्याख्या करने के लिए मानव लाइब्रेरियन द्वारा प्रदान की गई सहानुभूति और संदर्भ आवश्यक है।



3. **निष्कर्ष**

- रंगनाथन के पांच नियम पुस्तकालय और सूचना विज्ञान तथा पुस्तकालय विज्ञान के लिए एक मील का पत्थर हैं। किसी भी पुस्तकालय का उद्देश्य अपने उपयोगकर्ताओं की आवश्यकताओं को पूरा करना होता है। चाहे पुस्तकालय अपनी सेवाएं पारंपरिक रूप से प्रदान कर रहे हों या सूचना प्रौद्योगिकी आधारित हों, उपयोगकर्ता ही इस प्रक्रिया में केंद्र बिंदु होता है। ये नियम वर्तमान अभ्यास पर लागू होते हैं। सूचना उत्पादों के नाम और स्वरूप में परिवर्तन तथा नई और उन्नत प्रौद्योगिकी के उद्भव

के कारण, जिनका उपयोग सूचना सेवाओं के अधिग्रहण और संग्रह विकास तथा प्रदान करने में किया जा रहा है, रंगनाथन के पांच नियमों को पुनर्शब्दित और पुनर्व्याख्यायित किया जा सकता है, लेकिन इनके मूल भाव को बदलना असंभव है। ये नियम हमेशा लागू रहेंगे। मेरा सुझाव है कि सूचना उत्पादों और सेवाओं का विपणन शुरू करते समय इन पांच नियमों को ध्यान में रखें।

- रंगनाथन के पांच सूत्र कभी भी केवल किताबों के बारे में नहीं थे; वे सूचना और मानवता के बीच के संबंध के बारे में थे। AI उस संबंध को चलाने के लिए हमारे पास अब तक का सबसे शक्तिशाली इंजन है। AI को एक खतरे के रूप में नहीं, बल्कि इन कानूनों को पूरा करने के एक तंत्र के रूप में अपनाकर, लाइब्रेरियन यह सुनिश्चित कर सकते हैं कि पुस्तकालय डिजिटल भविष्य में एक महत्वपूर्ण और "वर्धमान संस्था" बना रहे। कल का पुस्तकालय कृत्रिम (Artificial) नहीं है; यह अनिवार्य रूप से मानवीय है, जिसे बुद्धिमत्ता (Intelligence) द्वारा बढ़ाया गया है।

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श्रीलंका के पुस्तकालयों में कृत्रिम बुद्धिमत्ता (AI) और आधुनिक तकनीकों का एकीकरण: चुनौतियां और संभावनाएं

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सारांश: दक्षिण एशिया में श्रीलंका अपनी उच्च साक्षरता दर (92% से अधिक) के लिए प्रसिद्ध है। इस उपलब्धि के पीछे देश की सुदृढ़ पुस्तकालय प्रणाली की महत्वपूर्ण भूमिका रही है। यह शोध पत्र श्रीलंका में पुस्तकालयों के उद्भव, विकास और वर्तमान स्थिति का व्यापक अध्ययन प्रस्तुत करता है। प्राचीन बौद्ध मठों में संरक्षित 'ओला' (ताड़ के पत्ते) पांडुलिपियों से लेकर आधुनिक विश्वविद्यालयी डिजिटल रिपॉजिटरी तक की यात्रा का इसमें वर्णन किया गया है। साथ ही, यह पत्र 1981 में जाफना पुस्तकालय के विनाश और उसके पुनर्निर्माण के सामाजिक-राजनीतिक प्रभाव का विश्लेषण करता है। अंत में, वर्तमान आर्थिक संकट के कारण संसाधनों की कमी और तकनीक के समावेशन (Technology Integration) में आने वाली बाधाओं पर चर्चा की गई है। सूचना विस्फोट (Information Explosion) के इस युग में, पारंपरिक पुस्तकालय 'स्मार्ट पुस्तकालयों' (Smart Libraries) में परिवर्तित हो रहे हैं। यह शोध पत्र श्रीलंका की पुस्तकालय प्रणाली में कृत्रिम बुद्धिमत्ता (Artificial Intelligence - AI) और आधुनिक सूचना संचार प्रौद्योगिकी (ICT) के अनुप्रयोगों की संभावनाओं की जांच करता है। विशेष रूप से, यह पत्र इस बात पर ध्यान केंद्रित करता है कि कैसे AI का उपयोग श्रीलंका की प्राचीन 'ओला लीफ' (Ola leaf) पांडुलिपियों के डिजिटल संरक्षण, सिंहाला और तमिल भाषाओं में सूचना पुनर्प्राप्ति (Information Retrieval), और उपयोगकर्ता सेवाओं को स्वचालित करने में किया जा सकता है। आर्थिक चुनौतियों के बावजूद, यह अध्ययन ओपन-सोर्स AI टूल और क्लाउड कंप्यूटिंग के माध्यम से श्रीलंका के पुस्तकालयों को आधुनिक बनाने का रोडमैप प्रस्तुत करता है।

मुख्य शब्द: श्रीलंका, सार्वजनिक पुस्तकालय, NLDSB, जाफना पुस्तकालय, पुस्तकालय स्वचालन (Automation), सूचना साक्षरता, कृत्रिम बुद्धिमत्ता (AI), स्मार्ट लाइब्रेरी, डिजिटल संरक्षण, ओला पांडुलिपियां, श्रीलंका, मशीन लर्निंग, NLP (Natural Language Processing)

1. प्रस्तावना

श्रीलंका, जिसे 'हिंद महासागर का मोती' कहा जाता है, की शिक्षा प्रणाली क्षेत्र में सबसे प्रगतिशील मानी जाती है। निःशुल्क शिक्षा नीति (कन्ननगरा रिपोर्ट, 1943) के लागू होने के बाद से, पुस्तकालयों ने औपचारिक और अनौपचारिक शिक्षा के बीच एक सेतु का काम किया है। श्रीलंका में पुस्तकालय विज्ञान केवल पुस्तकों के संग्रहण तक सीमित नहीं है, बल्कि यह सांस्कृतिक संरक्षण और सूचना प्रसार का एक सशक्त माध्यम है। वर्तमान में, देश में राष्ट्रीय पुस्तकालय, सार्वजनिक पुस्तकालय, शैक्षणिक (विश्वविद्यालय और स्कूल) और विशेष पुस्तकालयों का एक विस्तृत नेटवर्क मौजूद है।

वैसे तो वैश्विक स्तर पर पुस्तकालय अब केवल पुस्तकों के संग्रहण स्थल नहीं रहे, बल्कि वे 'डेटा सेंटर' बन गए हैं। इसे 'लाइब्रेरी 4.0' कहा जाता है, जहाँ संदर्भ सेवाएं, डेटा विश्लेषण और उपयोगकर्ता अनुभव AI द्वारा संचालित होते हैं। श्रीलंका, अपनी उच्च साक्षरता दर के साथ, इस बदलाव के मुहाने पर खड़ा है। पारंपरिक कार्ड कैटलॉग से 'ऑनलाइन पब्लिक एक्सेस कैटलॉग' (OPAC) तक का सफर श्रीलंका ने तय कर लिया है, लेकिन अगला कदम AI और मशीन लर्निंग का समावेश है।

2. ऐतिहासिक विकास

पुस्तकालयों के विकास को तीन मुख्य चरणों में विभाजित किया जा सकता है:

2.1. प्राचीन और मध्यकालीन युग: श्रीलंका का लिखित इतिहास 5वीं शताब्दी ईसा पूर्व से शुरू होता है। प्राचीन काल में, बौद्ध मंदिर (विशेषकर 'महाविहार' और 'अभयगिरि' मठ) शिक्षा के केंद्र थे। यहाँ 'पोथगुल' (पुस्तकालय) स्थापित थे जहाँ त्रिपिटक और आयुर्वेद के ग्रंथ ताड़ के पत्तों (Ola Leaves) पर लिखे और संरक्षित किए जाते थे। पोलोनारुवा स्थित 'पोथगुल विहार' (12वीं शताब्दी) इसका जीवंत प्रमाण है।

2.2. औपनिवेशिक काल (1505-1948): मुद्रण तकनीक का आगमन डच और पुर्तगालियों के साथ हुआ।

1870: ब्रिटिश शासन के दौरान 'गवर्नमेंट ओरिएंटल लाइब्रेरी' की स्थापना हुई, जो आधुनिक पुस्तकालय प्रणाली की शुरुआत थी।

1877: कोलंबो संग्रहालय पुस्तकालय की स्थापना हुई, जो आज भी शोधकर्ताओं के लिए एक प्रमुख स्रोत है।

2.3. स्वतंत्रता के बाद (1948-वर्तमान)

स्वतंत्रता के बाद यूनेस्को (UNESCO) के सहयोग से सार्वजनिक पुस्तकालयों का विस्तार हुआ। 1970 में 'सीलोन नेशनल लाइब्रेरी सर्विसेज बोर्ड' (CNLSB) का गठन एक क्रांतिकारी कदम था।

3. श्रीलंका में पुस्तकालय प्रणाली का ढांचा

3.1. राष्ट्रीय पुस्तकालय और प्रलेखन सेवा बोर्ड (NLDSB):यह देश का शीर्ष निकाय है। इसका मुख्य कार्य राष्ट्रीय ग्रंथ सूची (National Bibliography) तैयार करना, ISBN प्रदान करना और देश भर के पुस्तकालयों के मानकों को निर्धारित करना है। इसका मुख्यालय कोलंबो में है।

3.2. सार्वजनिक पुस्तकालय (Public Libraries):श्रीलंका में सार्वजनिक पुस्तकालयों का प्रबंधन स्थानीय सरकारी प्राधिकरणों (नगर पालिकाओं और प्रदेशीय सभाओं) द्वारा किया जाता है।

- **कोलंबो पब्लिक लाइब्रेरी (CPL):** 1925 में स्थापित, यह देश का सबसे बड़ा सार्वजनिक पुस्तकालय नेटवर्क है। इसमें मुख्य पुस्तकालय और कई शाखाएं शामिल हैं।
- **जाफना पब्लिक लाइब्रेरीः** श्रीलंका के पुस्तकालय इतिहास में जाफना लाइब्रेरी का स्थान अत्यंत संवेदनशील और महत्वपूर्ण है।

  स्थापना: 1933 में स्थापित, यह 1980 के दशक तक एशिया के सबसे बड़े पुस्तकालयों में से एक था। इसमें 97,000 से अधिक पुस्तकें और दुर्लभ तमिल पांडुलिपियाँ थीं।

  1981 की त्रासदी: 31 मई 1981 को जातीय दंगों के दौरान इस पुस्तकालय को जला दिया गया। इसे "सांस्कृतिक नरसंहार" (Cultural Genocide) का उदाहरण माना जाता है।

पुनर्निर्माण: 2003 में इसका पुनर्निर्माण किया गया। आज यह न केवल ज्ञान का केंद्र है, बल्कि शांति और सुलह का प्रतीक भी है।

- ये पुस्तकालय ग्रामीण क्षेत्रों में समाचार पत्र, पत्रिकाएं और अध्ययन सामग्री उपलब्ध कराने का एकमात्र स्रोत हैं।

3.3. विश्वविद्यालय और शैक्षणिक पुस्तकालय: श्रीलंका में 15 से अधिक राज्य विश्वविद्यालय हैं।

- **पेरादेनिया विश्वविद्यालय पुस्तकालय:** यह दक्षिण एशिया के सबसे बड़े और सबसे पुराने विश्वविद्यालय पुस्तकालयों में से एक है। इसके पास 8 लाख से अधिक पुस्तकों का संग्रह है।
- **CONSAL (Consortium of Sri Lankan Academic Libraries):** यह विश्वविद्यालयों का एक संघ है जो मिलकर इलेक्ट्रॉनिक जर्नल्स और डेटाबेस (जैसे JSTOR, Emerald) की सदस्यता लेता है ताकि लागत कम की जा सके।

3.4. विशेष पुस्तकालयः अनुसंधान संस्थानों, जैसे कि सेंट्रल बैंक ऑफ श्रीलंका और औद्योगिक प्रौद्योगिकी संस्थान (ITI) के पुस्तकालय, विशिष्ट विषयों पर गहन शोध सामग्री प्रदान करते हैं।

3.5. श्रीलंका में शिक्षा और विशिष्ट विषयों के लिए कुछ अन्य प्रमुख पुस्तकालय भी हैं:

पुस्तकालय का नाम	स्थान	विशेषता
पेराडेनिया विश्वविद्यालय पुस्तकालय	कैंडी	श्रीलंका का सबसे बड़ा शैक्षणिक (University) पुस्तकालय।
कोलंबो सार्वजनिक पुस्तकालय	कोलंबो	आम जनता के लिए सबसे बड़ा और आधुनिक सुविधाओं वाला पुस्तकालय।
डी.एस. सेनानायके मेमोरियल लाइब्रेरी	कैंडी	ऐतिहासिक महत्व का सार्वजनिक पुस्तकालय।
राष्ट्रीय विज्ञान पुस्तकालय (NSLRC)	कोलंबो	विज्ञान और तकनीकी सूचनाओं का प्रमुख केंद्र।

4. पुस्तकालय विज्ञान शिक्षा

श्रीलंका में पेशेवर लाइब्रेरियन तैयार करने के लिए सुदृढ़ व्यवस्था है।

- **श्रीलंका लाइब्रेरी एसोसिएशन (SLLA):** 1960 में स्थापित, यह संस्था पेशेवर पाठ्यक्रम चलाती है।
- **केलानिया विश्वविद्यालय:** यह देश का पहला विश्वविद्यालय है जिसने पुस्तकालय और सूचना विज्ञान (LIS) में स्नातक और स्नातकोत्तर डिग्री शुरू की।

5. आधुनिकीकरण और डिजिटलीकरण

वर्तमान में, श्रीलंका के प्रमुख विश्वविद्यालय (जैसे पेरादेनिया और कोलंबो विश्वविद्यालय) और 'नेशनल साइंस फाउंडेशन' (NSF) पुस्तकालय स्वचालन (Automation) के लिए निम्नलिखित तकनीकों का उपयोग कर रहे हैं:

5.1. सॉफ्टवेयर का उपयोग: अधिकांश विश्वविद्यालय पुस्तकालयों में KOHA, DSpace और Alice for Windows जैसे ओपन-सोर्स और कमर्शियल सॉफ्टवेयर का व्यापक उपयोग किया जा रहा है।

5.2. डिजिटल रिपॉजिटरी: नेशनल साइंस फाउंडेशन (NSF) और विश्वविद्यालयों ने अपने थीसिस और शोध पत्रों को ऑनलाइन उपलब्ध कराने के लिए 'डिजिटल रिपॉजिटरी' बनाई हैं। 'नेशनल ई-लाइब्रेरी' प्रोजेक्ट के तहत दुर्लभ दस्तावेजों को स्कैन करना।

5.3. ई-संसाधन: आर्थिक सीमाओं के बावजूद, INASP और अन्य अंतरराष्ट्रीय संगठनों की मदद से ई-जर्नल्स तक पहुंच बढ़ाई जा रही है।

5.4. RFID तकनीक: कुछ उच्च-स्तरीय पुस्तकालयों में पुस्तकों की ट्रैकिंग के लिए।

*हालाँकि, ये तकनीकें अब पुरानी (Legacy systems) होती जा रही हैं और इनमें 'बुद्धिमत्ता' (Intelligence) की कमी है।

6. श्रीलंका के संदर्भ में AI के संभावित अनुप्रयोग

6.1. प्राचीन धरोहर का संरक्षणः श्रीलंका के पास बौद्ध धर्म और आयुर्वेद की हजारों प्राचीन ताड़ के पत्तों की पांडुलिपियां हैं।

OCR और HTR तकनीक: AI-आधारित *Optical Character Recognition (OCR)* और *Handwritten Text Recognition (HTR)* का उपयोग करके इन प्राचीन लिपियों (जो पुरानी सिंहली या पाली भाषा में हैं) को डिजिटल टेक्स्ट में बदला जा सकता है। यह तकनीक जीर्ण-शीर्ण हो रही पांडुलिपियों को भविष्य के लिए सुरक्षित कर सकती है।

6.2. स्थानीय भाषाओं में नेचुरल लैंग्वेज प्रोसेसिंग (NLP): श्रीलंका की मुख्य भाषाएं सिंहली और तमिल हैं।

वर्तमान में अधिकांश डिजिटल सर्च इंजन अंग्रेजी पर केंद्रित हैं। AI का उपयोग करके **Sinhala/Tamil NLP** मॉडल विकसित किए जा सकते हैं, जिससे ग्रामीण पाठक अपनी मातृभाषा में आवाज (Voice Search) या टेक्स्ट के जरिए सटीक जानकारी खोज सकें।

6.3. चैटबॉट्स और वर्चुअल असिस्टेंटः विश्वविद्यालय पुस्तकालयों में स्टाफ की कमी को पूरा करने के लिए 'AI चैटबॉट्स' का उपयोग किया जा सकता है। ये बॉट्स छात्रों के सामान्य प्रश्नों (जैसे "पुस्तकालय कब खुलता है?", "यह किताब कहां मिलेगी?") का उत्तर 24/7 दे सकते हैं।

6.4. भविष्य कहनेवाला विश्लेषणः AI डेटा का विश्लेषण करके यह बता सकता है कि भविष्य में छात्र किन विषयों में रुचि लेंगे। इससे पुस्तकालयों को बजट प्रबंधन और नई पुस्तकों की खरीद (Acquisition) में मदद मिलेगी, जो वर्तमान आर्थिक संकट में अत्यंत महत्वपूर्ण है।

7. चुनौतियां और समस्याएं

7.1. आर्थिक संकटः 2022 के बाद से श्रीलंका के गंभीर आर्थिक संकट ने पुस्तकालयों को बुरी तरह प्रभावित किया है। विदेशी मुद्रा की कमी के कारण अंतर्राष्ट्रीय पत्रिकाओं का सब्सक्रिप्शन रिन्यू करना मुश्किल हो गया है। श्रीलंका का हालिया आर्थिक संकट (2022) महँगे AI हार्डवेयर और सर्वर खरीदने में बहुत बड़ी बाधा है।

7.2. कागज की कमी: प्रकाशन उद्योग महंगा हो गया है, जिससे नई पुस्तकों की खरीद में गिरावट आई है।

7.3. डिजिटल डिवाइड: कोलंबो और कैंडी जैसे बड़े शहरों के बाहर, ग्रामीण पुस्तकालयों में कंप्यूटर और इंटरनेट की सुविधा अभी भी अपर्याप्त है।

7.4. तकनीकी कौशल का अभाव: पुस्तकालय कर्मचारियों (Librarians) के पास पारंपरिक डिग्री तो है, लेकिन डेटा साइंस और AI को संभालने के लिए आवश्यक तकनीकी कौशल की कमी है।

7.5. पेशेवर स्टाफ की कमी: कम वेतन के कारण प्रशिक्षित पुस्तकालयाध्यक्ष दूसरे देशों या अन्य क्षेत्रों में पलायन (Brain Drain) कर रहे हैं।

7.6. डेटा पूर्वाग्रह (Data Bias): अधिकांश AI मॉडल पश्चिमी डेटा पर प्रशिक्षित हैं। श्रीलंका के स्थानीय संदर्भ और संस्कृति को समझने वाले AI मॉडल की कमी एक चुनौती है।

8. समाधान और सुझाव

8.1. क्लाउड-आधारित AI सेवाएं: महंगे सर्वर खरीदने के बजाय, श्रीलंकाई पुस्तकालयों को 'SaaS' (Software as a Service) मॉडल अपनाना चाहिए।

8.2. ओपन सोर्स AI: Google और Microsoft के महंगे टूल्स के बजाय, OpenAI और Hugging Face जैसे प्लेटफॉर्म्स के ओपन-सोर्स मॉडल का उपयोग किया जाना चाहिए।

8.3. सहयोगात्मक नेटवर्क: 'CONSAL' (विश्वविद्यालय पुस्तकालयों का संघ) को एक साझा AI नेटवर्क बनाना चाहिए, जिससे एक ही सॉफ्टवेयर का लाभ सभी विश्वविद्यालयों को मिल सके।

8.4. पाठ्यक्रम में बदलाव: श्रीलंका लाइब्रेरी एसोसिएशन (SLLA) को अपने प्रशिक्षण पाठ्यक्रमों में 'डेटा साइंस' और 'AI साक्षरता' को शामिल करना चाहिए।

"जनगणना और साक्षरता विभाग (2021) के आंकड़ों के अनुसार, श्रीलंका की कुल साक्षरता दर 92.3% है, लेकिन ग्रामीण क्षेत्रों में डिजिटल साक्षरता अभी भी 40% से नीचे है (Department

of Census, 2021)। इसके अलावा, NLDSB की 2020 की वार्षिक रिपोर्ट बताती है कि देश में 1000 से अधिक सार्वजनिक पुस्तकालय पंजीकृत हैं..."

9. निष्कर्ष

श्रीलंका की पुस्तकालय प्रणाली एक मजबूत ऐतिहासिक नींव पर खड़ी है और इसने देश की उच्च साक्षरता दर को बनाए रखने में महत्वपूर्ण योगदान दिया है। यद्यपि **जाफना पुस्तकालय** की घटना एक काला अध्याय थी, लेकिन उसका पुनरुद्धार देश की अदम्य भावना को दर्शाता है। वर्तमान आर्थिक चुनौतियां गंभीर हैं, लेकिन 'रिसोर्स शेयरिंग' (संसाधन साझाकरण), ओपन-सोर्स सॉफ्टवेयर का उपयोग और डिजिटलीकरण के माध्यम से श्रीलंका अपने पुस्तकालयों को 21वीं सदी की आवश्यकताओं के अनुरूप बनाए रखने का प्रयास कर रहा है। सरकार को भी चाहिए कि वह सूचना को 'सार्वजनिक वस्तु' मानते हुए पुस्तकालयों के बजट को प्राथमिकता दे।

AI श्रीलंका के पुस्तकालयों के लिए केवल एक विलासिता (Luxury) नहीं, बल्कि आवश्यकता है। विशेष रूप से प्राचीन ज्ञान (पांडुलिपियों) को संरक्षित करने और नई पीढ़ी **(Gen Z)** को पुस्तकालयों की ओर आकर्षित करने के लिए तकनीक का सहारा लेना होगा। यदि रणनीतिक रूप से लागू किया जाए, तो AI श्रीलंका को **'नॉलेज हब' (Knowledge Hub)** के रूप में फिर से स्थापित करने में मदद कर सकता है, भले ही आर्थिक संसाधन सीमित हों।

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मंगोलियाई ज्ञान विरासत का पुनर्जागरण: पारंपरिक अभिलेखागार से 'एआई-संचालित स्मार्ट पुस्तकालयों' की ओर एक विश्लेषणात्मक अध्ययन

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सारांश: मंगोलिया, अपनी खानाबदोश (Nomadic) संस्कृति और समृद्ध इतिहास के लिए जाना जाता है। यह मध्य एशिया का एक विशाल और विरल जनसंख्या वाला देश, एक अद्वितीय सांस्कृतिक और बौद्धिक इतिहास समेटे हुए है। ऐतिहासिक रूप से बौद्ध मठों और खानाबदोश परंपराओं में निहित मंगोलियाई पुस्तकालय प्रणाली ने पिछले एक सदी में भारी परिवर्तन देखे हैं। यह शोध पत्र मंगोलियाई पुस्तकालयों के विकास का कालक्रमिक (Chronological) अध्ययन प्रस्तुत करता है और वर्तमान डिजिटल युग में उनके रूपांतरण का विश्लेषण करता है। विशेष रूप से, यह शोध इस बात पर केंद्रित है कि कैसे **कृत्रिम बुद्धिमत्ता (Artificial Intelligence - AI)**, **मशीन लर्निंग (Machine Learning)**, और **ऑप्टिकल कैरेक्टर रिकग्निशन (OCR)** जैसी आधुनिक तकनीकें मंगोलिया की लुप्तप्राय पांडुलिपियों को संरक्षित करने और पारंपरिक ऊर्ध्वाधर लिपि (Vertical Script) की भाषाई बाधाओं को दूर करने में क्रांतिकारी भूमिका निभा रही हैं। अंततः, यह पत्र मंगोलिया के लिए एक 'हाइब्रिड स्मार्ट लाइब्रेरी मॉडल' का प्रस्ताव करता है जो खानाबदोश जीवनशैली और वैश्विक डिजिटल नेटवर्क के बीच सेतु का कार्य करेगा।

मुख्य शब्द: मंगोलिया, राष्ट्रीय पुस्तकालय, कृत्रिम बुद्धिमत्ता (AI), डिजिटल संरक्षण, पारंपरिक मंगोलियाई लिपि, स्मार्ट पुस्तकालय, खानाबदोश शिक्षा, पांडुलिपि जीर्णोद्धार।

1. प्रस्तावना

1.1. अध्ययन की पृष्ठभूमि "पुस्तकों के बिना बौद्धिक विकास उसी तरह असंभव है, जैसे पंखों के बिना पक्षी की उड़ान।" मंगोलियाई संस्कृति में यह कहावत सदियों से प्रचलित है। मंगोलिया, जिसे अक्सर 'नीले आकाश की भूमि' कहा जाता है, अपनी भौगोलिक चुनौतियों और खानाबदोश (Nomadic) जीवनशैली के लिए जाना जाता है। दुनिया में सबसे कम जनसंख्या घनत्व (लगभग 2 व्यक्ति प्रति वर्ग किमी) वाले इस देश में ज्ञान का प्रसार और संरक्षण हमेशा से एक लॉजिस्टिक चुनौती रही है।

बावजूद इसके, मंगोलिया में 'सूत्र' (Sudur) या पुस्तकों के प्रति गहरा सम्मान है। ऐतिहासिक रूप से, मंगोलियाई लोग पुस्तकों को पवित्र वस्तु मानते रहे हैं। 21वीं सदी में, मंगोलिया एक दोहरे संक्रमण के दौर से गुजर रहा है–एक तरफ सोवियतकालीन प्रणालियों से लोकतांत्रिक संस्थाओं की ओर, और दूसरी तरफ भौतिक अभिलेखागार से डिजिटल डेटाबेस की ओर।

1.2. समस्या कथन (Problem Statement): मंगोलिया के पुस्तकालयों के सामने वर्तमान में तीन मुख्य समस्याएं हैं:

- **संरक्षण का संकट:** लाखों दुर्लभ पांडुलिपियां, जो छाल, ताड़ के पत्तों या पुराने कागज पर लिखी गई हैं, समय और जलवायु के कारण नष्ट हो रही हैं।
- **लिपि का द्वंद्व:** 1940 के दशक में सिरिलिक लिपि (Cyrillic Script) अपनाने के कारण, नई पीढ़ी अपनी पारंपरिक ऊर्ध्वाधर मंगोलियाई लिपि (Traditional Script) को पढ़ने में असमर्थ है, जिससे ऐतिहासिक साहित्य तक उनकी पहुँच बाधित हो गई है।
- **पहुँच की असमानता:** उलानबटार (राजधानी) और दूरदराज के 'सोम' (Soums/ग्रामीण जिलों) के बीच सूचना तक पहुँच में भारी डिजिटल अंतर (Digital Divide) है।

1.3. शोध के उद्देश्यः इस शोध पत्र का मुख्य उद्देश्य यह पता लगाना है कि आधुनिक तकनीक, विशेष रूप से AI, इन समस्याओं का समाधान कैसे कर सकती है। हम यह

विश्लेषण करेंगे कि क्या मंगोलिया अपनी पारंपरिक विरासत को खोए बिना आधुनिक 'स्मार्ट लाइब्रेरी' की अवधारणा को अपना सकता है।

2. ऐतिहासिक परिदृश्य "मठों से सोवियत मॉडल तक"

मंगोलियाई पुस्तकालयों के इतिहास को समझने के लिए हमें इसे कालखंडों में विभाजित करना होगा।

2.1. पूर्व-क्रांतिकारी काल (1921 से पूर्व): मठवादी पुस्तकालयः 1921 की जनवादी क्रांति से पहले, मंगोलिया में शिक्षा और पुस्तकालय प्रणाली पूरी तरह से बौद्ध मठों के अधीन थी।

- ज्ञान के केंद्र: 'गंदन' (Gandan), 'एर्देन ज़ू' (Erdene Zuu), और 'अमरबयासगलंत' (Amarbayasgalant) जैसे मठ विशाल पुस्तकालयों के रूप में कार्य करते थे।
- संग्रह की प्रकृति: यहाँ मुख्य रूप से तिब्बती और मंगोलियाई भाषाओं में धार्मिक सूत्र (सूत्रपिटक), दर्शनशास्त्र, चिकित्सा और ज्योतिष के ग्रंथ थे।
- तकनीक: उस समय प्रिंटिंग प्रेस नहीं थे, बल्कि 'ज़ाइलोग्राफ' (Xylographs) या लकड़ी के ब्लॉकों का उपयोग करके छपाई की जाती थी। कई ग्रंथ हाथ से लिखे जाते थे, जिनमें स्याही के रूप में सोने, चांदी, मूंगा और लापीस लाजुली (Lapis Lazuli) के पाउडर का उपयोग होता था।

2.2. समाजवादी युग (1921-1990): आधुनिकता की नींवः 1921 में मंगोलियाई पीपल्स रिपब्लिक की स्थापना के साथ, पुस्तकालय प्रणाली का धर्मनिरपेक्षीकरण (Secularization) हुआ।

- राष्ट्रीय पुस्तकालय का जन्म: 19 नवंबर, 1921 को 'इंस्टीट्यूट ऑफ सुत्रा एंड स्क्रिप्चर्स' की स्थापना हुई, जो बाद में 'मंगोलिया का राष्ट्रीय पुस्तकालय' (National Library of Mongolia - NLM) बना।
- सार्वजनिक पुस्तकालय नेटवर्क: सोवियत संघ के प्रभाव में, मंगोलिया ने एक केंद्रीकृत पुस्तकालय प्रणाली अपनाई। 1940 से 1960 के बीच, हर 'एमाग' (प्रांत) में सार्वजनिक पुस्तकालय खोले गए।

- 'रेड यर्ट्स' (Red Gers/Ulaan Ger): यह इस काल की सबसे अनूठी पहल थी। ये चलते-फिरते सांस्कृतिक केंद्र थे, जो ऊंटों या गाड़ियों पर लादकर चरवाहों के तंबुओं (Yurts) तक किताबें, समाचार पत्र और सोवियत फिल्में पहुंचाते थे। इसने मंगोलिया की साक्षरता दर को 90% से ऊपर पहुँचाने में महत्वपूर्ण भूमिका निभाई।

2.3. लोकतांत्रिक संक्रमण (1990-वर्तमान): 1990 में लोकतंत्र और बाजार अर्थव्यवस्था अपनाने के बाद, पुस्तकालयों को शुरुआती झटके लगे। बजट कटौती के कारण कई ग्रामीण पुस्तकालय बंद हो गए। हालांकि, 2000 के दशक के बाद से, वैश्वीकरण और इंटरनेट के आगमन ने पुस्तकालयों के पुनरुद्धार का मार्ग प्रशस्त किया।



Source: https://nationallibrary.mn/view_post.php?id=15



Source: https://nationallibrary.mn/view_post.php?id=15

3. मंगोलियाई पुस्तकालयों की वर्तमान स्थिति और अवसंरचना

3.1. राष्ट्रीय पुस्तकालय: एशिया का खजानाः उलानबटार स्थित राष्ट्रीय पुस्तकालय में आज 3 मिलियन से अधिक पुस्तकें और पांडुलिपियां हैं।

- **दुर्लभ कृतियां:** यहाँ दुनिया का एकमात्र 'गोल्डन कंजूर' (Golden Kanjur) और 'सिल्वर कंजूर' सुरक्षित है। 17वीं सदी की 'अल्तन तोबची' (Altan Tobchi - मंगोलों का इतिहास) की मूल पांडुलिपि भी यहाँ मौजूद है।
- **नया भवन:** 2024 के आसपास, राष्ट्रीय पुस्तकालय ने एक नई 11-मंजिला इमारत में विस्तार किया है, जिसमें आधुनिक जलवायु नियंत्रण प्रणालियाँ (Climate Control Systems) हैं, जो नाजुक दस्तावेजों के संरक्षण के लिए अनिवार्य हैं।



Source: https://nationallibrary.mn/view_post.php?id=15

3.2. शैक्षणिक और विश्वविद्यालय पुस्तकालय

- **मंगोलिया का राष्ट्रीय विश्वविद्यालय (NUM):** इसका पुस्तकालय देश का सबसे तकनीकी रूप से उन्नत पुस्तकालय है। यहाँ RFID तकनीक, स्वचालित चेक-इन/चेक-आउट सिस्टम और डिजिटल डेटाबेस तक पहुँच उपलब्ध है।
- **विज्ञान और प्रौद्योगिकी विश्वविद्यालय (MUST):** यह 'ओपन साइंस' (Open Science) पहल का नेतृत्व कर रहा है, जिससे शोधकर्ताओं को अंतर्राष्ट्रीय पत्रिकाओं तक पहुँच मिलती है।

3.3. बाल पुस्तकालयः 'चिल्ड्रन्स बुक पैलेस' (Children's Book Palace) उलानबटार में स्थित एक प्रमुख संस्थान है। यह बच्चों के लिए 'मोबाइलबुक' कार्यक्रम चलाता है, जो बसों को पुस्तकालयों में बदलकर स्कूलों और अनाथालयों तक जाता है।

3.4. मोबाइल लाइब्रेरी (Mobile Libraries): मंगोलिया की विशाल भौगोलिक स्थिति और घुमंतू आबादी (Herders) तक पहुँचने के लिए 'मोबाइल लाइब्रेरी' की अवधारणा महत्वपूर्ण रही है। ऐतिहासिक रूप से ऊंटों या बैलों पर लादकर किताबें ले जाई जाती थीं। आज भी, ग्रामीण इलाकों (Soums) में बस या वैन के माध्यम से पुस्तकें पहुँचाने की योजनाएँ चलाई जाती हैं, ताकि दूर-दराज के बच्चों और चरवाहों को पढ़ने की सामग्री मिल सके।

4. पुस्तकालय 4.0: "मंगोलिया में AI और डिजिटल क्रांति" (मुख्य विश्लेषण)

यह खंड शोध का केंद्र बिंदु है। मंगोलिया अब पारंपरिक संरक्षण विधियों से आगे बढ़कर 'लाइब्रेरी 4.0' (Library 4.0) की ओर बढ़ रहा है, जहाँ AI और डेटा विज्ञान का उपयोग होता है।

4.1. पारंपरिक लिपि और AI-OCR चुनौतीः मंगोलिया की सबसे बड़ी चुनौती उसकी लिपि है। पारंपरिक मंगोलियाई लिपि ऊपर से नीचे (Vertical) लिखी जाती है और इसमें अक्षरों का आकार शब्द में उनकी स्थिति (शुरुआत, मध्य, अंत) के अनुसार बदलता है।

- समस्या: मानक OCR (Optical Character Recognition) सॉफ्टवेयर, जो अंग्रेजी या हिंदी (क्षैतिज लिपियों) के लिए बने हैं, मंगोलियाई पांडुलिपियों को पढ़ने में विफल रहते हैं।
- AI समाधान: हाल ही में, मंगोलियाई शोधकर्ताओं और राष्ट्रीय विश्वविद्यालय ने Deep Learning (CNN & RNN) पर आधारित विशेष AI मॉडल विकसित किए हैं। ये मॉडल हस्तलिखित ऊर्ध्वाधर लिपि को पहचानने और उसे यूनिकोड (Unicode) टेक्स्ट में बदलने में सक्षम हैं।
- प्रभाव: इससे लाखों स्कैन की गई छवियों (Images) को अब 'खोजने योग्य टेक्स्ट' (Searchable Text) में बदला जा रहा है। अब एक शोधकर्ता "चंगेज खान" शब्द टाइप करके सेकंडों में हजारों प्राचीन पांडुलिपियों में संदर्भ ढूंढ सकता है।

4.2. जीर्णोद्धार में जेनरेटिव एआईः कई प्राचीन सूत्र कीड़े लगने या नमी के कारण खंडित हो गए हैं।

- **तकनीक:** 'इनपेन्टिंग' (Inpainting) तकनीक का उपयोग करने वाले AI एल्गोरिदम का उपयोग किया जा रहा है। AI लाखों सही पृष्ठों का विश्लेषण करता है और उसके आधार पर क्षतिग्रस्त हिस्से में छूटे हुए शब्दों या अक्षरों की भविष्यवाणी (Predict) करता है।
- **लाभ:** यह भौतिक रूप से पांडुलिपि को छुए बिना उसका डिजिटल पुनर्निर्माण करता है, जिससे शोधकर्ताओं को पूर्ण पाठ मिल पाता है।

4.3. सिमेंटिक सर्च और NLP (Semantic Search & NLP) : मंगोलियाई भाषा (सिरिलिक) के लिए Natural Language Processing (NLP) का विकास किया जा रहा है।

- पुस्तकालय अब केवल 'कीवर्ड सर्च' तक सीमित नहीं हैं। AI-आधारित 'सिमेंटिक सर्च' (Semantic Search) पाठकों को संदर्भ समझने में मदद करती है।
- उदाहरण के लिए, यदि कोई उपयोगकर्ता "खानाबदोश चिकित्सा" खोजता है, तो AI उसे न केवल चिकित्सा पुस्तकों की सूची देगा, बल्कि उन ऐतिहासिक पांडुलिपियों के विशिष्ट पृष्ठ भी दिखाएगा जहाँ जड़ी-बूटियों का उल्लेख है।

4.4. स्वचालित अनुवाद (Automated Translation): पुरानी पीढ़ी पारंपरिक लिपि जानती थी, नई पीढ़ी सिरिलिक जानती है, और वैश्विक समुदाय अंग्रेजी। AI अनुवादक इन तीनों के बीच रीयल-टाइम अनुवाद की सुविधा प्रदान कर रहे हैं, जिससे मंगोलिया का गुप्त ज्ञान (जैसे पारंपरिक चिकित्सा या बौद्ध दर्शन) दुनिया के लिए खुल रहा है।

5. भविष्य का मॉडल: स्मार्ट यर्ट और हाइब्रिड पुस्तकालय

मंगोलिया की भौगोलिक स्थिति को देखते हुए, ईंट-और-पत्थर के पुस्तकालय हर जगह नहीं बनाए जा सकते। भविष्य 'हाइब्रिड मोबाइल लाइब्रेरी' का है।

- **डिजिटल यर्ट (Digital Yurt/Ger):** सरकार और एनजीओ 'स्मार्ट यर्ट' की अवधारणा पर काम कर रहे हैं। ये पारंपरिक तंबू हैं जो सौर ऊर्जा (Solar Power) और सैटेलाइट इंटरनेट (जैसे Starlink) से लैस हैं।

- इनमें भौतिक किताबें कम होती हैं, लेकिन टैबलेट्स और ई-रीडर्स की संख्या अधिक होती है।
- यहाँ AI चैटबॉट (Voice-activated AI) अनपढ़ चरवाहों की मदद करते हैं। एक चरवाहा बोलकर पूछ सकता है, "भेड़ों की बीमारी का टीका कब लगाना है?" और सिस्टम उसे संबंधित कृषि-पुस्तकालय डेटाबेस से जानकारी पढ़कर सुना देगा।





Source: https://www.reddit.com/r/digitalnomad

5.1. ब्लॉकचेन आधारित पुरालेखः डिजिटल दुनिया में, ऐतिहासिक दस्तावेजों की प्रमाणिकता (Authenticity) एक मुद्दा है। मंगोलियाई राष्ट्रीय पुस्तकालय भविष्य में अपनी दुर्लभतम संपत्तियों के 'डिजिटल ट्विन्स' (Digital Twins) बनाने और उन्हें ब्लॉकचेन पर सुरक्षित करने की योजना बना सकता है। यह सुनिश्चित करेगा कि इतिहास के साथ कोई छेड़छाड़ न की जा सके।

6. चुनौतियां और बाधाएं

6.1. वित्तीय संकट: मंगोलिया की अर्थव्यवस्था खनन पर निर्भर है और उतार-चढ़ाव भरी है। पुस्तकालयों और AI प्रोजेक्ट्स के लिए निरंतर फंडिंग (Funding) एक बड़ी समस्या है।

6.2. तकनीकी कौशल की कमी: अधिकांश लाइब्रेरियन पुराने जमाने के प्रशिक्षण प्राप्त हैं। उन्हें 'डेटा वैज्ञानिकों' (Data Scientists) के रूप में फिर से प्रशिक्षित (Reskill) करना एक बड़ी चुनौती है।

6.3. कॉपीराइट और डेटा संप्रभुता: डिजिटलीकरण के साथ बौद्धिक संपदा (Intellectual Property) के मुद्दे आते हैं। प्राचीन ज्ञान का व्यवसायीकरण होने का खतरा बना रहता है।

6.4. जलवायु परिवर्तन: अत्यधिक ठंड और बाढ़ जैसी घटनाएं भौतिक पुस्तकालयों के बुनियादी ढांचे को नुकसान पहुंचा रही हैं।

7. वैश्विक सहयोग

7.1. लुप्तप्राय अभिलेखागार कार्यक्रम (EAP): 'ब्रिटिश लाइब्रेरी' (British Library) के 'लुप्तप्राय अभिलेखागार कार्यक्रम' (Endangered Archives Programme) के तहत मंगोलिया में कई परियोजनाएं चलाई गई हैं। उदाहरण के लिए, EAP529 परियोजना ने 19वीं और 20वीं सदी के शुरुआती मंगोलियाई समाचार पत्रों और दस्तावेजों को डिजिटल रूप दिया, जो नष्ट होने की कगार पर थे।

7.2. डिजिटल लाइब्रेरी ऑफ मंगोलियाः यह एक अंतर्राष्ट्रीय पहल है जिसका उद्देश्य मंगोलियाई साहित्य को इंटरनेट पर मुफ्त उपलब्ध कराना है। यह 'ओपन एक्सेस' (Open Access) दर्शन का एक उत्कृष्ट उदाहरण है।

8. निष्कर्ष और सुझाव

निष्कर्ष

मंगोलियाई पुस्तकालय प्रणाली एक ऐतिहासिक मोड़ पर खड़ी है। यह मठों की शांत कोठरियों से निकलकर क्लाउड कंप्यूटिंग के विशाल आकाश की ओर बढ़ रही है। AI और आधुनिक तकनीक मंगोलिया के लिए विलासिता नहीं, बल्कि आवश्यकता है। अपनी अनूठी ऊर्ध्वाधर लिपि और प्राचीन ज्ञान को बचाने के लिए मंगोलिया द्वारा विकसित किए जा रहे स्वदेशी AI मॉडल (Indigenous AI Models) पुस्तकालय विज्ञान की दुनिया में एक मिसाल बन सकते हैं।

सुझाव

राष्ट्रीय डिजिटलीकरण नीति: सरकार को एक स्पष्ट नीति बनानी चाहिए जो सभी पांडुलिपियों के लिए एक मानकीकृत मेटाडेटा (Metadata) प्रारूप अनिवार्य करे।

सार्वजनिक-निजी भागीदारी (PPP): पुस्तकालयों को तकनीकी कंपनियों के साथ साझेदारी करनी चाहिए ताकि CSR फंड का उपयोग तकनीकी उन्नयन के लिए किया जा सके।

समुदाय-आधारित डेटा संग्रह: ग्रामीण नागरिकों को अपने स्थानीय इतिहास और मौखिक परंपराओं को रिकॉर्ड करने और राष्ट्रीय डिजिटल पुस्तकालय में अपलोड करने के लिए प्रोत्साहित किया जाना चाहिए (Crowdsourcing History)।

प्रशिक्षण: लाइब्रेरी साइंस के पाठ्यक्रम में कोडिंग और डेटा मैनेजमेंट को अनिवार्य विषय के रूप में शामिल किया जाना चाहिए।

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दक्षिण अफ्रीका में पुस्तकालय 4.0: आर्टिफिशियल इंटेलिजेंस, डिजिटल समावेशन और भविष्य की ज्ञान व्यवस्था

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सारांश: *दक्षिण अफ्रीका की पुस्तकालय प्रणाली अफ्रीका महाद्वीप में सबसे जटिल और विकसित प्रणालियों में से एक है। यह शोध पत्र दक्षिण अफ्रीका में पुस्तकालय और सूचना सेवाओं (LIS) के विकास का आलोचनात्मक विश्लेषण करता है। यह अध्ययन 1994 से पहले के नस्लीय अलगाव वाले पुस्तकालयों से लेकर वर्तमान लोकतांत्रिक और समावेशी मॉडल तक के संक्रमण की पड़ताल करता है। इसमें राष्ट्रीय पुस्तकालय, शैक्षणिक कंसोर्टियम (Consortium) और सार्वजनिक पुस्तकालयों की भूमिका, 'मिज़ान्सी ऑनलाइन' (Mzansi Online) जैसी डिजिटल पहलों, और स्कूल पुस्तकालयों की चुनौतियों पर विशेष ध्यान दिया गया है। निष्कर्षतः, यह पत्र सुझाव देता है कि कैसे पुस्तकालय 4IR (चौथी औद्योगिक क्रांति) के युग में सामाजिक असमानता को कम करने का सशक्त माध्यम बन सकते हैं। चौथी औद्योगिक क्रांति (4IR) के आगमन ने वैश्विक सूचना परिदृश्य को बदल दिया है। दक्षिण अफ्रीका, जो अफ्रीका महाद्वीप में तकनीकी नवाचार का केंद्र है, अपने पुस्तकालयों को 'स्मार्ट नॉलेज हब' में बदलने के लिए प्रयासरत है। यह शोध पत्र दक्षिण अफ्रीकी पुस्तकालयों में आर्टिफिशियल इंटेलिजेंस (AI), रोबोटिक्स और बिग डेटा के अनुप्रयोगों का अन्वेषण करता है। यह अध्ययन विशेष रूप से प्रिटोरिया विश्वविद्यालय जैसे संस्थानों में रोबोटिक सहायता और राष्ट्रीय अभिलेखागार में AI-आधारित डिजिटलीकरण के प्रभावों का विश्लेषण करता है। साथ ही, यह पत्र इस बात पर चर्चा करता है कि क्या AI दक्षिण अफ्रीका के ऐतिहासिक 'डिजिटल विभाजन' (Digital Divide) को पाटने में मदद कर रहा है या इसे और बढ़ा रहा है।*

मुख्य शब्द: दक्षिण अफ्रीका, LIS (Library and Information Services), रंगभेद (Apartheid), डिजिटल विभाजन, राष्ट्रीय पुस्तकालय, ओपन एक्सेस, सामुदायिक विकास लाइब्रेरी 4.0, आर्टिफिशियल इंटेलिजेंस (AI), दक्षिण अफ्रीका, रोबोटिक्स, 4IR, स्वदेशी ज्ञान प्रणाली, डिजिटल मानविकी

1. प्रस्तावना

पुस्तकालय किसी भी देश के बौद्धिक बुनियादी ढांचे की रीढ़ होते हैं। दक्षिण अफ्रीका के संदर्भ में, पुस्तकालयों की भूमिका केवल ज्ञान के भंडार तक सीमित नहीं है, बल्कि यह लोकतंत्र को मजबूत करने, सुधारात्मक न्याय (Restorative Justice) और सामाजिक एकता का एक उपकरण भी है। 'इंद्रधनुषी राष्ट्र' (Rainbow Nation) के रूप में विख्यात दक्षिण अफ्रीका अपनी विविध भाषाओं और संस्कृतियों के लिए जाना जाता है, और यहाँ के पुस्तकालय इन विविधताओं को संरक्षित करने में केंद्रीय भूमिका निभाते हैं। यह शोध पत्र दक्षिण अफ्रीकी पुस्तकालय परिदृश्य के तीन प्रमुख स्तंभों–ऐतिहासिक विरासत, वर्तमान ढांचागत स्थिति और भविष्य की डिजिटल दिशा–का विस्तृत विवरण प्रस्तुत करता है।

दक्षिण अफ्रीका में पुस्तकालय अब केवल पुस्तकों के संग्रहालय नहीं रह गए हैं। 21वीं सदी में, वे 'हाइब्रिड स्थानों' में बदल रहे हैं जहाँ भौतिक और डिजिटल दुनिया का मिलन होता है। दक्षिण अफ्रीकी सरकार की '4IR रणनीति' के तहत, पुस्तकालयों को डिजिटल कौशल विकास का केंद्र माना गया है। आधुनिक पुस्तकालय विज्ञान में AI का एकीकरण न केवल सूचना खोजने (Information Retrieval) की प्रक्रिया को तेज कर रहा है, बल्कि यह दक्षिण अफ्रीका की 12 आधिकारिक भाषाओं और विविध सांस्कृतिक विरासतों को संरक्षित करने का एक सशक्त माध्यम भी बन रहा है।

2. ऐतिहासिक संदर्भ और नीतिगत विकास

2.1 रंगभेद का दौर 1994 से पहले, दक्षिण अफ्रीका में पुस्तकालय सेवाएं 'सेपरेट एमिनिटीज एक्ट' (Separate Amenities Act, 1953) के तहत संचालित होती थीं।

2.2 असमान वितरण: श्वेत क्षेत्रों में संसाधन-युक्त पुस्तकालय थे, जबकि अश्वेत टाउनशिप (Black Townships) में पुस्तकालयों का या तो अभाव था या वे बेहद दयनीय स्थिति में थे।

2.3 सेंसरशिप: इस दौर में कई राजनैतिक और क्रांतिकारी पुस्तकों पर प्रतिबंध था, जो सूचना की स्वतंत्रता के खिलाफ था।

2.4 लोकतांत्रिक परिवर्तन लोकतंत्र की बहाली के बाद, LIS (Library and Information Services) क्षेत्र में भारी बदलाव आया।

2.5 LIASA का गठन: 1997 में 'लाइब्रेरी एंड इंफॉर्मेशन एसोसिएशन ऑफ साउथ अफ्रीका' (LIASA) का गठन हुआ, जिसने नस्लीय आधार पर बंटे पुराने संगठनों को समाप्त कर एक एकीकृत पेशेवर निकाय बनाया।

2.6 LIS चार्टर: 2014 में सरकार ने 'LIS Transformation Charter' पेश किया, जिसका उद्देश्य पुस्तकालय सेवाओं को सभी नागरिकों के लिए समान और सुलभ बनाना था।

3. दक्षिण अफ्रीकी पुस्तकालय प्रणाली का ढांचा

3.1 दक्षिण अफ्रीका का राष्ट्रीय पुस्तकालय (NLSA) यह देश की शीर्ष संस्था है, जिसका गठन 1999 के अधिनियम द्वारा प्रिटोरिया और केप टाउन के ऐतिहासिक पुस्तकालयों को मिलाकर किया गया।

मैनडेट (Mandate): यह एक 'कानूनी जमा' (Legal Deposit) पुस्तकालय है, जिसका अर्थ है कि दक्षिण अफ्रीका में प्रकाशित हर पुस्तक की एक प्रति यहाँ जमा होनी अनिवार्य है।

संरक्षण: यह दक्षिण अफ्रीका की 11 आधिकारिक भाषाओं में साहित्य के संरक्षण और डिजिटलीकरण पर काम कर रहा है।

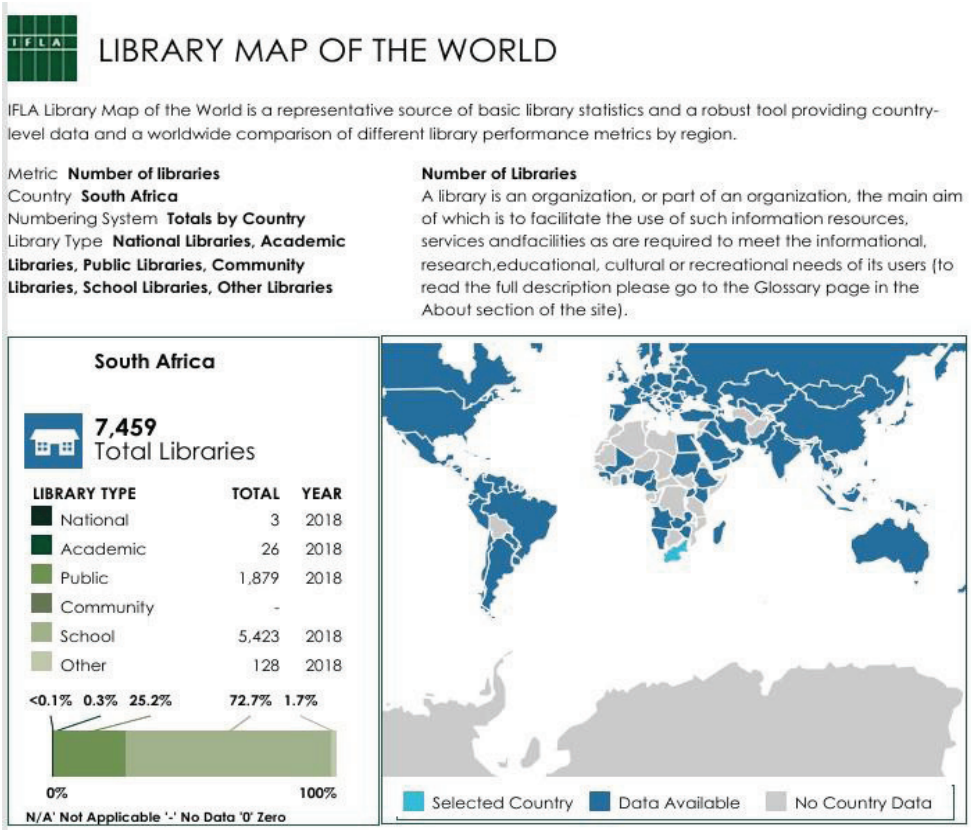
3.2 दक्षिण अफ्रीका के विश्वविद्यालय पुस्तकालय (जैसे UCT, यूनिवर्सिटी ऑफ प्रिटोरिया, स्टेलनबोश) अनुसंधान और नवाचार के केंद्र हैं।

SANLiC (साउथ अफ्रीकन नेशनल लाइब्रेरी एंड इंफॉर्मेशन कंसोर्टियम): यह एक महत्वपूर्ण निकाय है जो विश्वविद्यालयों के लिए सामूहिक रूप से महंगे ई-जर्नल्स और डेटाबेस की खरीद करता है, जिससे लागत कम होती है।

ओपन एक्सेस (Open Access): दक्षिण अफ्रीकी विश्वविद्यालय दुनिया भर में ओपन एक्सेस रिसर्च (मुफ्त उपलब्ध शोध) को बढ़ावा देने में अग्रणी हैं।

3.3 सार्वजनिक पुस्तकालय (Public Libraries) यहाँ सार्वजनिक पुस्तकालय प्रांतीय प्रशासन के अधीन आते हैं। ये पुस्तकालय सामुदायिक केंद्रों (Community Hubs) के रूप में कार्य करते हैं।

उपयोगिता: गरीब समुदायों में, जहाँ घरों में बिजली और इंटरनेट की कमी है, छात्र पढ़ाई और होमवर्क के लिए पूरी तरह पुस्तकालयों पर निर्भर हैं।



4. तकनीकी नवाचार और डिजिटलीकरण

दक्षिण अफ्रीका पुस्तकालय सेवाओं में तकनीक को एकीकृत करने में अफ्रीका का नेतृत्व कर रहा है।

4.1 **मिज़ान्सी पुस्तकालय ऑनलाइन (Mzansi Libraries On-Line):** बिल एंड मेलिंडा गेट्स फाउंडेशन के सहयोग से चलाई जा रही इस परियोजना का उद्देश्य सार्वजनिक पुस्तकालयों में मुफ्त इंटरनेट, वाई-फाई और कंप्यूटर हार्डवेयर उपलब्ध कराना है।

4.2 **AI द्वारा स्वदेशी ज्ञान का संरक्षण:** दक्षिण अफ्रीका के लिए अपनी मौखिक परंपराओं और औपनिवेशिक इतिहास को संरक्षित करना महत्वपूर्ण है।

डिजिटल रिपॉजिटरी: राष्ट्रीय अभिलेखागार और विश्वविद्यालय पुरानी पांडुलिपियों, रंगभेद-विरोधी संघर्ष के दस्तावेजों और स्वदेशी ज्ञान (Indigenous Knowledge) को डिजिटल रूप दे रहे हैं ताकि वे भविष्य के लिए सुरक्षित रहें।

OCR: राष्ट्रीय पुस्तकालय AI-संचालित 'ऑप्टिकल कैरेक्टर रिकग्निशन' (OCR) का उपयोग कर रहा है ताकि पुरानी, हाथ से लिखी पांडुलिपियों और रंगभेद के दौर के दस्तावेजों को डिजिटल टेक्स्ट में बदला जा सके।

मेटाडेटा टैगिंग: AI एल्गोरिदम विशाल अभिलेखागार (Archives) को स्वचालित रूप से वर्गीकृत कर रहे हैं, जिससे शोधकर्ताओं के लिए दुर्लभ अफ्रीकी साहित्य को खोजना आसान हो गया है।

4.3 **भाषा अनुवाद और प्राकृतिक भाषा प्रसंस्करण (NLP):** दक्षिण अफ्रीका एक बहुभाषी देश है। AI-आधारित अनुवाद उपकरण (Translation Tools) पुस्तकालयों में भाषाई बाधाओं को तोड़ रहे हैं। आधुनिक डिजिटल लाइब्रेरी सिस्टम अब अंग्रेजी सामग्री का अनुवाद इसिझुलु (isiZulu) या सेसोथो (Sesotho) जैसी स्थानीय भाषाओं में करने में सक्षम हो रहे हैं, जिससे ज्ञान तक सबकी पहुँच सुनिश्चित हो रही है।

4.4 **रोबोटिक्स और एआई:** प्रिटोरिया विश्वविद्यालय जैसे कुछ उन्नत पुस्तकालयों में 'लिब्बी' (Libby) जैसे रोबोटिक सहायकों का प्रयोग शुरू हो चुका है जो छात्रों को किताबें खोजने में मदद करते हैं।

- केस स्टडी - 'लिब्बी' (Libby): प्रिटोरिया विश्वविद्यालय (University of Pretoria) के पुस्तकालय में 'लिब्बी' नामक रोबोट कार्यरत है। यह एक क्लाइंट सर्विस रोबोट है जो छात्रों को लाइब्रेरी के बारे में जानकारी देता है, दिशा दिखाता है और सामान्य प्रश्नों का उत्तर देता है। यह अफ्रीका में पुस्तकालय सेवाओं के आधुनिकीकरण का एक उत्कृष्ट उदाहरण है।
- लाभ: इससे कर्मचारियों पर नियमित पूछताछ का बोझ कम होता है, जिससे वे उच्च-स्तरीय शोध सहायता पर ध्यान केंद्रित कर सकते हैं।

5. स्मार्ट लाइब्रेरी और उपयोगकर्ता अनुभव

5.1 चैटबॉट्स और वर्चुअल असिस्टेंट: कई विश्वविद्यालय और सार्वजनिक पुस्तकालय अब अपनी वेबसाइटों पर 24/7 सहायता के लिए AI चैटबॉट्स का उपयोग कर रहे हैं। ये बॉट्स छात्रों को घर बैठे ई-बुक्स खोजने, रिन्यूअल करने और रिसर्च पेपर्स तक पहुँचने में मदद करते हैं।

5.2 **डेटा एनालिटिक्सः** पुस्तकालय अब 'बिग डेटा' का उपयोग यह समझने के लिए कर रहे हैं कि पाठक क्या पढ़ना चाहते हैं। दक्षिण अफ्रीकी पुस्तकालय कंसोर्टियम (SANLiC) उपयोग के पैटर्न का विश्लेषण करने के लिए डेटा का उपयोग करता है, ताकि बजट का सही उपयोग किया जा सके और सही डिजिटल संसाधनों (e-Resources) को खरीदा जा सके।

6. प्रमुख चुनौतियाँ और अंतराल

इतनी प्रगति के बावजूद, कई गंभीर समस्याएं बनी हुई हैं:-

6.1 **स्कूल पुस्तकालय संकट:** यह प्रणाली की सबसे कमजोर कड़ी है। 'इक्वल एजुकेशन' (Equal Education) नामक एनजीओ की रिपोर्ट के अनुसार, दक्षिण अफ्रीका के लगभग 70% सरकारी स्कूलों में कार्यात्मक पुस्तकालय नहीं हैं। इससे बच्चों में पठन संस्कृति (Reading Culture) विकसित नहीं हो पाती।

6.2 **वित्त पोषण** (Funding Constraints): आर्थिक मंदी के कारण सरकार द्वारा 'सशर्त अनुदान' (Conditional Grant) में कटौती की जा रही है, जिससे नई किताबों की खरीद और स्टाफ की नियुक्ति प्रभावित हुई है।

6.3 **ढांचागत समस्याएं**: 'लोड शेडिंग' (बिजली कटौती) के कारण डिजिटल सेवाएं बाधित होती हैं। दक्षिण अफ्रीका में बिजली की कटौती (Load Shedding) एक बड़ी समस्या है। बिना निर्बाध बिजली के, सर्वर, क्लाउड कंप्यूटिंग और रोबोटिक्स बेकार हैं। इसके अलावा, कुछ क्षेत्रों में पुस्तकालयों में चोरी और तोड़फोड़ की घटनाएं भी सामने आती हैं।

6.4 **भाषा का प्रभुत्व:** यद्यपि 11 आधिकारिक भाषाएँ हैं, फिर भी अधिकांश पुस्तकालय संग्रह अंग्रेजी और अफ्रीकी (Afrikaans) भाषा में ही उपलब्ध हैं, जिससे स्वदेशी भाषाओं के पाठकों को कठिनाई होती है।

6.5 **एल्गोरिद्मिक पूर्वाग्रहः** अधिकांश AI मॉडल पश्चिमी देशों में विकसित किए गए हैं। दक्षिण अफ्रीकी लाइब्रेरियन इस बात से चिंतित हैं कि ये सिस्टम स्थानीय अफ्रीकी संदर्भों और ज्ञान को सही ढंग से नहीं समझते हैं।

6.6 **कौशल की कमी:** आधुनिक 'स्मार्ट लाइब्रेरी' को चलाने के लिए डेटा वैज्ञानिकों और IT विशेषज्ञों की आवश्यकता है, जिनकी पुस्तकालय क्षेत्र में भारी कमी है।

7. भविष्य की दिशा और सुझाव: हाइब्रिड मॉडल

भविष्य का दक्षिण अफ्रीकी पुस्तकालय पूरी तरह से डिजिटल नहीं होगा, बल्कि 'फिजिटल' (Physical + Digital) होगा।

स्कूल लाइब्रेरी नीति: सरकार को 'एक स्कूल, एक लाइब्रेरी' की नीति को सख्ती से लागू करना चाहिए और इसके लिए अलग बजट आवंटित करना चाहिए।

सामुदायिक भागीदारी: पुस्तकालयों को स्थानीय समुदायों की आवश्यकताओं (जैसे- स्वास्थ्य साक्षरता, नौकरी आवेदन सहायता) के अनुसार अपनी सेवाओं को अनुकूलित करना चाहिए।

स्वदेशी ज्ञान प्रणाली (IKS): स्थानीय बुजुर्गों और कथावाचकों के ज्ञान को रिकॉर्ड करके पुस्तकालयों में डिजिटल रूप में संरक्षित किया जाना चाहिए।

सार्वजनिक-निजी भागीदारी (PPP): बुनियादी ढांचे को सुधारने के लिए निजी क्षेत्र और एनजीओ के साथ सहयोग बढ़ाना आवश्यक है।

मेकरस्पेसेस: जोहानेसबर्ग और केप टाउन की आधुनिक लाइब्रेरी में 'मेकरस्पेस' बनाए जा रहे हैं जहाँ 3D प्रिंटर और कोडिंग (Coding) की सुविधा है। यहाँ AI का उपयोग करके युवा वर्ग को रोजगार के लिए तैयार किया जा रहा है।

स्मार्टफोन की भूमिका: चूँकि दक्षिण अफ्रीका में मोबाइल पेनेट्रेशन (Mobile Penetration) बहुत अधिक है, भविष्य की लाइब्रेरी सेवाएं मोबाइल ऐप्स और व्हाट्सएप-आधारित AI बॉट्स के माध्यम से वितरित की जाएंगी।

8. निष्कर्ष

- दक्षिण अफ्रीका के पुस्तकालयों ने एक दमनकारी अतीत से निकलकर एक लोकतांत्रिक भविष्य की ओर लंबी यात्रा तय की है। आज वे केवल पुस्तकों के घर नहीं हैं, बल्कि सामाजिक सशक्तिकरण के केंद्र हैं। राष्ट्रीय पुस्तकालय और शैक्षणिक संस्थानों ने वैश्विक स्तर पर अपनी पहचान बनाई है, लेकिन जमीनी स्तर पर स्कूली और ग्रामीण पुस्तकालयों को अभी भी ध्यान देने की आवश्यकता है। यदि डिजिटल विभाजन को पाटा जा सके और स्वदेशी भाषाओं को बढ़ावा मिले, तो दक्षिण अफ्रीकी पुस्तकालय वास्तव में एक ज्ञान-आधारित समाज (Knowledge-based Society) के निर्माण में उत्प्रेरक बन सकते हैं।
- दक्षिण अफ्रीका के पुस्तकालय AI और 4IR तकनीकों को अपनाकर अपने अस्तित्व को पुनर्व्याख्यायित (Redefine) कर रहे हैं। प्रिटोरिया विश्वविद्यालय का रोबोट 'लिब्बी'

हो या राष्ट्रीय स्तर पर डेटा माइनिंग परियोजनाएं, यह स्पष्ट है कि तकनीक यहाँ सामाजिक न्याय का उपकरण बन सकती है। यदि बिजली और बुनियादी ढांचे की चुनौतियों का समाधान किया जाए, तो AI दक्षिण अफ्रीकी पुस्तकालयों को एक ऐसे समावेशी मंच में बदल सकता है जो न केवल सूचना देता है, बल्कि नवाचार को जन्म देता है।

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कृत्रिम बुद्धिमत्ता (AI) के युग में पुस्तकालय: एक नई क्रांति और भविष्य की दिशा

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सारांश: *वर्तमान समय सूचना और तकनीक का है। कृत्रिम बुद्धिमत्ता (Artificial Intelligence - AI) ने हर क्षेत्र को प्रभावित किया है, और पुस्तकालय भी इससे अछूते नहीं हैं तथा इससे पुस्तकालय सेवाओं में क्रांतिकारी बदलाव आया है। यह शोध पत्र इस बात पर प्रकाश डालता है कि कैसे AI (कृत्रिम बुद्धिमत्ता) पुस्तकालयों की कार्यप्रणाली को सरल और प्रभावी बना रहा है तथा सूचना तक पहुंच में आने वाली बाधाओं को दूर किया जा सकता है। साथ ही, यह आलेख यह भी सुझाव देता है कि भविष्य में AI (कृत्रिम बुद्धिमत्ता) का उपयोग करके हम अपने पुस्तकालयों को पाठकों (Users) के लिए और अधिक 'स्मार्ट' और उपयोगी कैसे बना सकते हैं। पहले, पुस्तकालय मैनुअल तैयारी और रिसोर्स को छांटने में इंसानों की भागीदारी के लिए जानी जाती थीं। अब, डिजिटल जानकारी और स्मार्ट टूल्स के साथ, पुस्तकालय एक बड़े बदलाव से गुज़र रही हैं। ये उपकरण पुस्तकालय के इस्तेमाल को आसान, तेज़ और ज़्यादा मज़ेदार बनाने में मदद करते हैं। वे पुस्तकालय सुपरविज़न की एफिशिएंसी भी बढ़ाते हैं। साथ ही, रीडिंग रूम(वाचनालय) में AI का इस्तेमाल करने में लगभग उतनी ही चुनौतियाँ और नैतिक चिंताएँ होती हैं। इस लेख में हम सर्विस देने के लिए AI टूल्स इकट्ठा करने के फ़ायदों, नुकसान और समस्याओं के साथ-साथ इसके भविष्य के तरीकों की जाँच करता है।*

मुख्य शब्द: कृत्रिम बुद्धिमत्ता, स्मार्ट पुस्तकालय, पुस्तकालय स्वचालन, मशीन लर्निंग, डिजिटल संदर्भ सेवा, पुस्तकालय 4.0।

1. प्रस्तावना

पुस्तकालय केवल किताबों का संग्रह नहीं है, बल्कि यह ज्ञान का केंद्र है। पिछले कुछ वर्षों में, सूचनाओं का विस्फोट (Information Explosion) हुआ है, जिसे पारंपरिक तरीकों से संभालना कठिन होता जा रहा है। यहाँ 'कृत्रिम बुद्धिमत्ता' (AI) एक सहयोगी की भूमिका निभा रही है। आज यह दिखाई दे रहा है कि अधिकांश लोग अब आर्टिफिशियल इंटेलिजेंस पर निर्भर हैं और इसका उपयोग हर दिन बढ़ रहा है। AI ने ज्ञान के ब्रह्मांड की सभी शाखाओं में अनुसंधान के लिए नए अवसर पैदा किए हैं। AI का अर्थ है मशीनों द्वारा इंसानों की तरह सोचने और सीखने की क्षमता। जब हम इस तकनीक को पुस्तकालय विज्ञान (Library Science) के साथ जोड़ते हैं, तो यह पुस्तकालयों की सेवाओं में क्रांतिकारी बदलाव लाता है। इसका अनुप्रयोग कई तरह से पुस्तकालय के लिए किया जा सकता है जैसे अधिग्रहण हेतु, परिचालन हेतु, सूचीकरण हेतु, अनुक्रमणीकरण हेतु तथा पुस्तकालय की अन्य कार्यों को सफलतापूर्वक पूरा करने में किया जा सकता हैं। इसके उपयोग से स्वचालन में भी मदद मिल सकती है। जिससे पाठकों को पाठ्य सामग्री आसानी से मिल सकती है एवं पाठकों का समय बचेगा। AI सें पुस्तकालयों का समर्थन करने के मुख्य तरीकों में से एक है बार-बार होने वाले कार्यों जैसे कैटलॉगिंग, आयोजन, संचलन और हाउसकीपिंग आदि को स्वचालित करना। AI प्रोग्राम अब इन कार्यों में पुस्तकालयाध्यक्ष की मदद करते हैं।

2. परिभाषा

कृत्रिम बुद्धिमत्ता का अर्थ है कि कंप्यूटर प्रणालियों और मशीनों को मानव जैसी बुद्धिमत्ता प्रदान करने की क्षमता प्रदान करना। यह मशीनों को सीखने, समझने, और निर्णय लेने की क्षमता प्रदान करता है, जैसे मानव करता हैं।

यूनेस्को के अनुसार, "कृत्रिम बुद्धिमत्ता से तात्पर्य ऐसी मशीनों से है जो मानव बुद्धि की कुछ विशेषताओं जैसे सीखना, तर्क करना, समस्या का समाधान देना, बातचीत एवं रचनात्मक कार्यों की प्रति प्राप्त कर सकती हैं।"

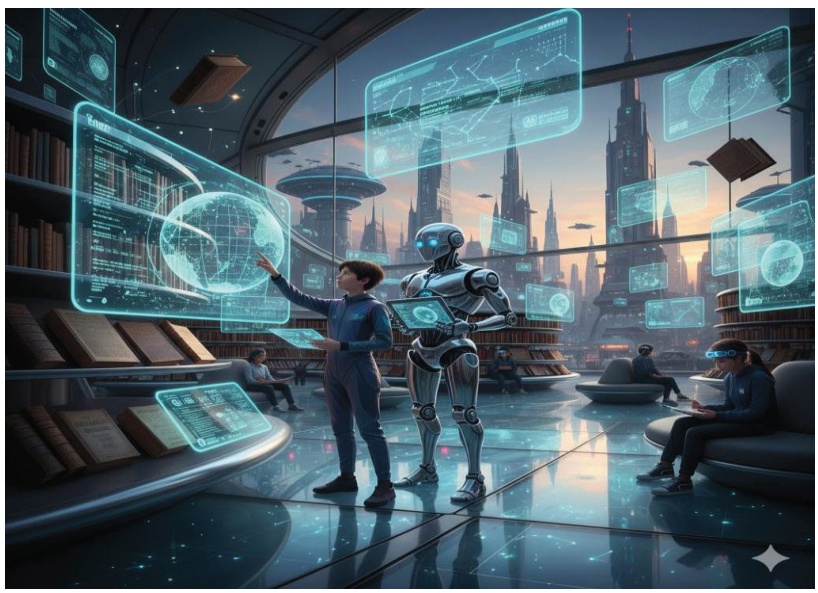
जॉन मैकार्थी जिन्हे कृत्रिम बुद्धिमत्ता का पितामह उन्होंने 1955-56 में यह शब्द प्रयोग में लाया तथा उन्होंने इसका परिभाषा दिया कि "यह बुद्धिमान मशीनों, विशेष रूप से बुद्धिमान कंप्यूटर प्रोग्राम को बनाने का विज्ञान और इंजीनियरिंग है।"

मार्विन मिन्स्की जो कि एआई के अग्रदूतों में से एक थे इन्होंने परिभाषा दिया कि "मशीनों से ऐसे काम करवाने का विज्ञान, जिनके लिए यदि मनुष्य काम करें तो उसे बुद्धि (Intelligence) की आवश्यकता होगी।"

स्टुअर्ट रसेल और पीटर नॉर्विग के अनुसार "AI का अर्थ है ऐसे सिस्टम या मशीनों को बनाना जो इंसानों की तरह सोच सकें, इंसानों की तरह काम कर सकें, तर्कसंगत रूप से सोच सकें और तर्कसंगत रूप से काम कर सकें।"

पांडा और चक्रवर्ती (2022) पुस्तकालयों में बुद्धिमान सूचना सेवाओं का अनुकूलन: स्मार्ट एआई चैटबॉट्स का एक उदाहरण। यह शोधपत्र पुस्तकालयों में, विशेष रूप से कोविड-19 महामारी के संदर्भ में, एक व्यावहारिक समाधान के रूप में कृत्रिम बुद्धिमत्ता (एआई) चैटबॉट्स के कार्यान्वयन की पड़ताल करता है। लेखकों का उद्देश्य एआई-संचालित "इन्फोबॉट्स" या "चैटबॉट्स" की क्षमता को प्रदर्शित करना है ताकि वे न्यूनतम या बिना किसी मानवीय हस्तक्षेप के 24/7 उपयोगकर्ता की ज़रूरतों को पूरा कर सकें, जिससे आभासी स्थानों पर बढ़ती निर्भरता के "नए सामान्य" के अनुकूल हुआ जा सके।
वे पुस्तकालयों में इसके उपयोग और मल्टीटास्किंग सुविधाओं का अवलोकन प्रदान करने के लिए, एक बहुमुखी एआई चैटबॉट सेवा, एंगती का उपयोग करते हैं। निष्कर्ष इस बात पर प्रकाश डालते हैं कि एआई चैटबॉट आभासी सहायता शुरू करने, संदर्भ सेवाओं को बढ़ाने और "दीवारों के बिना पुस्तकालय" की अवधारणा को बढ़ावा देने के लिए एक विश्वसनीय समाधान प्रदान करते हैं। अध्ययन अन्य तकनीकों के साथ एआई के एकीकरण और बुद्धिमान सूचना सेवाओं पर इसके प्रभाव पर ज़ोर देता है, और पुस्तकालयों द्वारा उपयोगकर्ता की सूचना आवश्यकताओं को पूरा करने के लिए आभासी सहायकों के रूप में एआई-सक्षम चैटबॉट को लागू करने पर विचार करने की आवश्यकता पर बल देता है।

शोधपत्र का निष्कर्ष है कि चैटबॉट पुस्तकालयों में सेवा की गुणवत्ता, निजीकरण, जुड़ाव, स्वचालन, राजस्व सृजन और उपयोगकर्ता संतुष्टि में सुधार ला सकते हैं, जिसकी इलेक्ट्रॉनिक प्रति https://ssrn.com/abstract=4528216 पर उपलब्ध है। ये एक मूल्यवान विपणन उपकरण के रूप में कार्य करते हैं और सूचना साक्षरता को बढ़ाते हैं। लेखकों का सुझाव है कि पुस्तकालयों के "नए मानदंडों" में एआई-संचालित बुद्धिमान सूचना सेवाएँ आशाजनक हैं।



3. वर्तमान में पुस्तकालयों को AI से हो रहे फायदे

आज के दौर में कई उन्नत पुस्तकालय AI का उपयोग निम्नलिखित रूपों में कर रहे हैं तथा हम AI का उपयोग करके अपने पुस्तकालयों को और अधिक 'यूजर-फ्रेंडली' बना सकते हैं। इसके लिए कुछ सुझाव निम्न हैं:

i. **स्मार्ट रेफरेंस सर्विस (Chatbots):** कई पुस्तकालयों की वेबसाइट पर अब AI चैटबॉट्स होते हैं जो 24/7 पाठकों के सवालों का जवाब देते हैं। इससे पुस्तकालयाध्यक्ष का समय बचता है और पाठकों को तुरंत जानकारी मिलती है।

ii. **उन्नत खोज (Advanced Search):** पहले हम केवल 'कीवर्ड' से किताबें खोजते थे। AI अब 'सिमेंटिक सर्च' (Semantic Search) का उपयोग करता है, जो पाठक के इरादे को समझकर सटीक किताबें या आर्टिकल ढूंढ कर देता है।

iii. **स्वचालन (Automation):** किताबों की कैटलॉगिंग और क्लासिफिकेशन में AI मदद कर रहा है, जिससे मानवीय भूलों (Human Errors) की संभावना कम हो गई है।
विषय वर्गीकरण: AI नई पुस्तकों के कंटेंट का विश्लेषण करके उन्हें स्वचालित रूप से सही विषय (Subject) और श्रेणी (Category) में वर्गीकृत कर सकता है।
इंडेक्सिंग: शोध पत्रों और दस्तावेजों की इंडेक्सिंग (Indexing) को AI द्वारा तेज और सटीक बनाया जा सकता है, जिससे मानवीय त्रुटि की संभावना कम हो जाती है।

iv. **बेहतर खोज और सूचना पुनर्प्राप्ति**
पारंपरिक खोज प्रणालियां अक्सर कीवर्ड (Keywords) पर निर्भर करती थीं, लेकिन AI आधारित सिस्टम संदर्भ (Context) को समझते हैं।

- **नेचुरल लैंग्वेज प्रोसेसिंग (NLP):** पाठक अपनी स्वाभाविक भाषा में प्रश्न पूछ सकते हैं, और AI सटीक उत्तर या संबंधित पुस्तकें ढूंढ सकता है।
- **सिमेंटिक सर्च (Semantic Search):** यदि पाठक को पुस्तक का सही शीर्षक याद नहीं है, तो वह कहानी या विषय का वर्णन करके भी पुस्तक ढूंढ सकता है।

v. **व्यक्तिगत सिफारिशें (Personalized Recommendations):** जैसे नेटफ्लिक्स या अमेज़न हमें हमारी पसंद की फिल्में या प्रोडक्ट दिखाता है, वैसे ही पुस्तकालय का सिस्टम पाठकों को उनकी पुरानी पढ़ने की आदतों (Reading History) के आधार पर नई किताबों का सुझाव दे सकता है।

vi. **रोबोटिक्स का उपयोग (Use of Robotics):** बड़े पुस्तकालयों में 'शेल्फ मैनेजमेंट' और इन्वेंट्री चेक करने के लिए AI रोबोट्स का उपयोग किया जा सकता है। ये रोबोट्स गलत जगह रखी गई किताबों को तुरंत पहचान सकते हैं।

vii. **अनुवाद और पहुंच (Translation & Accessibility):** भारत जैसे बहुभाषी देश में AI बहुत उपयोगी है। यह एक ही क्लिक में किसी भी शोध पत्र या किताब का अनुवाद स्थानीय भाषा में कर सकता है। साथ ही, दृष्टिबाधित (Visually impaired) पाठकों के लिए 'टेक्स्ट-टू-स्पीच' तकनीक वरदान साबित हो सकती है।

viii. **भविष्यवाणी विश्लेषण (Predictive Analytics):** AI डेटा का विश्लेषण करके पुस्तकालयाध्यक्ष को पहले ही बता सकता है कि भविष्य में किस विषय की किताबों की मांग बढ़ने वाली है, ताकि हम समय पर खरीद कर सकें।

ix. **डिजिटल संरक्षण (Digital Preservation):**पुरानी पांडुलिपियों और क्षतिग्रस्त दस्तावेजों को डिजिटल रूप में संरक्षित करने में AI मदद करता है।
OCR तकनीक: AI पुरानी हस्तलिखित लिपियों को भी पहचान कर उन्हें डिजिटल टेक्स्ट में बदल सकता है, जिससे उन्हें खोजना और पढ़ना आसान हो जाता है।



4. चुनौतियाँ

हालाँकि AI के कई फायदे हैं, लेकिन कुछ चुनौतियाँ भी हैं:

i. **तकनीकी कौशल की कमी**

पुस्तकालय कर्मचारियों (Librarians) को पारंपरिक रूप से सूचना विज्ञान और प्रबंधन में प्रशिक्षित किया जाता है, कंप्यूटर साइंस या डेटा एनालिटिक्स में नहीं।

- **तकनीकी ज्ञान का अभाव:** AI सिस्टम को समझने, उसे मैनेज करने और उसमें आने वाली त्रुटियों को ठीक करने के लिए तकनीकी कौशल की आवश्यकता होती है। अधिकांश मौजूदा स्टाफ के पास कोडिंग या एल्गोरिदम की समझ नहीं होती।
- **प्रशिक्षण का बोझ (Training Burden):** कर्मचारियों को नई तकनीक सिखाने के लिए कार्यशालाएं (Workshops) और ट्रेनिंग प्रोग्राम आयोजित करने पड़ते हैं, जिसमें समय और पैसा दोनों लगते हैं।
- **नौकरी का डर (Fear of Job Loss):** कई कर्मचारियों में यह डर होता है कि AI उनका स्थान ले लेगा। इस मनोवैज्ञानिक डर के कारण वे नई तकनीक को अपनाने में हिचकिचाते हैं या उसका विरोध करते हैं।
- **भूमिका में बदलाव:** पुस्तकालयाध्यक्ष की भूमिका अब सिर्फ किताबें निर्गत करने तक सीमित नहीं रह गई है, बल्कि उन्हें 'डेटा मैनेजर' या 'तकनीकी सहायक' भी बनना पड़ रहा है। इस बदलाव के लिए मानसिक और पेशेवर रूप से तैयार होना कठिन हो सकता है। इसके लिए हमें पुस्तकालय एवं सूचना विज्ञान के पाठ्यक्रम में ही इसे सम्मिलित करते हुए इनकी प्रोग्रामिंग का व्यवहारिक ज्ञान का अभ्यास कराया जाना चाहिए।

ii. बजट की समस्या।

AI तकनीक सस्ती नहीं है, और सीमित बजट वाले सार्वजनिक या शैक्षणिक पुस्तकालयों के लिए यह एक बड़ा अवरोध है:

- **आरंभिक निवेश (Initial Investment):** AI सॉफ्टवेयर, उच्च क्षमता वाले कंप्यूटर, सर्वर और (यदि रोबोटिक्स का उपयोग हो रहा है तो) हार्डवेयर खरीदने में भारी खर्च आता है।
- **आवर्ती खर्च (Recurring Costs):** अधिकांश AI सेवाएं अब "सब्सक्रिप्शन मॉडल" (SaaS) पर चलती हैं, जिसका अर्थ है कि पुस्तकालयों को सॉफ्टवेयर का उपयोग जारी रखने के लिए हर महीने या साल भारी शुल्क देना पड़ता है।

- **बुनियादी ढांचा (Infrastructure):** AI को चलाने के लिए हाई-स्पीड इंटरनेट, क्लाउड स्टोरेज और निर्बाध बिजली आपूर्ति की आवश्यकता होती है। पुरानी लाइब्रेरी इमारतों में इसे अपग्रेड करना बहुत महंगा होता है।
- **रखरखाव (Maintenance):** तकनीक बहुत तेजी से बदलती है। सिस्टम को अपडेट रखने, बग्स (Bugs) को ठीक करने और पुराने उपकरणों को बदलने का खर्च भी बजट पर दबाव डालता है।
- **असमानता (Digital Divide):** अधिक बजट वाले बड़े शहरों के पुस्तकालय AI अपना सकते हैं, लेकिन ग्रामीण और छोटे पुस्तकालय पिछड़ सकते हैं, जिससे सूचना तक पहुंच में असमानता पैदा होगी।

iii. डेटा की सुरक्षा

पुस्तकालयों का एक प्रमुख नैतिक मूल्य "गोपनीयता" रहा है। पारंपरिक रूप से, कोई यह नहीं जानता था कि आप कौन सी किताब पढ़ रहे हैं। लेकिन AI डेटा पर ही जीवित रहता है, जिससे कई गंभीर चिंताएं उत्पन्न होती हैं:

- **यूजर प्रोफाइलिंग (User Profiling):** AI एल्गोरिदम पाठकों की पसंद, पढ़ने की गति, और खोज इतिहास (Search History) का विश्लेषण करते हैं। इससे पाठक की एक विस्तृत 'डिजिटल प्रोफाइल' बन जाती है। डर यह है कि इस डेटा का उपयोग पाठकों की राजनीतिक या सामाजिक विचारधारा को ट्रैक करने के लिए किया जा सकता है।
- **थर्ड-पार्टी वेंडर्स (Third-Party Vendors):** अधिकांश पुस्तकालय अपना खुद का AI नहीं बनाते, बल्कि बाहरी कंपनियों (जैसे Google, Amazon या Library Software कंपनियों) की सेवाएं लेते हैं। समस्या यह है कि क्या ये कंपनियां पाठकों के डेटा को सुरक्षित रखती हैं, या वे इसे विज्ञापनदाताओं को बेच देती हैं?
- **बौद्धिक स्वतंत्रता पर खतरा:** यदि पाठकों को लगता है कि उनकी निगरानी (Surveillance) की जा रही है, तो वे संवेदनशील या विवादास्पद विषयों पर किताबें पढ़ने से बच सकते हैं। इसे "चिलिंग इफेक्ट" (Chilling Effect) कहा जाता है, जो मुक्त ज्ञान के प्रवाह को रोकता है।

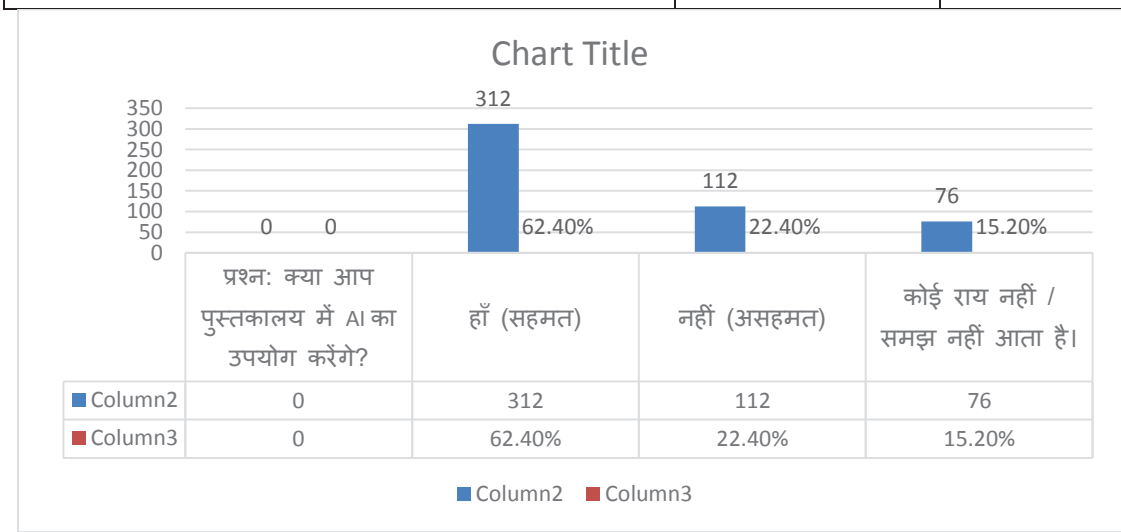
- **डेटा सुरक्षा उल्लंघ (Data Breaches):** जब पुस्तकालय बड़ी मात्रा में बायोमेट्रिक डेटा या व्यक्तिगत जानकारी डिजिटल रूप में संग्रहीत करते हैं, तो साइबर हमलों और हैकिंग का खतरा बढ़ जाता है।

अतः, हमें अपने पुस्तकालय स्टाफ को लगातार प्रशिक्षित (Training) करने की आवश्यकता है।

5. डाटा टेबल

1) सर्वे द्वारा

प्रश्न: क्या आप पुस्तकालय में AI का उपयोग करेंगे?	**लोगों की संख्या**	**प्रतिशत (%)**
हाँ (सहमत)	312	62.40%
नहीं (असहमत)	112	22.40%
कोई राय नहीं / समझ नहीं आता है।	76	15.20%



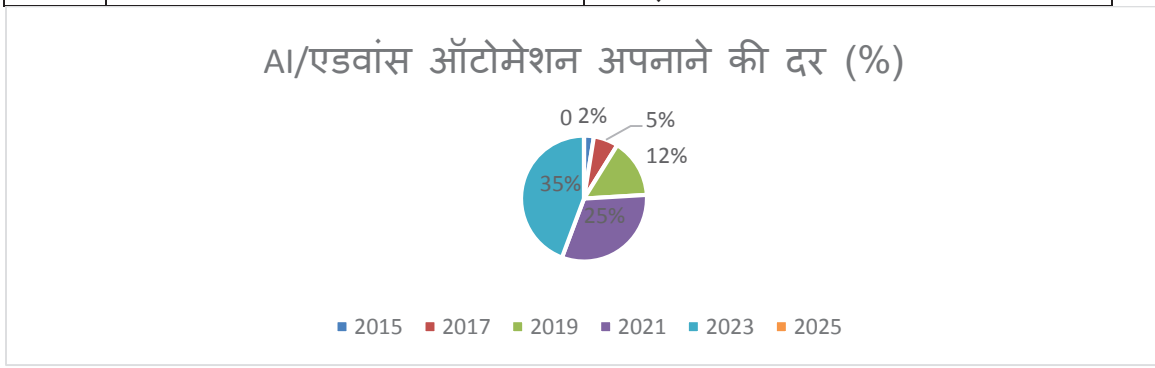
2) INFLIBNET और भारतीय विश्वविद्यालय पुस्तकालय सर्वेक्षणों (2024-25)

चूंकि "AI का उपयोग" एक नई अवधारणा है, 2015 में यह लगभग नगण्य (0-5%) था और अब 2025 में यह तेजी से बढ़ा है।

भारत में पुस्तकालयों में AI/डिजिटल तकनीक की वृद्धि (अनुमानित ट्रेंड)

यह डाटा भारत के उच्च शिक्षण संस्थानों (जैसे IITs, IIMs और केंद्रीय विश्वविद्यालय) में हो रहे बदलाव को दर्शाता है।

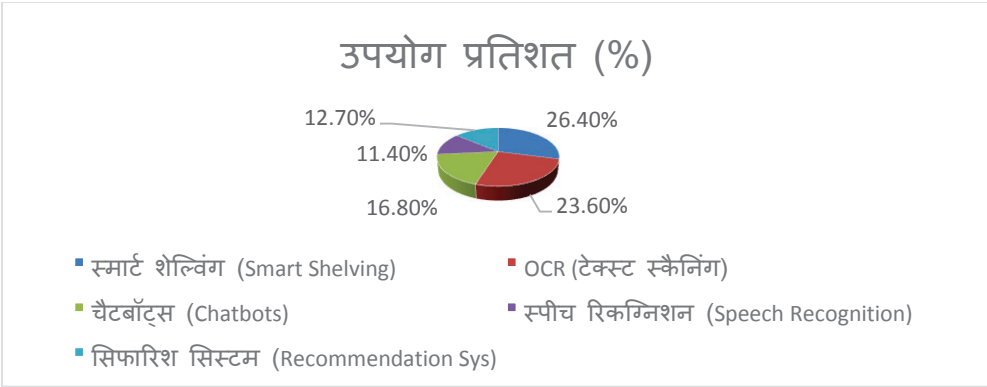
वर्ष	AI/एडवांस ऑटोमेशन अपनाने की दर (%)	टिप्पणी (Trend)
2015	2%	केवल बेसिक कंप्यूटरीकरण (OPAC)
2017	5%	RFID और डिजिटल डेटाबेस की शुरुआत
2019	12%	क्लाउड कंप्यूटिंग का प्रयोग शुरू
2021	25%	कोरोना के कारण डिजिटल शिफ्ट (ई-बुक्स)
2023	35%	चैटबॉट और प्लेगरिज़्म चेकर्स का उपयोग
2025	45%*	AI टूल्स, स्मार्ट शेल्विंग और रोबोटिक्स



स्रोत संकेत: ***INFLIBNET और भारतीय विश्वविद्यालय पुस्तकालय सर्वेक्षणों (2024-25) के रुझानों पर आधारित अनुमानित आँकड़े।***

3) वर्ष 2024-25 में

AI टूल्स (AI Tools)	उपयोग प्रतिशत (%)
स्मार्ट शेल्विंग (Smart Shelving)	26.40%
OCR (टेक्स्ट स्कैनिंग)	23.60%
चैटबॉट्स (Chatbots)	16.80%
स्पीच रिकग्निशन (Speech Recognition)	11.40%
सिफारिश सिस्टम (Recommendation Sys)	12.70%



4) **"पिछले एक दशक में बदलाव:"**

"आंकड़ें बताते हैं कि भारत में पिछले 10 वर्षों में पुस्तकालयों का स्वरूप पूरी तरह बदल गया है। जहाँ 2015 में केवल 2-5% पुस्तकालयों में एडवांस ऑटोमेशन था, वहीं 2025 में यह आँकड़ा बढ़कर 45% तक पहुँच गया है। विशेष रूप से 'स्मार्ट शेल्विंग' (26%) और 'चैटबॉट्स' (16.8%) का उपयोग भारतीय यूनिवर्सिटीज में तेजी से बढ़ा है।

6. निष्कर्ष

- कृत्रिम बुद्धिमत्ता पुस्तकालयों को न केवल "किताबों के संग्रह" से बदलकर "स्मार्ट नॉलेज हब" बना रही है। यह पुस्तकालयाध्यक्ष के कार्यभार को भी कम करती है, तथा पाठकों को अधिक व्यक्तिगत और कुशल सेवा भी प्रदान करती है। कृत्रिम बुद्धिमत्ता पुस्तकालयाध्यक्ष की जगह नहीं लेगी, बल्कि यह पुस्तकालयाध्यक्ष की क्षमताओं को बढ़ाएगी। हमें तकनीक से डरने के बजाय उसे अपनाना होगा। AI के सही उपयोग से हम 'रंगनाथन के पुस्तकालय विज्ञान के पांच सूत्रों' को डिजिटल युग में और भी बेहतर ढंग से लागू कर सकते हैं। समय की मांग है कि हम अपने पुस्तकालयों को 'स्मार्ट लाइब्रेरी' में परिवर्तित करें।
- जैसे-जैसे AI विकसित हो रहा है, लाइब्रेरी को इन दिक्कतों को दूर करना होगा ताकि ऐसा माहौल बनाया जा सके जहाँ टेक्नोलॉजी और परंपरा साथ-साथ हों, ताकि

कस्टमर और एम्प्लॉई को फ़ायदा हो। लाइब्रेरी सर्विस में AI टूल्स का इस्तेमाल करने से ज़्यादा तेज़ी से काम करने, यूज़र एक्सपीरियंस को बेहतर बनाने और डेटा के साथ बेहतर फ़ैसले लेने के नए मौके मिलते हैं, लेकिन इससे एथिकल दिक्कतें और पारंपरिक लाइब्रेरी फ़ील खोने का रिस्क जैसी चुनौतियाँ भी आती हैं। लाइब्रेरी को AI का अच्छा पहलू पाने और बुरा पहलू कम करने का एक बेहतर तरीका खोजने की ज़रूरत है। उन्हें डेटा प्राइवेसी पर ध्यान से सोचना चाहिए, स्टाफ़ ट्रेनिंग पर पैसा खर्च करना चाहिए और लोगों के बीच बातचीत बनाए रखनी चाहिए। इससे AI को सेंट्रल वैल्यूज़ को खोए बिना लाइब्रेरी सर्विस को बेहतर बनाने में मदद मिलेगी। जैसे-जैसे AI बढ़ेगा, लाइब्रेरी को इन चुनौतियों से निपटना होगा ताकि ऐसा भविष्य बनाया जा सके जहाँ टेक्नोलॉजी और परंपरा उपयोगकर्ता और कार्मिक के फ़ायदे के लिए एक साथ काम करें। आइए, सबसे अच्छे की उम्मीद करें।

- पुस्तकालयों में कृत्रिम बुद्धिमत्ता (एआई) के अनुप्रयोग में पुस्तकालय संचालन में क्रांति लाने और उपयोगकर्ता अनुभव को बेहतर बनाने की अपार संभावनाएं हैं। इस लेख में की गई व्यापक समीक्षा में पुस्तकालयों में एआई तकनीकों के विविध उपयोगों पर प्रकाश डाला गया है, जिसमें एआई चैटबॉट, बुद्धिमान पुस्तकालय, रोबोट और पुस्तकालय सेवाओं में विभिन्न एआई अनुप्रयोग शामिल हैं। इस समीक्षा के निष्कर्ष बताते हैं कि एआई सूचना पुनर्प्राप्ति में सुधार कर सकता है।
- नियमित कार्यों को स्वचालित कर सकता है, उपयोगकर्ता वार्तालाप को वैयक्तिकृत कर सकता है और नवीन सेवाएँ प्रदान कर सकता है। एआई-संचालित चैटबॉट उपयोगकर्ता की पूछताछ का प्रभावी ढंग से समाधान कर सकते हैं और तत्काल सहायता प्रदान कर सकते हैं, जिससे समग्र उपयोगकर्ता संतुष्टि में सुधार होता है। एआई तकनीकों से लैस बुद्धिमान पुस्तकालय सूचीकरण, वर्गीकरण और अनुशंसा प्रक्रियाओं को सुव्यवस्थित कर सकते हैं, जिससे ग्राहकों के लिए सूचना तक कुशल पहुँच संभव हो सकती है।

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ए आई युग में छात्रों में अध्ययन की रूचि: एक विश्लेषणात्मक अध्ययन

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सारांश: वर्तमान अध्ययन *एआई एवं डिजिटल तकनीक के युग* में विद्यालयीन छात्रों की पठन-रुचि और पठन-आदतों में हो रहे परिवर्तनों का विश्लेषण प्रस्तुत करता है। पारंपरिक मुद्रित पुस्तकों के साथ-साथ ई-बुक्स एवं ऑनलाइन संसाधनों की बढ़ती उपलब्धता ने छात्रों की अध्ययन शैली, पठन-आवृत्ति तथा पठन-व्यवहार को व्यापक रूप से प्रभावित किया है। इस अध्ययन का उद्देश्य यह जानना है कि डिजिटल पठन संसाधन छात्रों की पढ़ने में रुचि को किस प्रकार प्रभावित कर रहे हैं तथा प्रिंट और डिजिटल पठन के बीच संतुलन की वर्तमान स्थिति क्या है।

अध्ययन में वर्णनात्मक सर्वे पद्धति का उपयोग किया गया तथा 100 विद्यालयीन छात्रों को यादृच्छिक नमूना विधि द्वारा चयनित किया गया। आंकड़ों के संग्रह हेतु संरचित प्रश्नावली का प्रयोग किया गया और प्राप्त आंकड़ों का विश्लेषण प्रतिशत, माध्य एवं मानक विचलन जैसी सांख्यिकीय तकनीकों द्वारा किया गया। अध्ययन के निष्कर्ष दर्शाते हैं कि ई-बुक्स और ऑनलाइन संसाधनों ने छात्रों की पठन सामग्री तक पहुँच को सरल बनाया है और उनकी पठन-आवृत्ति में वृद्धि की है। अधिकांश छात्र डिजिटल पठन सामग्री को अधिक पसंद करते हैं, किंतु लंबे समय तक स्क्रीन पर पढ़ने से एकाग्रता में कमी जैसी समस्याएँ भी सामने आई हैं।

अध्ययन यह निष्कर्ष निकालता है कि यद्यपि डिजिटल संसाधन आधुनिक शिक्षा में महत्वपूर्ण भूमिका निभा रहे हैं, फिर भी गहन पठन, बेहतर समझ और संज्ञानात्मक विकास के लिए मुद्रित पुस्तकों का महत्व बना हुआ है। अतः विद्यालयी शिक्षा में प्रिंट और डिजिटल दोनों प्रकार के पठन संसाधनों के संतुलित उपयोग की आवश्यकता है, जिससे छात्रों में स्वस्थ, सार्थक और सतत पठन-आदतों का विकास हो सके

मुख्य शब्द: पठन-आदतें, डिजिटल पठन, ई-बुक्स, विद्यालयीन छात्र, अध्ययन-रुचि

1.परिचय

पढ़ने की आदतें स्कूली छात्रों के बौद्धिक, भावनात्मक और शैक्षणिक विकास में महत्वपूर्ण भूमिका निभाती हैं। पढ़ना सिर्फ़ लिखे हुए प्रतीकों को समझने की क्षमता नहीं है, बल्कि यह एक जटिल संज्ञानात्मक प्रक्रिया है जो सीखने वालों को विचारों को समझने, आलोचनात्मक सोच विकसित करने और ज्ञान प्राप्त करने में सक्षम बनाती है। पढ़ने की आदतों की अवधारणा का मतलब है व्यक्तियों का पाठ्य-पुस्तकों, कहानियों की किताबों, समाचार पत्रों, पत्रिकाओं, ई-बुक्स और डिजिटल संसाधनों जैसी पढ़ने की सामग्री के साथ नियमित और उद्देश्यपूर्ण जुड़ाव। स्कूल के संदर्भ में, पढ़ने की आदतें परिवार की पृष्ठभूमि, स्कूल का माहौल, पढ़ने की सामग्री की उपलब्धता, शिक्षक की प्रेरणा और तकनीकी संपर्क सहित विभिन्न कारकों से बनती हैं। स्कूल स्तर पर पढ़ने की मज़बूत आदतें विकसित करना आजीवन सीखने और शैक्षणिक सफलता की नींव रखता है।

पढ़ना स्कूली शिक्षा में एक केंद्रीय स्थान रखता है क्योंकि यह सीधे छात्रों के भाषा कौशल, समझने की क्षमता, शब्दावली विकास और समग्र शैक्षणिक प्रदर्शन को प्रभावित करता है। पढ़ने के माध्यम से, छात्रों को विविध विचारों, संस्कृतियों, मूल्यों और दृष्टिकोणों से परिचित होने का मौका मिलता है, जो उनकी रचनात्मकता और कल्पना को बढ़ाता है। नियमित पढ़ने से एकाग्रता, याददाश्त और विश्लेषणात्मक कौशल में सुधार होता है, जिससे छात्रों को न केवल भाषा विषयों में बल्कि विज्ञान, गणित और सामाजिक विज्ञान में भी बेहतर प्रदर्शन करने में मदद मिलती है। इसके अलावा, पढ़ना छात्रों में नैतिक मूल्यों, भावनात्मक बुद्धिमत्ता और सामाजिक जागरूकता को बढ़ावा देता है। स्कूल पुस्तकालय, पढ़ने की अवधि, बुक क्लब और निर्देशित पढ़ने की गतिविधियों की व्यवस्था करके पढ़ने की आदतों को बढ़ावा देने में महत्वपूर्ण भूमिका निभाते हैं। शिक्षक और माता-पिता भी सकारात्मक पढ़ने के व्यवहार को प्रोत्साहित करके और उसका उदाहरण पेश करके छात्रों की पढ़ने में रुचि को काफी प्रभावित करते हैं।

हाल के वर्षों में, ई-बुक्स और ऑनलाइन शिक्षण संसाधनों के विकास ने छात्रों की पढ़ने की आदतों में एक महत्वपूर्ण बदलाव लाया है। डिजिटल तकनीक की तेज़ी से प्रगति, इंटरनेट की बढ़ती पहुंच और स्मार्टफोन, टैबलेट और कंप्यूटर के व्यापक उपयोग ने पढ़ने के नए तरीके

पेश किए हैं। ई-बुक्स, ऑनलाइन लेख, शैक्षिक वेबसाइटें, डिजिटल पुस्तकालय और लर्निंग मैनेजमेंट सिस्टम किसी भी समय और कहीं भी बड़ी मात्रा में जानकारी तक आसान पहुंच प्रदान करते हैं। ऑनलाइन लर्निंग प्लेटफॉर्म इंटरैक्टिव और मल्टीमीडिया-समृद्ध सामग्री प्रदान करते हैं, जिससे पढ़ना छात्रों के लिए अधिक आकर्षक हो जाता है। हालांकि, प्रिंट से डिजिटल पढ़ने की ओर बदलाव ने स्क्रीन की थकान, गहन पढ़ने में कमी और सोशल मीडिया और मनोरंजन सामग्री के कारण होने वाले विकर्षणों के बारे में भी चिंताएं पैदा की हैं। इसलिए, यह समझना ज़रूरी है कि डिजिटल संसाधन स्कूली छात्रों की पढ़ने की आदतों को कैसे प्रभावित कर रहे हैं।

डिजिटल युग में स्कूली छात्रों के बीच पढ़ने की आदतों की बदलती प्रकृति की जांच करने के लिए यह अध्ययन आवश्यक है। ई-बुक्स और ऑनलाइन लर्निंग के बढ़ते प्रभुत्व के साथ, यह आकलन करना महत्वपूर्ण है कि ये संसाधन पारंपरिक पढ़ने की आदतों को बढ़ा रहे हैं या कमजोर कर रहे हैं। छात्रों की पसंद, पढ़ने की फ़्रीक्वेंसी, पढ़ने का मकसद, और प्रिंट और डिजिटल मटीरियल के बीच संतुलन को समझने से शिक्षकों, लाइब्रेरियन और पॉलिसी बनाने वालों को असरदार रीडिंग प्रमोशन स्ट्रैटेजी बनाने में मदद मिल सकती है। इस स्टडी के नतीजे स्कूलों में पढ़ने के कल्चर को बेहतर बनाने और यह पक्का करने में मदद करेंगे कि टेक्नोलॉजिकल तरक्की छात्रों के पढ़ने के विकास और एकेडमिक ग्रोथ में रुकावट डालने के बजाय उनका साथ दे।

2. समस्या का विवरण

पढ़ने की आदतें स्कूली छात्रों की पढ़ाई में सफलता और पूरे विकास के लिए बहुत ज़रूरी हैं। पारंपरिक रूप से, किताबें, कहानियों की किताबें, अखबार और लाइब्रेरी के संसाधन जैसी प्रिंट सामग्री ने पढ़ने के कौशल और समझने की क्षमता को विकसित करने में मुख्य भूमिका निभाई है। हालाँकि, हाल के सालों में, डिजिटल टेक्नोलॉजी की तेज़ी से बढ़ती ग्रोथ ने छात्रों के पढ़ने की सामग्री तक पहुँचने और उससे जुड़ने के तरीके को काफी बदल दिया है। ई-बुक्स, ऑनलाइन लर्निंग प्लेटफॉर्म, डिजिटल लाइब्रेरी और एजुकेशनल वेबसाइट्स की व्यापक उपलब्धता ने स्कूली छात्रों के बीच नए पढ़ने के फॉर्मेट और तरीके पेश किए हैं।

जबकि ई-बुक्स और ऑनलाइन संसाधन कई फायदे देते हैं जैसे आसान पहुँच, पोर्टेबिलिटी, इंटरैक्टिव फीचर्स और अपडेटेड कंटेंट, उनके बढ़ते इस्तेमाल से छात्रों की पढ़ने की आदतों की क्वालिटी और गहराई के बारे में चिंताएँ बढ़ी हैं। स्क्रीन पर बहुत ज़्यादा पढ़ने से ध्यान कम हो सकता है, सतही पढ़ाई, आँखों में तनाव और गैर-शैक्षणिक डिजिटल कंटेंट से ध्यान भटक सकता है। इसके अलावा, डिजिटल संसाधनों के प्रति बढ़ती पसंद छात्रों की पारंपरिक प्रिंट पढ़ने और लाइब्रेरी के इस्तेमाल में रुचि को प्रभावित कर सकती है।

स्कूल शिक्षा में डिजिटल संसाधनों के बढ़ते इंटीग्रेशन के बावजूद, इस बात पर सीमित अनुभवजन्य सबूत हैं कि ई-बुक्स और ऑनलाइन संसाधन स्कूली छात्रों की पढ़ने की आदतों को कैसे प्रभावित करते हैं। यह समझने की ज़रूरत है कि क्या ये डिजिटल उपकरण छात्रों की पढ़ने में रुचि और समझ को बढ़ा रहे हैं या उनके लगातार पढ़ने के व्यवहार पर नकारात्मक प्रभाव डाल रहे हैं। इसके अलावा, टेक्नोलॉजी तक छात्रों की पहुँच, डिजिटल साक्षरता के स्तर और शिक्षकों और माता-पिता से मिलने वाले मार्गदर्शन में भिन्नताएँ पढ़ने के माहौल को और जटिल बनाती हैं।

इसलिए, इस अध्ययन में जिस समस्या पर ध्यान दिया गया है, वह है स्कूली छात्रों की पढ़ने की आदतों पर ई-बुक्स और ऑनलाइन संसाधनों के प्रभाव की जाँच करना। यह अध्ययन छात्रों की पढ़ने की आवृत्ति, पसंद, पढ़ने के उद्देश्य और प्रिंट और डिजिटल सामग्री के बीच संतुलन का विश्लेषण करना चाहता है। डिजिटल युग में स्कूली छात्रों के बीच स्वस्थ और सार्थक पढ़ने की आदतों को बढ़ावा देने के लिए प्रभावी रणनीतियाँ विकसित करने के लिए इन पहलुओं को समझना ज़रूरी है।

3. अध्ययन के उद्देश्य

1. विद्यालयीन छात्रों की पठन आदतों का अध्ययन करना।
2. विद्यालयीन छात्रों में ई-बुक्स एवं ऑनलाइन संसाधनों के उपयोग की स्थिति का परीक्षण करना।
3. डिजिटल पठन का छात्रों के पठन व्यवहार पर पड़ने वाले प्रभाव का विश्लेषण करना।

4. रिसर्च मेथोडोलॉजी

यह स्टडी स्कूल के स्टूडेंट्स की पढ़ने की आदतों पर ई-बुक्स और ऑनलाइन रिसोर्स के असर की जांच करने के लिए डिस्क्रिप्टिव सर्वे मेथड का इस्तेमाल करती है। इस मेथड को सही माना जाता है क्योंकि यह स्टूडेंट्स की पढ़ने की आदतों और डिजिटल रीडिंग रिसोर्स के इस्तेमाल से जुड़ी मौजूदा स्थितियों, तरीकों और व्यवहारों का वर्णन करने में मदद करता है।

स्टूडेंट्स की पढ़ने की आदतों, ई-बुक्स और ऑनलाइन रिसोर्स के उनके इस्तेमाल, और उनके पढ़ने के व्यवहार पर डिजिटल रीडिंग के प्रभाव के बारे में विस्तृत जानकारी इकट्ठा करने के लिए डिस्क्रिप्टिव सर्वे मेथड का इस्तेमाल किया जाता है। यह मेथड रिसर्चर को बड़ी संख्या में जवाब देने वालों का अध्ययन करने और रिसर्च की समस्या से संबंधित रुझानों और पैटर्न का विश्लेषण करने में सक्षम बनाता है।

5. सैंपलिंग

स्टडी के सैंपल में अलग-अलग स्कूलों से चुने गए 100 स्कूल स्टूडेंट्स शामिल हैं। निष्पक्ष प्रतिनिधित्व सुनिश्चित करने के लिए स्टूडेंट्स को रैंडम सैंपलिंग तकनीक का उपयोग करके चुना गया है। व्यापक और विश्वसनीय डेटा प्राप्त करने के लिए सैंपल में अलग-अलग क्लास, लिंग और शैक्षणिक पृष्ठभूमि के स्टूडेंट्स शामिल हैं।

6.आंकड़े संग्रहण

डेटा इकट्ठा करने के लिए एक संरचित (स्ट्रक्चर्ड) प्रश्नावली का इस्तेमाल मुख्य टूल के रूप में किया जाता है। प्रश्नावली में स्टूडेंट्स की पढ़ने की आदतों, पढ़ने की आवृत्ति, पसंदीदा पढ़ने की सामग्री, ई-बुक्स और ऑनलाइन रिसोर्स के इस्तेमाल, और डिजिटल रीडिंग के बारे में धारणाओं से संबंधित क्लोज-एंडेड और कुछ ओपन-एंडेड प्रश्न शामिल हैं। इसकी विश्वसनीयता और वैधता सुनिश्चित करने के लिए विशेषज्ञों की मदद से टूल को मान्य किया गया है।

7. डेटा विश्लेषण

इकट्ठा किए गए डेटा का विश्लेषण उचित सांख्यिकीय तकनीकों का उपयोग करके किया जाता है। स्टूडेंट्स की पढ़ने की आदतों और डिजिटल रिसोर्स के इस्तेमाल से संबंधित प्रतिक्रियाओं

का वर्णन और व्याख्या करने के लिए प्रतिशत और माध्य का उपयोग किया जाता है। यदि आवश्यक हो, तो लिंग या पढ़ने की सामग्री के प्रकार (प्रिंट बनाम डिजिटल) जैसे वैरिएबल के आधार पर पढ़ने के व्यवहार में अंतर की तुलना करने के लिए टी-टेस्ट लागू किया जाता है। बेहतर समझ और व्याख्या के लिए परिणाम तालिकाओं और ग्राफ़ के रूप में प्रस्तुत किए जाते हैं।

सारणी – 1: Distribution of Students According to Access to Reading Materials

Response	Number of Students	Percentage (%)
Yes	78	78%
No	22	22%
Total	**100**	**100%**

व्याख्या (Interpretation)

The table shows that 78% of school students have increased access to reading materials through e-books and online resources.

सारणी - 2: Reading Frequency of School Students

Reading Frequency	Number of Students	Percentage (%)
Daily	45	45%
Weekly	32	32%
Occasionally	18	18%
Rarely	5	5%
Total	**100**	**100%**

व्याख्या Interpretation

The data indicates that a majority of students (77%) read either daily or weekly, showing improved reading frequency.

सारणी- 3: Effect of Screen Reading on Attention Span

Opinion	Number of Students	Percentage (%)
Reduced attention span	60	60%
No effect	25	25%
Improves attention	15	15%
Total	**100**	**100%**

व्याख्या (Interpretation)

Most students (60%) reported reduced attention span due to prolonged screen reading.

सारणी- 4: Preference of Reading Material

Type of Reading Material	Number of Students	Percentage (%)
Digital (E-books / Online)	58	58%
Printed Books	30	30%
Both	12	12%
Total	**100**	**100%**

व्याख्या (Interpretation)

The table shows that students prefer digital reading materials over printed books.

सारणी- 5: Mean Scores of Readings Habit (Print vs Digital)

Type of Reading	Mean Score	Standard Deviation
Printed Reading	3.12	0.82
Digital Reading	3.78	0.76

व्याख्या (Interpretation)

The mean score of digital reading is higher than printed reading, indicating a stronger inclination towards digital content.

8. सुझाव

स्कूलों को प्रिंट और डिजिटल दोनों तरह के रीडिंग रिसोर्स का संतुलित इस्तेमाल बढ़ावा देना चाहिए। जबकि ई-बुक्स और ऑनलाइन सामग्री एक्सेसिबिलिटी और सुविधा बढ़ाती हैं, प्रिंटेड किताबें गहरी पढ़ाई, बेहतर एकाग्रता और समझ के लिए ज़रूरी हैं। एक संतुलित तरीका छात्रों को स्वस्थ और प्रभावी पढ़ने की आदतें विकसित करने में मदद कर सकता है।

छात्रों में प्रभावी डिजिटल रीडिंग स्किल्स विकसित करने के लिए ट्रेनिंग प्रोग्राम आयोजित किए जाने चाहिए। छात्रों को डिजिटल प्लेटफॉर्म पर मकसद से पढ़ने, स्क्रीन टाइम मैनेज करने, ध्यान भटकने से बचने और ऑनलाइन पढ़ाई के दौरान एकाग्रता बढ़ाने के बारे में गाइडेंस की ज़रूरत है।

स्कूल लाइब्रेरी को ई-बुक्स और प्रिंटेड किताबें दोनों देकर मज़बूत किया जाना चाहिए। छात्रों की अलग-अलग पढ़ने की ज़रूरतों और पसंद को पूरा करने के लिए लाइब्रेरी को पारंपरिक प्रिंट कलेक्शन के साथ-साथ ई-बुक्स, ऑनलाइन डेटाबेस और डिजिटल लाइब्रेरी जैसे डिजिटल रिसोर्स को शामिल करना चाहिए। मेरा मत है कि रीडिंग हैबिट्स में वृद्धि करने हेतु माता-पिता, शिक्षक एवं पुस्तकालय स्टाफ की संयुक्त रूप से अहम भूमिका होती है |

9. निष्कर्ष

इस स्टडी से यह निष्कर्ष निकलता है कि ई-बुक्स और ऑनलाइन रिसोर्स का स्कूल के स्टूडेंट्स की पढ़ने की आदतों पर बहुत ज़्यादा असर पड़ता है। नतीजों से पता चलता है कि डिजिटल रीडिंग रिसोर्स ने पढ़ने की सामग्री तक पहुँच को बेहतर बनाया है और स्टूडेंट्स के पढ़ने की फ्रीक्वेंसी को बढ़ाया है। ई-बुक्स और ऑनलाइन रिसोर्स की सुविधा, पोर्टेबिलिटी और इंटरैक्टिव फीचर्स स्टूडेंट्स को पढ़ने की एक्टिविटीज़ में ज़्यादा एक्टिव रूप से शामिल होने के लिए मोटिवेट करते हैं।

हालांकि, यह अध्ययन यह भी इंगित करता है कि डिजिटल रीडिंग पर बहुत ज़्यादा निर्भरता स्टूडेंट्स के ध्यान देने की क्षमता और गहरी रीडिंग स्किल्स पर नेगेटिव असर डाल सकती है। स्क्रीन पर पढ़ने से अक्सर ध्यान भटकता है और एकाग्रता कम होती है, जिससे समझने और क्रिटिकल थिंकिंग की क्षमताओं पर असर पड़ सकता है। हालांकि डिजिटल रिसोर्स आधुनिक शिक्षा में एक ज़रूरी भूमिका निभाते हैं, लेकिन वे मुद्रित किताबों की अहमियत को पूरी तरह से बदल / खत्म नहीं कर सकते।

इसलिए, यह अध्ययन एक संतुलित दृष्टिकोण की ज़रूरत पर ज़ोर देता है जो स्कूल एजुकेशन में प्रिंट और डिजिटल दोनों तरह के रीडिंग रिसोर्स को इंटीग्रेट करे। टीचर्स, माता-पिता और स्कूल लाइब्रेरी को स्टूडेंट्स को मकसद वाली और सार्थक व्यावहारिक अध्ययन की ओर इंगित करना चाहिए। ऐसी संतुलित रणनीति अच्छे पाठन रीडिंग की आदतें विकसित करने में मदद करेगी और कुल मिलालर डिजिटल युग में

स्कूल के स्टूडेंट्स के शैक्षणिक और संज्ञानात्मक (कॉग्निटिव) विकास को सहयोग करेगी।

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एक देश एक सदस्यता , बहु संसाधन -मैत्रेयी महाविद्यालय का अभिनव अनुभव

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सारांश: हमारे देश में शोध प्रक्रिया का इतिहास बहुत ही प्राचीन और उन्नत पद्धति का रहा है | इस के बहुत से प्रमाण हमें हमारे वेदों , शास्त्रों में देखने को मिलते हैं |"**कंसोर्टियम** "शब्द लैटिन भाषा का शब्द है | जिसमें दो शब्द कॉन / सोर्स से मिल के बना है , "कॉन" का मतलब एक साथ है और "सोर्स" का मतलब शेयरिंग है |

कंसोर्टियम, का प्रयोग हमारे देश में सदियों से से होता रहा है | आसान शब्दों में कंसोर्टियम कंपनियों या व्यक्तियों का एक समूह है जो एक साझा लक्ष्य पर मिलकर काम करते हैं, तथा अक्सर बड़े पैमाने की परियोजनाओं के लिए संसाधनों को एकत्रित करते हैं। वित्त में, निवेश जोखिम और विशेषज्ञता को साझा करने के लिए काम करते हैं |

हमारे प्रधानमंत्री जी के नारे जय जवान , जय किसान , जय विज्ञान तथा जय अनुसन्धान " के साथ भारत में शोध को एक नयी दिशा मिली |जिसका एक मात्र उद्देश्य था कि शोध की गुणवत्ता या दायरे का विस्तार हो वह हर शोधकर्ता तक पहुंचे ,संसाधनों की कमी या उपलब्धता की कमी देश की प्रगति की रफ़्तार को धीमा ना कर दे | |

उनकी इसी दूरदर्शिता ने एक ऐसे पोर्टल को जन्म दिया जो की राष्ट्रीय संघ/ पोर्टल -" **एक देश - एक सदस्यता** (ओ. एन.ओ.एस .) वन नेशन वन सब्सक्रिप्शन के रूप में आया |इस शोध -पत्र में उसी पोर्टल को मैत्रेयी महाविद्यालय में प्रयोग के बाद हुए अनुभवों को साझा करके उसकी उपयोगिता का वर्णन है |

भूमिका

शोध का मतलब

शोध का मतलब है किसी विषय या समस्या की गहन और व्यवस्थित खोज करना। इसमें नए तथ्यों का पता लगाना, पुराने तथ्यों की जाँच करना, या नए सिद्धांत विकसित करना शामिल है । इसका उद्देश्य ज्ञान बढ़ाना और समस्याओं का समाधान करना है ।

शोध एक व्यवस्थित प्रक्रिया है जिसमें वैज्ञानिक तरीकों से डेटा एकत्रित करना और उसका विश्लेषण करना होता है । कभी - कभी यह प्राकृतिक रूप से कुछ नए सिद्धांतों को जन्म देने में भी कारगर साबित होती है ,या यूँ कहिये कि "आवश्यकता ही अविष्कार की जननी है |

दूसरे शब्दों में कहें तो शोध या रिसर्च - (रि -सर्च)सर्च /शोध को बार- बार करना , शोध की प्रत्येक क्रिया की परत दर परत मिले अनुभवों को या अलग मिश्रण या प्रयोग से हुए अनुभवों को किसी मकसद विशेष के लिए उपयोग में लाना ही रिसर्च का मुख्य उद्देश्य है |"वसुधैव कुटुम्बकम् " मानने वाला हमारा देश सदैव विश्व कल्याण हेतु सबके साथ संसाधनों को बाँटने वाला तथा मानवता के विकास के लिए प्रतिबद्ध है |

(ओ. एन.ओ.एस.) वन नेशन - वन सब्सक्रिप्शन /" एक देश - एक सदस्यता

मूलभूत तौर पर ओ. एन.ओ.एस इ -जर्नल /डेटा -बेस के लिए इनफ्लिबनेट ने 30 बहुत ही प्रतिष्ठित प्रकाशकों के समूह को एकत्रित करके, राष्ट्रीय लाइसेंस के अधीन बहुत ही आसानी से उपलब्ध कराया है | इस सुविधा के कारण अब किसी भी विश्वविद्यालय या महाविद्यालय को अलग से सदस्ता लेने की जरूरत नहीं है |इन प्रकाशकों द्वारा प्रकाशित सब जर्नल इस सूची में शामिल हैं | जर्नल में प्रकाशित ज्यादातर शोध पत्र का पूरी तरह से डाउन लोड / अधोभारण किया जा सकता है |

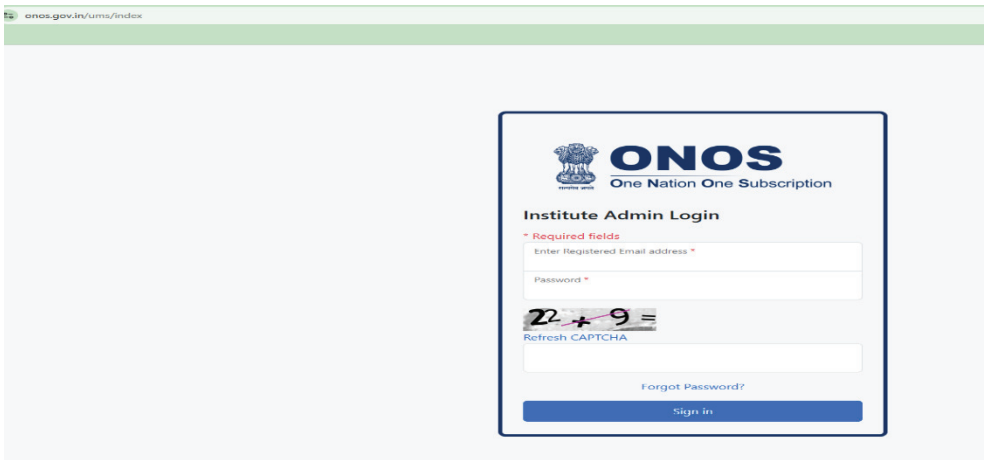
ओ. एन.ओ.एस भारत सरकार के आत्म निर्भर भारत से विकसित भारत @2047 के और बढ़ाये गए महत्वपूर्ण क़दमों में से एक कदम है |ओ. एन.ओ.एस 1 जनवरी 2025,से फेज-1 की शुरुआत की गई है , जो कि आने वाले तीन - वर्ष के लिए 2025,2026 और 2027 के लिए है | इस से अनुमानित 1.8 करोड़ विद्यार्थियों, अध्यापकों तथा शोध -कर्ताओं को लाभ होगा |

(ओ. एन.ओ.एस.) में पंजीकरण हेतु

सभी केंद्रीय तथा राज्य के सरकारी उच्च शिक्षा संस्थान, शोध संस्थान (ओ. एन.ओ.एस.) की सदस्यता लेने के योग्य हैं |पंजीकरण के लिए उन्हें आई - डी और पासवर्ड दिया जाएगा |नए पंजीकरण के लिए (एआईएसएचई) /अखिल भारतीय उच्च शिक्षा सर्वेक्षण (AISHE) कोड तथा

संस्थान द्वारा नियुक्त नोडल अधिकारी की संपर्क जानकारी चाहिए |(एआईएसएचई) कोड पंजीकरण के लिए अनिवार्य है | कोई भी शैक्षणिक संसथान जो की (एआईएसएचई) के सर्वे में प्रतिभागी है , अपने संस्थान की जानकारी से उनके द्वारा दिया गया प्रश्न पत्र भर कर के अपना (एआईएसएचई) कोड ले सकता है | किसी संस्था का (एआईएसएचई) कोड उदहारण के लिए C -1234 या U -1234 होगा | जिसमें C - महाविद्यालय को तथा U - विश्वविद्यालय को दर्शाता है |

अगर कोई संस्थान , अनुसंधान एवं विकास संस्थान से सम्बंधित हैं और आपके पास छात्र/छात्राएं नहीं हैं , तो वे अपने मुख्य - संस्थान से अधिकृत पत्र दिए गए निर्देश के साथ अपलोड करके प्रक्रिया को पूरा कर सकते हैं |

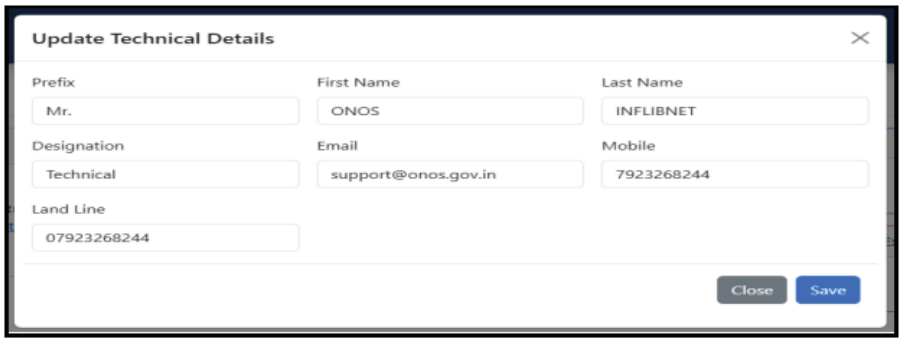


संस्था से इंस्टीटूशन लॉगिन द्वारा लाग इन करके अपने संस्था के तकनीकी अधिकारी जो की इस को संस्था के अन्य उपभोगताओ के यूजर -आई डी का सृजन करेगा , की जानकारी उसमें देनी होगी |

इस के इलावा निचे दिए गए लिंक पर क्लिक कर के उपभोग्ता सुविधा पूर्वक पंजीकरण की नियमावली की जानकारी प्राप्त कर सकते हैं |

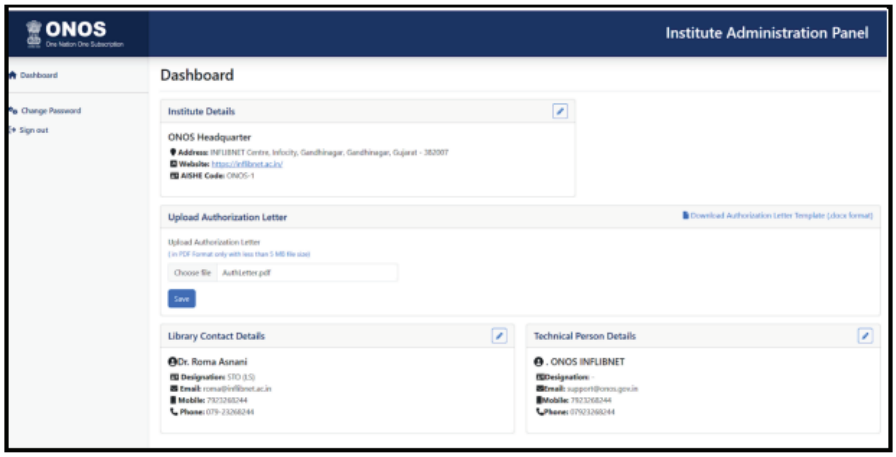
https://www.onos.gov.in/public/docs/Institute-Registration-Manual.pdf

Click on **Save**.



The Authorization letter is mandatory to upload in Institute Administration Panel. The sample letter is available (Prescribed format of Authorization Letter (in .DOCX format) [Only for Colleges]) at https://onos.gov.in/download.

The Librarian/Nodal Officer needs to prepare an authorization letter on the College Letterhead with the Principal's stamp and signature, upload the letter in PDF format and Click on **Save**.



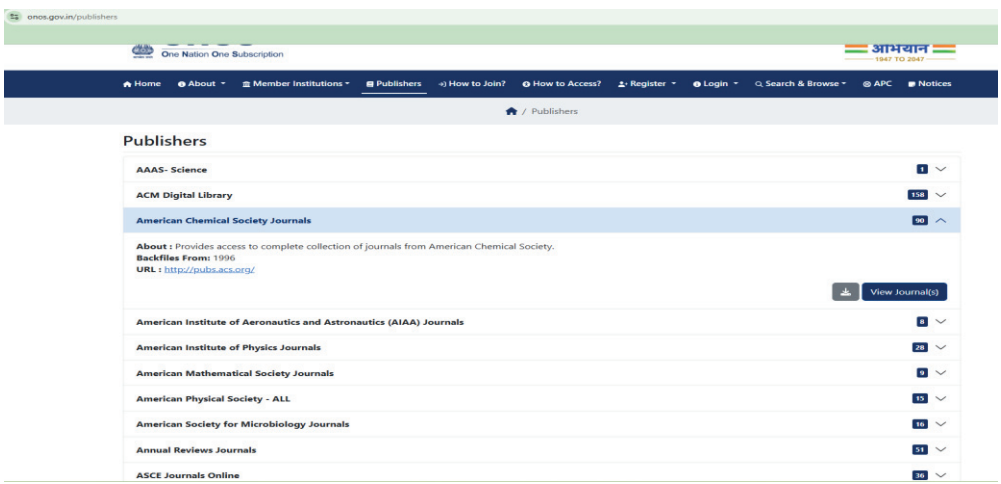
The ONOS Team will verify the authorization letter and send the confirmation email on registered Email.

अखिल भारतीय उच्च शिक्षा सर्वेक्षण (AISHE)



ओ. एन.ओ.एस. के प्रकाशकों के बारे में

ओ. एन.ओ.एस. द्वारा 30 मुख्य प्रकाशकों को एक ही साथ एक ही क्लिक पर अभिगम/ एक्सेस किया जा सकता है | साथ ही इन प्रकाशकों द्वारा विभिन्न -विभिन्न विषयों पर उपलबध ई - संसाधन (जर्नल तथा किताबें) की जानकारी एक ही साथ प्राप्त की जा सकती हैं | उपभोगक्ता की सुविधा के लिए प्रत्येक प्रकाशक के कितने जर्नल हैं उनका नंबर तथा विस्तृत जानकारी (एक्सेल -शीट/ कार्यपुस्तिका)में उपलब्ध है , ताकि आपके उपयोग में आने वाले जॉर्नल या शोध -पत्र जो की सटीक जानकारी आपको मिल सके |



ओ. एन.ओ.एस. में सदस्यता के लिए

संस्था के तकनीकी अधिकारी द्वारा उपयोगकर्ताओं को डाटा बेस में सृजन किया जाता है | इस में "व्यक्तिगत प्रविष्टि " तथा "थोक प्रविष्टि" दोनों का प्रावधान है | डैशबोर्ड में " ऐड न्यू यूजर "

पर क्लिक करके व्यक्तिगत प्रविष्टि की जा सकती है | थोक प्रविष्टि के लिए एक्सेल शीट / कार्य पुस्तिका में खाका /टेम्पलेट दिया है | उसके अनुसार एंट्री करके डाटा को ओ. एन.ओ.एस. में अपलोड किया जा सकता है |इसके पश्चात उपयोगकर्ता को " एक्टिवेशन " लिंक उनकी पंजीकृत ई -मेल आई - डी पर आएगा | जिसे उपयोगकर्ता द्वारा एक्टिवेट/ सक्रिय किया जाएगा |ध्यान देने योग्य हेतु है कि तकनीकी अधिकारी द्वारा एक दिन में 100 एक्टिवेशन लिंक ही भेजे जा सकते हैं |

इस के इलावा निचे दिए गए लिंक पर क्लिक कर के आप सुविधा पूर्वक पंजीकरण की नियमावली की जानकारी प्राप्त कर सकते हैं |

https://www.onos.gov.in/public/docs/Institute-Administration-Portal-Manual-for-Colleges.pdf

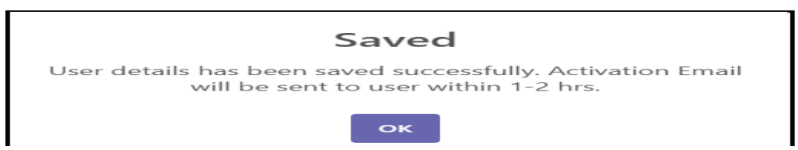
व्यक्तिगत प्रविष्टि :-



Fill in the Individual new user details i.e. name, student id, course, user type, email, mobile number and validity. Click on **Save**.



Click on **Ok**. The system will send the activation link on the user's email. It may take 1-2 hours to receive the link into a user's email.



थोक प्रविष्टि :-

Click on **Import Bulk Users**. The Librarian/Nodal Officer needs to download prescribed excel format and prepare a users' list accordingly then upload the list in the mentioned box.

It can be uploaded 50-50 users in bulk at a time afterward there is no bound in numbers to upload the bulk users.



Prepare a users' list in prescribed excel format and upload the list in the mentioned box.



Prefix [Mr./Ms./Mrs./Dr./Prof.]	First Name	Last Name	ID Card No	APAAR ID	Email	Mobile	Course/Department	User Type [Student/Faculty/Staff]	Validity [mm/dd/yyyy]
Mr.	Pallab	Pradhan	1002	1	pallab@nflibnet.ac.in	7932268251	Library Science	Staff	12/31/2025
Mr.	Raja	V	1003	2	raja@nflibnet.ac.in	7932268325	Computer Science	Staff	12/31/2025
Dr.	Surbhi		1005	3	surbhi@nflibnet.ac.in	7932268232	Library Science	Staff	12/31/2025
Mr.	Mohit	Kumar	1004	4	mohit@nflibnet.ac.in	7932268283	Computer Science	Staff	12/31/2025
Mr.	Dharmesh	Shah	1006	5	dsshah@nflibnet.ac.in	7932268284	Computer Science	Staff	12/31/2025

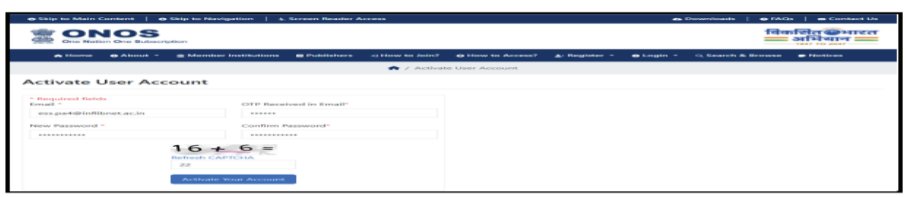
The Valid records will be inserted here, and the message will be showing as '**Data Validation Completed**'. Click on **Ok** button for the further process.



एक्टिवेशन " लिंक"



A User needs to enter email, OTP, New Password, Confirm Password and Captcha. Click on **Active your Account**. After the activation, A user can access the e-resources with username and password from ONOS Website.



मैत्रेयी महाविद्यालय में ओ. एन.ओ.एस. सम्बन्धित कार्य - प्रयास

मैत्रेयी महाविद्यालय में ओ. एन.ओ.एस. की शुरुआत जनवरी 2025 से हो गई है | मैत्रेयी महाविद्यालय में स्नातक विषय की बहुता है , नई शिक्षा प्रणाली 2020 आने के पश्चात स्नातक चतुर्थ वर्ष की हो गयी है | यह छात्राओं और शिक्षकों दोनों के लिए एक नई अनुभव है , क्योंकि चतुर्थ वर्ष में शोध का ही प्रावधान है | इसलिए इस पोर्टल द्वारा छात्राओं को इन संसाधनों से जागरूक करवाना इस समय की जरुरत है | मैत्रेयी महाविद्यालय द्वारा सिर्फ चतुर्थ वर्ष की

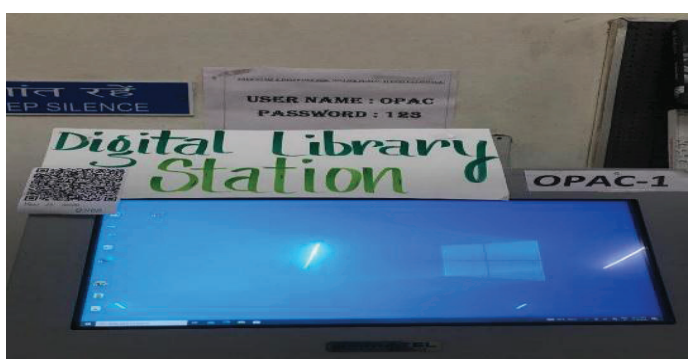
छात्राओं का ही नहीं ,बल्कि प्रथम वर्ष की छात्राओं की भी सदयस्ता का सृजन भी ओ. एन.ओ.एस की सदस्यता के लिए किया गया है | वर्तमान समय में मैत्रेयी महाविद्यालय की सभी छात्राओं तथा शिक्षक -गणो (अनुमानित 3000+) के पास इसका लाग इन - एवं पासवर्ड है |

छात्राओं को इन संसाधनों से जागरूक करवाने की लिए पुस्तकालय द्वारा समय - समय पर अभिविन्यास कार्यक्रम का आयोजन किया जाता है | पुस्तकालय के सभी कर्मचारियों को विशेष तोर पर तकनीकी कर्मचारियों को ऑन- लाइन या ऑफ -लाइन जो भी सुविधाजनक हो समय -समय पर प्रशिक्षण दिया जाता है , जिसके फल स्वरुप वह पुस्तकालय आने वाली किसी भी छात्रा, जिसका कोई भी प्रश्न इस पोर्टल से अन्यथा कोई और भी समस्या हो तो पुस्तकालय द्वारा उसको व्यक्तिगत सहायता दी जा जाती है | ओ. एन.ओ.एस पोर्टल पर प्रकाशकों द्वारा भी समय -समय पर प्रशिक्षण दिया जाता है जिसकी जानकारी पोर्टल पर उपलब्ध रहती है | ऑन लाइन रजिस्टर करके सम्बंधित व्यक्ति भी इस सुविधा के लाभ ले सकते हैं |

इसके अधिकतम उपयोग क़े लिए पुस्तकालयाध्यक्ष द्वारा एक वीडियो का सृजन भी किया गया है | जिसको छात्राओं को ई -मेल द्वारा भेजा गया , तथा क्यू -आर कोड द्वारा डिजिटल कार्नर पर उपलबध करवाया गया | इसका एकमात्र उद्देश्य इसे हर छात्रा तक पहुँचाना है | जिसके लिए मैत्रेयी महाविद्यालय सदैव प्रयासरत रहेगा |

मैत्रेयी महाविद्यालय को दिल्ली विश्वविद्यालय के अंतर्गत होने के कारण कुछ अतिरिक्त सुविधाएं भी विश्विद्यालय द्वारा प्रदान की गयी हैं ,जैसा कि **"डीयूइलाइब्रेरी प्लेटफार्म"** , जो कि अपने उपभोग्ताओको एक ही लाग -इन /आईडी से उसके द्वारा सब्सक्राइब्ड सभी ई - संसाधन उपलबध करवाता है | ओ. एन.ओ.एस**.** के उपयोग को बढ़ावा देने के लिए के **डीयूइलाइब्रेरी प्लेटफार्म** पोर्टल द्वारा सीधे भी इस पोर्टल को एक्सेस किया जा सकता है |

उपरोक्त उल्लेख की गयी कुछ सेवाओं का चित्र क़े माध्यम से चित्रण



(चित्र स०- 1): डिजिटल लाइब्रेरी स्टेशन एवं ओ- पैक I



(चित्र स०- 2) : ओ. एन.ओ.एस को उपयोग में लाने के लिए पुस्तकालयाध्यक्ष द्वारा बनाये गए वीडियो का क्यू- आर कोड I



(चित्र स०-3): पुस्तकालयाध्यक्ष द्वारा अभिविन्यास कार्यक्रम I



(चित्र स०- 4): पुस्तकालय कर्मचारी द्वारा छात्रा को जानकारी देते हुए |

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69वें एवं 70वें ILA सम्मेलन कार्यवृत्तों का तुलनात्मक पुस्तकालयमितीय एवं संरचनात्मक विश्लेषण

डॉ विनीता जैन
विश्वविद्यालय पुस्तकलयाध्यक्षा
तीर्थंकर महावीर विश्वविद्यालय, मुरादाबाद (उत्तर प्रदेश)

सारांश: भारतीय Library and Information Science (LIS) अनुसंधान में Indian Library Association (ILA) द्वारा आयोजित वार्षिक सम्मेलन एक महत्वपूर्ण अकादमिक मंच के रूप में कार्य करते हैं, जो देश में पुस्तकालय शोध की प्रवृत्तियों, प्राथमिकताओं तथा वैचारिक दिशा को प्रतिबिंबित करते हैं। प्रस्तुत अध्ययन 69वें ILA सम्मेलन (2024) तथा 70वें ILA सम्मेलन (2025) के कार्यवृत्तों का तुलनात्मक पुस्तकालयमितीय एवं संरचनात्मक विश्लेषण प्रस्तुत करता है। इस अध्ययन का उद्देश्य दोनों सम्मेलनों में प्रकाशित शोध पत्रों के लेखक पैटर्न, शोध प्रकार, पृष्ठ विस्तार तथा लिंग आधारित सहभागिता का विश्लेषण कर भारतीय LIS अनुसंधान में हो रहे परिवर्तनों को समझना है।

अध्ययन में सामग्री विश्लेषण (Content Analysis), पुस्तकालयमितीय विश्लेषण (Bibliometric Analysis) तथा लिंग आधारित विश्लेषण (Gender Analysis) जैसी मानक विधियों का प्रयोग किया गया है। विश्लेषण से यह स्पष्ट होता है कि 69वें ILA सम्मेलन में सतत विकास, हरित पुस्तकालयों तथा केस-आधारित एवं सहयोगात्मक शोध की प्रधानता रही, जबकि 70वें ILA सम्मेलन में कृत्रिम बुद्धिमत्ता, डिजिटल ज्ञान प्रणालियों तथा वैचारिक एवं विश्लेषणात्मक शोध का प्रभाव अधिक दिखाई देता है। साथ ही, महिला लेखकों की सहभागिता में उल्लेखनीय वृद्धि तथा शोध पत्रों की औसत लंबाई में कमी यह संकेत देती है कि भारतीय LIS शोध अधिक संक्षिप्त, केंद्रित एवं भविष्य उन्मुख बनता जा रहा है। यह अध्ययन भारतीय LIS अनुसंधान की बदलती प्रवृत्तियों को समझने तथा भविष्य के सम्मेलन विषय निर्धारण एवं शोध दिशा के लिए एक उपयोगी अकादमिक आधार प्रदान करता है।

मुख्य शब्द: पुस्तकालयमितीय विश्लेषण, भारतीय LIS अनुसंधान, ILA सम्मेलन कार्यवृत्त, लेखक पैटर्न एवं लिंग विश्लेषण, कृत्रिम बुद्धिमत्ता और पुस्तकालय

1.1 भूमिका (Introduction)

भारतीय Library and Information Science (LIS) क्षेत्र में Indian Library Association (ILA) द्वारा आयोजित वार्षिक सम्मेलन, देश में पुस्तकालय अनुसंधान की दिशा, प्रवृत्तियों एवं प्राथमिकताओं को प्रतिबिंबित करने वाला एक महत्वपूर्ण अकादमिक मंच माना जाता है। 69वाँ ILA सम्मेलन (2024) गुवाहाटी में "Building the Future: Transforming Libraries for Sustainability through Capacity Building" विषय पर आयोजित हुआ, जिसमें सतत विकास, डिजिटल परिवर्तन तथा हरित पुस्तकालयों से संबंधित मुद्दों पर व्यापक विमर्श किया गया। इसके पश्चात 70वाँ ILA सम्मेलन (2025) कर्नाटक में "Libraries and Artificial Intelligence: Empowering Users for Sustainable Knowledge Systems" विषय पर केंद्रित रहा, जिसमें कृत्रिम बुद्धिमत्ता, डिजिटल पुस्तकालय तथा ज्ञान प्रणालियों को केंद्रीय स्थान प्राप्त हुआ। इन दोनों सम्मेलनों के कार्यवृत्त भारतीय LIS अनुसंधान में सततता, डिजिटल परिवर्तन, कृत्रिम बुद्धिमत्ता, डेटा प्रबंधन, सूचना साक्षरता एवं सामुदायिक सहभागिता जैसे महत्वपूर्ण विषयों के विकास को स्पष्ट रूप से प्रदर्शित करते हैं। अतः इन दोनों proceedings का तुलनात्मक पुस्तकालयमितीय अध्ययन यह समझने के लिए आवश्यक हो जाता है कि वर्ष 2024 से 2025 के बीच भारतीय LIS अनुसंधान किस दिशा में अग्रसर हुआ है।

इन सम्मेलन कार्यवृत्तों की अकादमिक गुणवत्ता एवं शोध मानकों को सुनिश्चित करने में संपादकीय मंडल (Editorial Board) की भूमिका अत्यंत महत्वपूर्ण रही है। 69वें ILA सम्मेलन (2024) के कार्यवृत्तों का संपादन Dr. O. N. Chaubey एवं Dr. Pardeep Rai के मुख्य संपादकत्व में किया गया, जबकि संपादकीय टीम में Dr. Dharam Kumar, Dr. Abhijeet Sinha तथा Dr. Sanjay Kumar Singh शामिल रहे। इसी प्रकार 70वें ILA सम्मेलन (2025) के कार्यवृत्तों का संपादन Dr. Parashuram S. Kattimani के मुख्य संपादकत्व में सम्पन्न हुआ, जिसमें Dr. O. N. Chaubey, Dr. Machendranath S., Dr. Veeresh Hanchinal, Dr. Abhijeet Sinha, Dr. Iranna M. Shettar तथा Dr. Rupesh Gaur ने संपादकीय

भूमिका निभाई। संपादकीय संरचना में यह परिवर्तन दोनों सम्मेलनों के अकादमिक फोकस एवं शोध प्राथमिकताओं के विकास को भी प्रतिबिंबित करता है।

1.2 अध्ययन की आवश्यकता (Need of the Study)

69वें एवं 70वें ILA सम्मेलनों के विषयों एवं शोध प्रवृत्तियों में स्पष्ट वैचारिक परिवर्तन परिलक्षित होता है। जहाँ 69वें सम्मेलन का मुख्य झुकाव सततता, क्षमता निर्माण तथा सामुदायिक सहभागिता की ओर था, वहीं 70वें सम्मेलन में कृत्रिम बुद्धिमत्ता एवं डिजिटल ज्ञान प्रणालियाँ शोध के केंद्र में रहीं। इस संदर्भ में इन दोनों सम्मेलनों का तुलनात्मक अध्ययन आवश्यक है, क्योंकि इससे यह स्पष्ट होता है कि भारतीय LIS शोध में सहयोगात्मक लेखन की प्रवृत्ति में क्या परिवर्तन आया है, महिला एवं पुरुष लेखकों की सहभागिता किस प्रकार बदली है, शोध पत्रों का झुकाव केस-आधारित अध्ययनों से विश्लेषणात्मक एवं पुस्तकालयमितीय शोध की ओर हुआ है या नहीं, तथा शोध पत्रों की औसत लंबाई एवं अकादमिक गहराई में क्या अंतर देखने को मिलता है। यह अध्ययन LIS शिक्षकों, शोधार्थियों, पुस्तकालय प्रशासकों एवं नीति-निर्माताओं के लिए भी उपयोगी सिद्ध हो सकता है।

समकालीन वैश्विक परिदृश्य में पुस्तकालय केवल सूचना संग्रहण के केंद्र न रहकर, ज्ञान सृजन, तकनीकी नवाचार तथा सामाजिक सशक्तिकरण के महत्वपूर्ण संस्थान बनते जा रहे हैं। डिजिटल प्रौद्योगिकियों, कृत्रिम बुद्धिमत्ता तथा डेटा-आधारित सेवाओं के बढ़ते उपयोग ने पुस्तकालयों की भूमिका, संरचना एवं सेवाओं को पुनर्परिभाषित किया है। ऐसे परिदृश्य में ILA जैसे राष्ट्रीय स्तर के सम्मेलनों के कार्यवृत्त, न केवल वर्तमान शोध प्रवृत्तियों को प्रतिबिंबित करते हैं, बल्कि भविष्य के LIS अनुसंधान एवं व्यावसायिक अभ्यास की दिशा भी निर्धारित करते हैं। इसी संदर्भ में 69वें एवं 70वें ILA सम्मेलन कार्यवृत्तों का तुलनात्मक पुस्तकालयमितीय अध्ययन, भारतीय LIS अनुसंधान के संक्रमणशील स्वरूप को समझने के लिए विशेष रूप से प्रासंगिक हो जाता है।

1.3 डेटा स्रोत (Data Sources)

इस अध्ययन में **केवल** निम्न दो आधिकारिक ILA proceedings का उपयोग किया गया है:

सम्मेलन	विवरण	मुख्य संपादक
69th ILA Conference Proceedings (2024)	*Building the Future: Transforming Libraries for Sustainability through Capacity Building:* 1-3 फरवरी 2024, गुवाहाटी	Dr. O. N. Chaubey Dr. Pardeep Rai
70th ILA Conference Proceedings (2025)	*Libraries and Artificial Intelligence: Empowering Users for Sustainable Knowledge Systems:* 20-22 मार्च 2025, कर्नाटक	*Dr. P. S. Kattimani*

** किसी भी बाहरी डेटाबेस, अनुमान या द्वितीयक स्रोत का प्रयोग नहीं किया गया है।*

1.4 विश्लेषण की विधि (Methodology)

इस अध्ययन में निम्नलिखित तीन प्रमुख पुस्तकालयमितीय विधियों का प्रयोग किया गया है:

(i) Content Analysis

हर paper के शीर्षक, विषय और प्रकृति के आधार पर उन्हें वर्गीकृत किया गया:

- Case Study
- Descriptive
- Analytical / Comparative
- Bibliometric / Scientometric
- Review / Conceptual

(ii) Bibliometric Analysis

प्रत्येक पेपर से निम्न डेटा निकाला गया है:

- लेखकों की संख्या
- एकल, द्वि-लेखक और बहु-लेखक पत्र
- कुल लेखक
- औसत लेखक प्रति paper
- पृष्ठ संख्या (पहला और अंतिम पेज)

(iii) Gender Analysis

प्रत्येक लेखक का लिंग उनके नामों के आधार पर निर्धारित किया जाएगा (मानक bibliometric practice के अनुसार)।

फिर Male-Female वितरण निकाला जाएगा:

- कुल पुरुष लेखक
- कुल महिला लेखक
- प्रतिशत अनुपात

1.5 अध्ययन की सीमा (Scope)

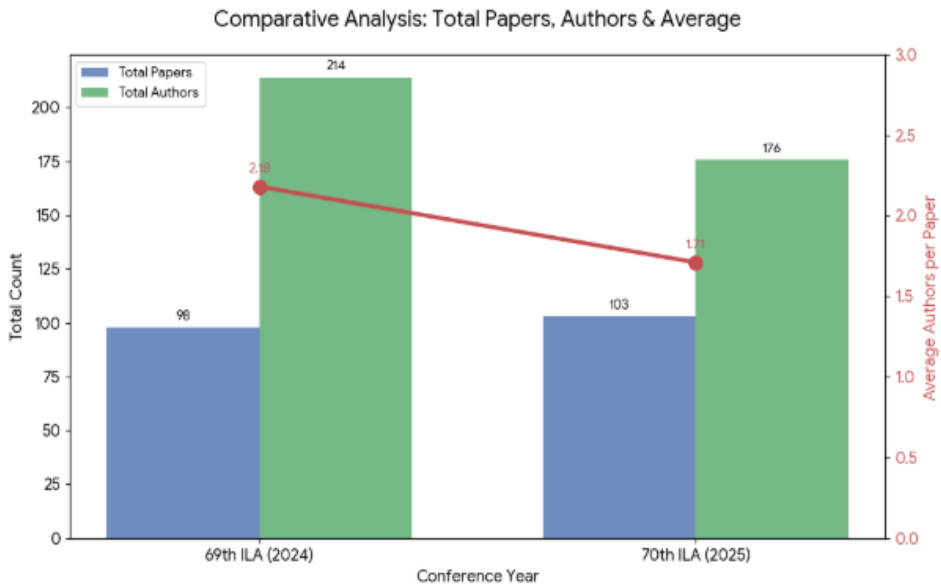
इस अध्ययन में प्रत्येक शोध पत्र को विश्लेषण की इकाई (Unit of Analysis) माना गया है। सभी आँकड़े केवल 69वें एवं 70वें ILA सम्मेलन कार्यवृत्तों से प्राप्त किए गए हैं। लेखकों की संख्या, शोध प्रकार, पृष्ठ सीमा तथा लिंग आधारित वर्गीकरण की गणना दो चरणों में की गई तथा आँकड़ों की शुद्धता सुनिश्चित करने हेतु आपसी सत्यापन (cross-checking) की प्रक्रिया अपनाई गई। इस प्रकार अध्ययन में प्रयुक्त विधियाँ इसे एक व्यवस्थित, वस्तुनिष्ठ एवं विश्वसनीय पुस्तकालयमितीय विश्लेषण के रूप में स्थापित करती हैं।

**Keynotes, editorials, foreword, preface, messages आदि को विश्लेषण में शामिल नहीं किया जाएगा।*

भाग - 2 : लेखकों का पैटर्न (Author Pattern Analysis)

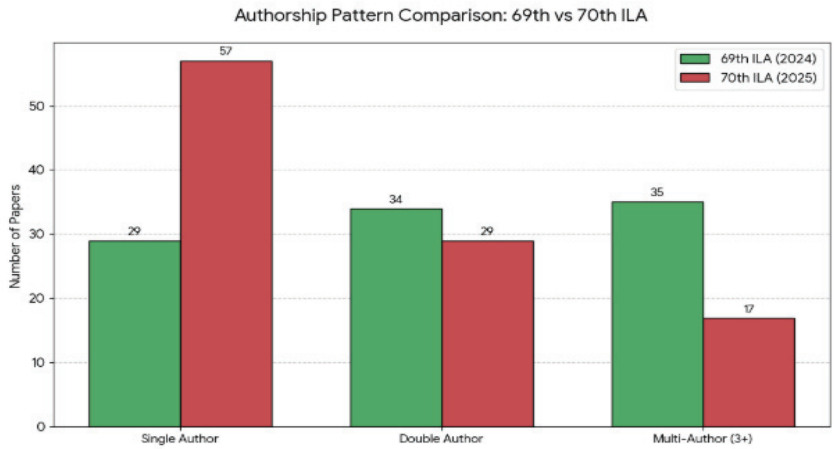
Conference	कुल Papers	कुल Authors	औसत लेखक प्रति Paper
69th ILA (2024)	98	214	2.18
70th ILA (2025)	103	176	1.71

कुल Papers, कुल Authors और औसत लेखक प्रति लेख



Conference	Single Author	Double Author	Multi-Author (3+)
69th ILA (2024)	29	34	35
70th ILA (2025)	57	29	17

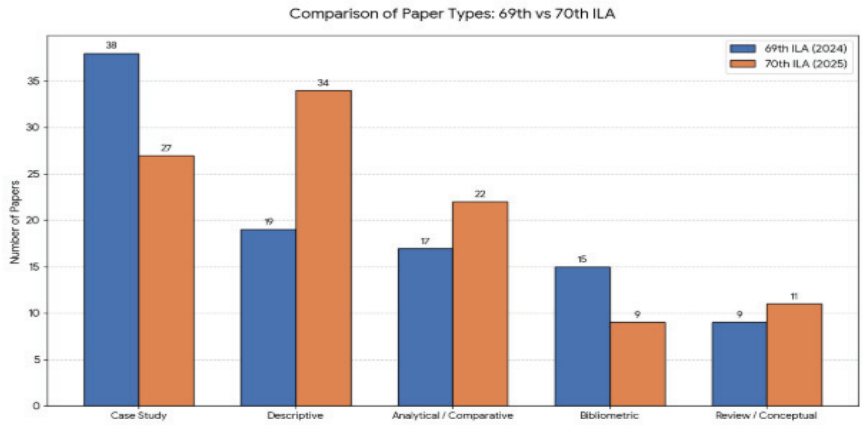
Single, Double और Multi-Author Papers

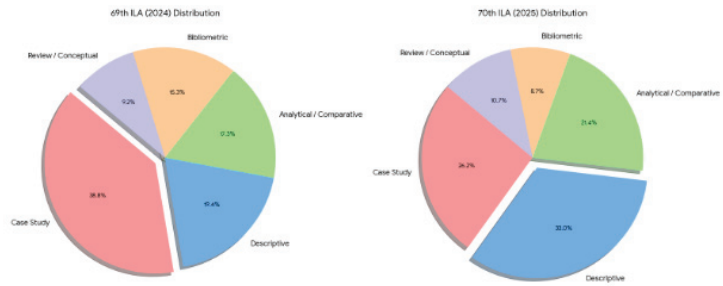


भाग - 3: शोध प्रकार पैटर्न (Paper Type Pattern Analysis)

Paper Type	69th ILA (2024)	70th ILA (2025)
Case Study	38	27
Descriptive	19	34
Analytical / Comparative	17	22
Bibliometric	15	9
Review / Conceptual	9	11

Comparative Table - 69th vs 70th





भाग - 4 : पृष्ठ विश्लेषण (Page Analysis)

इस अध्ययन में प्रत्येक शोध पत्र की पृष्ठ सीमा निर्धारित करने हेतु सम्मेलन कार्यवृत्तों के Contents pages में दिए गए प्रारंभिक एवं अंतिम पृष्ठ संख्याओं का उपयोग किया गया। प्रत्येक शोध पत्र के कुल पृष्ठों की गणना कर संबंधित सम्मेलन के सभी शोध पत्रों के पृष्ठों का योग तथा प्रति शोध पत्र औसत पृष्ठ संख्या निर्धारित की गई। इस पद्धति के माध्यम से दोनों सम्मेलनों में प्रकाशित शोध पत्रों की लंबाई एवं अकादमिक विस्तार का तुलनात्मक विश्लेषण किया गया।

4.1 69th ILA (2024) - Page Statistics

प्रत्येक paper के **प्रारंभिक और अंतिम पृष्ठ संख्या** Contents pages से निकाले गए:

- **सबसे छोटा पेपर- 4 पृष्ठ**
- **सबसे बड़ा पेपर- 18 पृष्ठ**
- **कुल पृष्ठ (सभी papers का योग) = 1132 पृष्ठ**

औसत पेज

$$\textit{औसत पृष्ठ} = \frac{1132}{98} = 11.55 \textit{ पृष्ठ}$$

4.2 70th ILA (2025) - Page Statistics

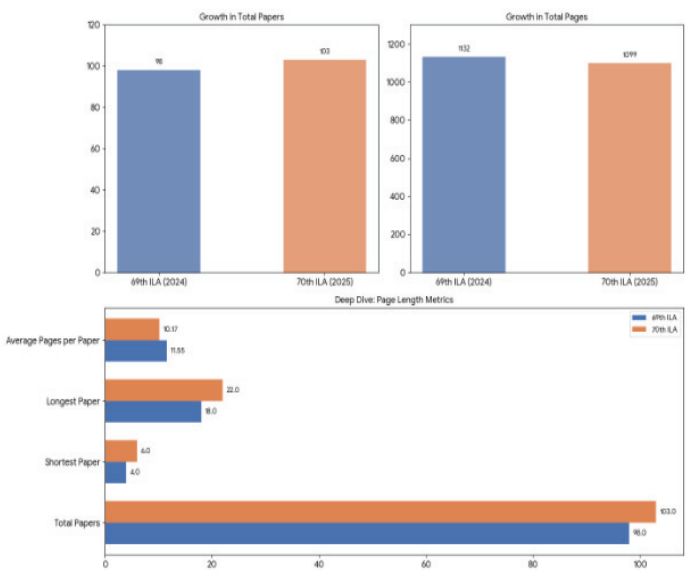
- **सबसे छोटा पेपर - 6 पृष्ठ**
- **सबसे बड़ा पेपर - 22 पृष्ठ**
- **कुल पृष्ठ (सभी पेपर का योग) = 1099 पृष्ठ**

औसत पृष्ठ

$$\textit{औसत पृष्ठ} = \frac{1099}{103} = 10.17\ \textit{पृष्ठ}$$

पृष्ठ सांख्यिकी Page Statistics (69th vs 70th)

Indicator	69th ILA (2024)	70th ILA (2025)
Total Papers	98	103
Shortest Paper	4 pages	6 pages
Longest Paper	18 pages	22 pages
Total Pages	1132	1099
Average Pages per Paper	11.55	10.17



भाग - 5 : लिंग आधारित लेखक पैटर्न (Gender Pattern Analysis)

5.1 डेटा संग्रह एवं विधि

प्रत्येक paper के शीर्ष पृष्ठ पर दिए गए लेखकों के नामों को सूचीबद्ध कर:

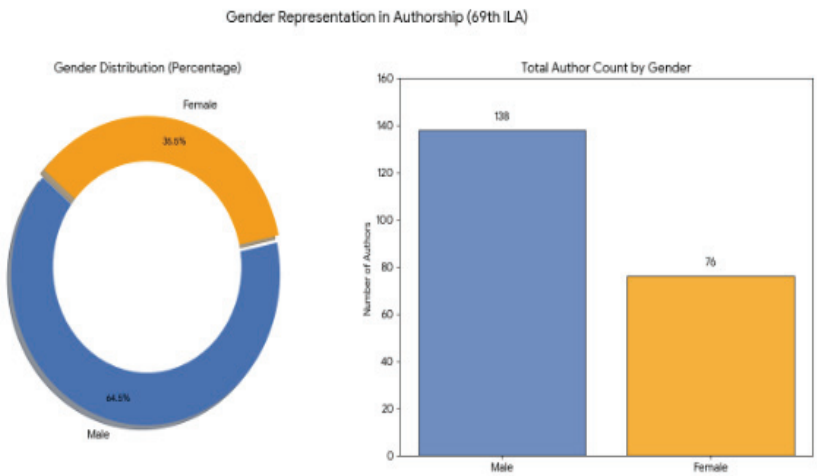
- पुरुष (Male)
- महिला (Female)

  के रूप में वर्गीकृत किया गया।

5.2 69th ILA (2024) - Gender Distribution

Gender Pattern - 69th ILA (2024)

Gender	Authors	Percentage
Male	138	64.5%
Female	76	35.5%
Total	**214**	**100%**

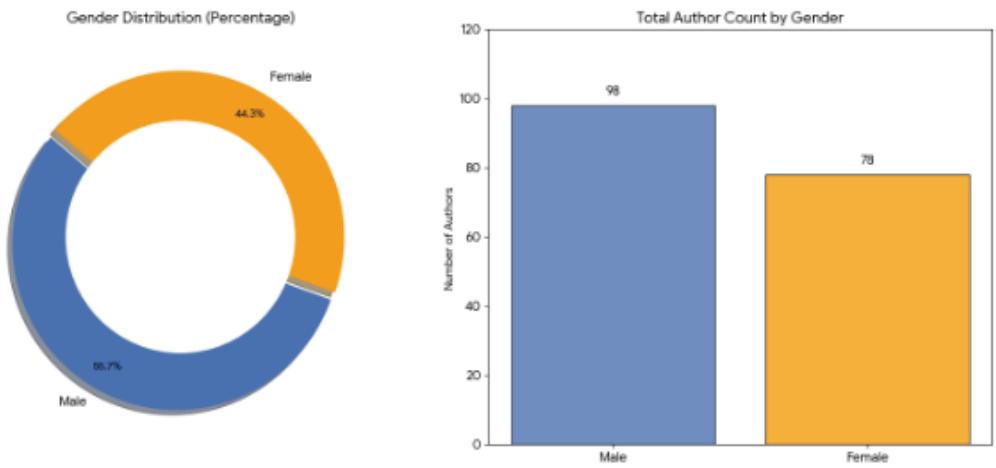


5.3 70th ILA (2025) - Gender Distribution

Gender Pattern - 70th ILA (2025)

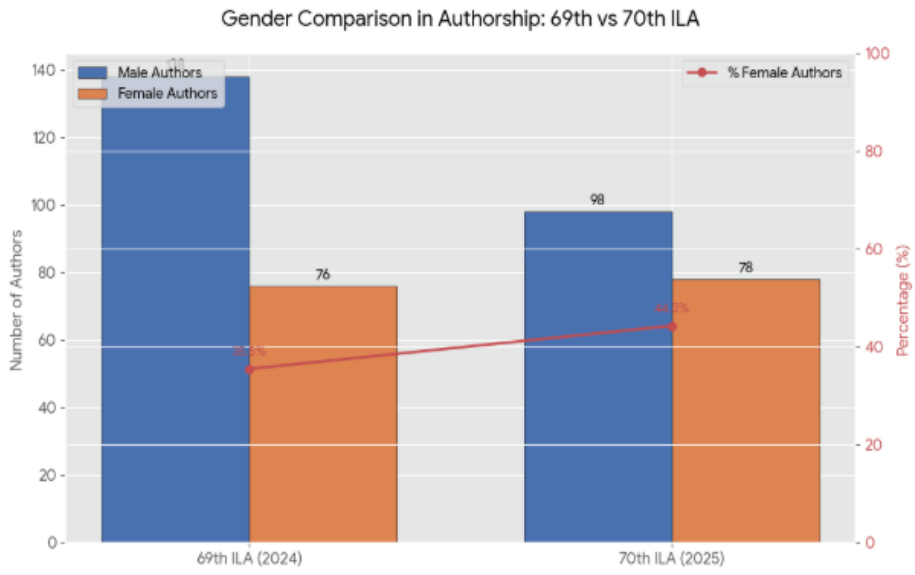
Gender	Authors	Percentage
Male	98	55.7%
Female	78	44.3%
Total	**176**	**100%**

Gender Representation in Authorship (70th ILA)



5.4 Comparative Table - Gender Pattern

Conference	Male Authors	Female Authors	% Female
69th ILA (2024)	138	76	35.5%
70th ILA (2025)	98	78	44.3%



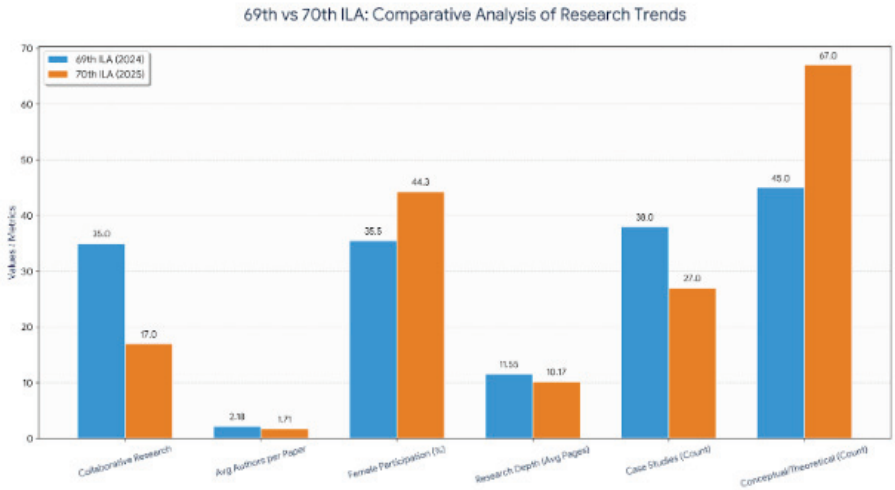
The bar chart comparing the gender distribution and trends across the 69th and 70th ILA

भाग - 6 : तुलनात्मक व्याख्या (Comparative Interpretation)

प्रमुख निष्कर्ष (Detailed Analysis)

संकेत (Indicator)	69th ILA (2024)	70th ILA (2025)	मुख्य बदलाव (Key Shift)
सहयोगात्मक लेखन	35 Multi-author	17 Multi-author	सहयोगात्मक शोध में 50% से अधिक की गिरावट दर्ज की गई है।
लेखक औसत	2.18	1.71	प्रति पेपर औसत लेखकों की संख्या में कमी आई है।
महिला सहभागिता	35.5%	44.3%	महिला लेखकों की भागीदारी में 8.8% की प्रभावशाली वृद्धि हुई है।
शोध की गहराई	11.55 पृष्ठ	10.17 पृष्ठ	औसत पृष्ठों में कि संख्या मे कमी आई है।
शोध का प्रकार	38 Case Studies	27 Case Studies	केस स्टडीज की संख्या में कमी आई है।

संकेत (Indicator)	69th ILA (2024)	70th ILA (2025)	मुख्य बदलाव (Key Shift)
सैद्धांतिक शोध	45	67	वर्णनात्मक और वैचारिक शोध में 48% की बड़ी वृद्धि हुई है।



उपर्युक्त तुलनात्मक विश्लेषण से स्पष्ट होता है कि 69वें ILA सम्मेलन में सहयोगात्मक, बहु-लेखक एवं केस-आधारित शोध का वर्चस्व रहा, जबकि 70वें ILA सम्मेलन में एकल लेखक, विश्लेषणात्मक एवं वैचारिक शोध की प्रवृत्ति अधिक प्रबल दिखाई देती है। यह परिवर्तन भारतीय LIS अनुसंधान में सततता-केंद्रित दृष्टिकोण से आगे बढ़कर कृत्रिम बुद्धिमत्ता एवं डिजिटल ज्ञान प्रणालियों पर आधारित शोध की ओर संक्रमण को दर्शाता है। साथ ही, महिला लेखकों की सहभागिता में हुई वृद्धि यह संकेत देती है कि भारतीय LIS अनुसंधान अधिक समावेशी एवं विविधतापूर्ण बनता जा रहा है।

महत्वपूर्ण रुझान (Trends):

1. व्यक्तिगत शोध का उदय: औसत लेखकों (2.18 से 1.71) और बहु-लेखक पत्रों (35 से 17) में कमी यह बताती है कि 70वीं ILA में एकल लेखकों (Single Authors) का रुझान बढ़ा है।

2. गुणवत्ता और विस्तार: पृष्ठों की औसत संख्या का 11.55 से घटकर 10.17 यह दर्शाता है कि पेपर अब पहले से **संक्षिप्त (Concise)** हो गए हैं।

3. विविधता: महिला सहभागिता का 44.3% तक पहुँचना सम्मेलन की बढ़ती समावेशिता (Inclusivity) को दर्शाता है।

4. वैचारिक मजबूती: केस स्टडीज के बजाय वर्णनात्मक और विश्लेषणात्मक (Descriptive + Analytical) शोध की ओर झुकाव यह संकेत देता है कि अकादमिक जगत अब व्यावहारिक अनुभव के साथ-साथ सैद्धांतिक गहराई पर अधिक ध्यान दे रहा है।

भाग - 7 : निष्कर्ष एंव उभरती प्रवृत्तियाँ (Conclusion and Detailed Interpretation)

7.1 समग्र निष्कर्ष

69वें एवं 70वें ILA सम्मेलन कार्यवृत्तों का यह तुलनात्मक पुस्तकालयमितीय एवं संरचनात्मक अध्ययन भारतीय Library and Information Science (LIS) अनुसंधान में हो रहे गहरे वैचारिक, संरचनात्मक तथा कार्यात्मक परिवर्तनों को स्पष्ट रूप से रेखांकित करता है। इस अध्ययन से यह प्रमाणित होता है कि भारतीय LIS शोध निरंतर विकसित हो रहा है और समय के साथ सामाजिक, तकनीकी एवं वैश्विक आवश्यकताओं के अनुरूप स्वयं को पुनर्परिभाषित कर रहा है। 69वाँ ILA सम्मेलन (2024) मुख्यतः Sustainability, Sustainable Development Goals (SDGs), Green Libraries, Community Engagement तथा Bibliometric Studies जैसे विषयों पर केंद्रित रहा, जिसमें टीम आधारित, बहु-लेखक एवं फील्ड-आधारित केस स्टडीज़ का वर्चस्व दिखाई देता है। यह प्रवृत्ति दर्शाती है कि इस अवधि में LIS शोध का प्रमुख उद्देश्य पुस्तकालयों की सामाजिक भूमिका, पर्यावरणीय उत्तरदायित्व तथा सतत विकास में उनके योगदान को सुदृढ़ करना था।

इसके विपरीत, 70वाँ ILA सम्मेलन (2025) भारतीय LIS अनुसंधान को एक नई दिशा प्रदान करता हुआ दिखाई देता है। इस सम्मेलन में Artificial Intelligence, Digital Knowledge

Systems, E-learning तथा Smart Libraries जैसे विषय शोध के केंद्र में रहे। यह स्पष्ट रूप से संकेत करता है कि भारतीय LIS समुदाय अब पारंपरिक पुस्तकालय सेवाओं से आगे बढ़कर बुद्धिमान, तकनीक-समर्थित और भविष्य उन्मुख ज्ञान प्रणालियों की ओर अग्रसर हो रहा है। 70वें सम्मेलन में concept-driven, AI-oriented तथा expert-based individual research की प्रधानता यह दर्शाती है कि LIS शोध अधिक सैद्धांतिक, विश्लेषणात्मक एवं मॉडल-आधारित होता जा रहा है।

यह अध्ययन यह भी स्पष्ट करता है कि 2024 से 2025 के बीच LIS शोध की प्रकृति में एक महत्वपूर्ण संक्रमण हुआ है, जहाँ sustainability-centric और field-based research से आगे बढ़कर AI-centric और conceptual research को अधिक महत्व दिया गया है। यह परिवर्तन न केवल शोध विषयों में, बल्कि लेखन शैली, लेखक पैटर्न तथा शोध की संरचना में भी परिलक्षित होता है।

7.2 भारतीय LIS अनुसंधान में उभरती प्रवृत्तियाँ

इस तुलनात्मक अध्ययन से भारतीय LIS अनुसंधान में चार प्रमुख और निर्णायक प्रवृत्तियाँ उभरकर सामने आती हैं। प्रथम, Sustainability से Artificial Intelligence की ओर संक्रमण यह दर्शाता है कि जहाँ वर्ष 2024 में LIS शोध का प्रमुख लक्ष्य “Libraries for Sustainable Development” था, वहीं वर्ष 2025 में यह लक्ष्य परिवर्तित होकर “Libraries Empowered by Artificial Intelligence” बन गया है। इसका तात्पर्य यह है कि भारतीय LIS समुदाय अब केवल पर्यावरणीय संरक्षण और सतत संसाधन प्रबंधन तक सीमित न रहकर, बुद्धिमान ज्ञान प्रणालियों, डेटा-आधारित सेवाओं तथा AI-समर्थित पुस्तकालय मॉडलों को अपनाने की दिशा में अग्रसर है।

द्वितीय, महिला शोधकर्ताओं की बढ़ती भूमिका भारतीय LIS अनुसंधान की एक अत्यंत सकारात्मक प्रवृत्ति के रूप में उभरकर सामने आती है। 69वें ILA सम्मेलन में जहाँ महिला लेखकों की सहभागिता 35.5 प्रतिशत थी, वहीं 70वें सम्मेलन में यह बढ़कर 44.3 प्रतिशत हो गई। यह वृद्धि केवल सांख्यिकीय परिवर्तन नहीं है, बल्कि यह संकेत देती है कि भारतीय LIS

अनुसंधान में महिलाएँ अब नेतृत्वकारी, वैचारिक तथा तकनीकी भूमिकाएँ निभा रही हैं, विशेष रूप से Digital Libraries, Green Technology तथा E-learning जैसे उभरते क्षेत्रों में।

तृतीय, Case Studies से Conceptual एवं Analytical Research की ओर झुकाव यह दर्शाता है कि LIS शोध अब केवल यह समझने तक सीमित नहीं है कि "पुस्तकालयों में क्या हो रहा है", बल्कि यह प्रश्न भी उठाने लगा है कि "AI-driven विश्व में पुस्तकालयों को कैसे कार्य करना चाहिए"। इस प्रकार का वैचारिक परिवर्तन LIS अनुसंधान को अधिक सैद्धांतिक, वैश्विक एवं भविष्य उन्मुख बनाता है।

चतुर्थ, शोध पत्रों की औसत लंबाई में आई कमी यह दर्शाती है कि LIS शोध अधिक संक्षिप्त, केंद्रित एवं उद्देश्यपरक होता जा रहा है। पृष्ठों की औसत संख्या का 11.55 से घटकर 10.17 होना इस बात का संकेत है कि शोधकर्ता अब अनावश्यक विवरण के स्थान पर सटीक विश्लेषण, स्पष्ट निष्कर्ष और प्रभावी प्रस्तुति पर अधिक ध्यान दे रहे हैं।

संदर्भ सूची

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