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**Department of Library & Information Science,  
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## **Abstracts of Papers On Library Vision 2047**

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### **SIG 01: Social Science Information**

Theme: *Community Empowerment and Libraries*

### **SIG 02: Computer Applications in LIS**

Theme: *Innovative Library Services in Digital Age*

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**Approach:** This study adopts a descriptive and analytical approach based on an extensive review of literature, professional guidelines, global reports, and contemporary digital skill frameworks. Trends related to digital literacy, artificial intelligence, data analysis, user experience design, and emerging learning platforms were examined to understand current competency gaps and future requirements. The paper also integrates insights from global initiatives such as Skilltype, Disprz LXP, ALA guidelines, IFLA recommendations, and corporate reskilling models. The methodology further incorporates a comparative assessment of issues, opportunities, and challenges influencing professional development in the library sector.

**Findings:** The findings indicate that library professionals face substantial skill gaps in AI literacy, data analytics, digital content management, and user experience design, with AI-related skills showing the largest proficiency deficit. While digital transformation has created significant opportunities for innovation in library services—including virtual service delivery, analytics-driven decision-making, and AI-enabled workflows—professionals struggle with challenges such as resistance to change, lack of institutional support, limited funding, fast-paced technological evolution, and digital divide issues. The paper also reveals that structured professional development strategies, technology-enabled training platforms, leadership-driven initiatives, and continuous professional development (CPD) frameworks are essential for strengthening competencies. Global examples demonstrate that systematic reskilling programs significantly enhance workforce readiness and service innovation.

**Values:** This paper provides a holistic and structured examination of the upskilling and reskilling needs of library professionals within the context of rapid digital transformation and emerging AI-driven environments. It combines conceptual analysis with practical skill assessment, integrates global best practices, and highlights technology-supported learning pathways that are particularly relevant to modern library ecosystems. The value of the study lies in its comprehensive coverage of issues, opportunities, and challenges, as well as its actionable strategies that institutions can adopt to build a future-ready, resilient, and innovative library workforce aligned with Library Vision 2047 and NEP 2020.

**Keywords:** Upskilling; Reskilling; Library professional; Digital literacy; Professional development; Artificial intelligence; Continuing education; Learning experience platform; LXP.

*Paper Ref : ST-5/51*

## **REIMAGINING LIBRARIANSHIP THROUGH DIGITAL LITERACY : INSIGHTS FROM A SYSTEMATIC REVIEW**

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**Purpose :** This paper is to explore the transformative impact of digital literacy on Library and Information Science (LIS) professionals, synthesizing research on how digital skills have reshaped librarianship in the wake of rapid Information and Communication Technologies (ICT) advancements and global initiatives. It seeks to clarify the multifaceted dimensions of digital literacy within LIS, highlighting its evolution from basic computer proficiency to a multidimensional framework encompassing technical, cognitive, ethical, and socio-emotional skills that underpin contemporary librarianship. These skills now form the foundation of modern librarianship, enabling professionals to support users in navigating digital platforms, online resources, and emerging technologies.

**Approach:** This paper systematically reviews the evolution, components, and implementation of digital literacy in LIS, examining international frameworks (e.g., DigComp-EU, UNESCO, JISC), and national initiatives of

India alongside literature on library-led skill development, curriculum modification, and ongoing professional training. The review includes scholarly literature, policy reports, and examples of innovative practices from libraries engaged in digital skilling. Using these sources, the paper categorises different components of digital literacy, evaluates competency requirements for LIS professionals, and assesses how these skills support professional growth and preservation of indigenous knowledge.

**Findings :** Findings reveal that librarians have taken on enhanced roles as navigators, educators, curators, and promoters of equitable digital access. Their expanded role requires technical proficiency, strong digital problem-solving skills, online communication abilities, and awareness of ethical and cyber security issues. The study concludes that although digital literacy has become a cornerstone of LIS, several challenges persist including insufficient infrastructure, limited funding, inadequate faculty training, cyber security concerns, and resistance to technological adoption. The findings emphasise that strengthening digital literacy through updated curricula, continuous professional development, and collaborative digital programs is essential for advancing the LIS profession. The study also highlights that digital literacy plays a crucial role in preserving and promoting Indian Knowledge Systems through digitisation, metadata creation, and digital archiving. Additionally, emerging competencies such as AI literacy and data literacy are becoming vital for future LIS professionals.

**Value:** The originality of the paper lies in its comprehensive synthesis of international digital literacy initiatives and its analysis of how digital literacy competencies have evolved and role of digital literacy played in the Indian Knowledge System context. It also suggests some recommendations, stressing the need for improved infrastructure, curriculum reform, and sustainable professional development in a rapidly changing digital landscape.

**Keywords:** Digital literacy; Library and information science; Librarianship; ICT competence; Professional development; AI literacy.

*Paper Ref : ST-5/53*

### **EVALUATING DIGITAL LITERACY COMPETENCE AMONG POSTGRADUATE STUDENTS AND RESEARCH SCHOLARS: A CASE STUDY AT KARNATAKA STATE AKKAMAHADEVI WOMEN UNIVERSITY, VIJAYAPURA**

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**Purpose :** The purpose of this study is to assess the digital literacy competencies of postgraduate students and research scholars at Karnataka State Akkamahadevi Women University, Vijayapura. With the rapid integration of information and communication technologies (ICTs) into higher education, the ability to effectively access, evaluate, create, and communicate information through digital platforms has become essential for academic success and research productivity. This study aims to examine learners' conceptual understanding and practical skills related to various digital tools, including email, online databases, subject gateways, webpages, portals, Wikipedia, and information-searching techniques. It also seeks to identify existing gaps in advanced research-oriented digital skills such as database searching, reference management, academic integrity tools, and cyber security awareness.

**Methodology :** A descriptive survey research design was adopted for the study. Data were collected using a structured questionnaire administered to a sample of 358 postgraduate students and research scholars representing various disciplines. The questionnaire measured multiple dimensions of digital literacy, including basic ICT operations, information navigation, digital communication skills, online learning readiness, research-related digital competencies, cyber security practices, and ethical information use. The collected data were