



Original Article

Student Perceptions of An AI-Focused Curriculum and Career Readiness in Library and Information Science: Evidence from Sant Gadge Baba Amravati University, Maharashtra

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Manuscript ID:

IJAAR-130514

ISSN: 2347-7075

Impact Factor – 8.141

Volume - 13

Issue - 5

May – June 2026

Pp. 111 - 124

Submitted: 14 May 2026

Revised: 29 May 2026

Accepted: 1 June 2026

Published: 10 June 2026

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Quick Response Code:



Website: <https://ijaar.co.in/>



DOI: 10.5281/zenodo.21220019

DOI Link:

<https://doi.org/10.5281/zenodo.21220019>

Abstract:

Artificial Intelligence (AI) has emerged as a transformative technology that is reshaping the operations and services of libraries and information centres. Its applications now extend across information organization, resource discovery, digital content management, and user support services, making AI an increasingly important component of contemporary Library and Information Science (LIS) practice. As libraries continue to adapt to a technology-driven information environment, there is a growing need for LIS students to acquire relevant knowledge and practical competencies that will enable them to succeed in future professional roles. Against this backdrop, the present study investigates students' perceptions of an AI-focused curriculum and its contribution to career readiness among Library and Information Science students at Sant Gadge Baba Amravati University, Maharashtra.

The study employed a descriptive survey approach. Data were gathered from 84 LIS students using a structured questionnaire that examined their awareness of AI, opinions regarding its inclusion in the LIS curriculum, perceptions of career preparedness, and expectations concerning future professional competencies. The collected data were analysed using percentage-based statistical techniques and descriptive interpretation.

The findings reveal that a majority of students are familiar with AI concepts and have experience using AI-enabled tools in their academic work. Respondents generally expressed favourable attitudes towards the inclusion of AI-related subjects, practical training opportunities, digital skills, and emerging technologies within LIS education. They also perceived AI knowledge and competencies as valuable for enhancing employability, increasing professional confidence, strengthening adaptability to technological change, and preparing them for future careers in libraries and information centres.

The study concludes that integrating AI-oriented learning elements into LIS programmes can play an important role in strengthening students' professional capabilities and career preparedness. It recommends periodic curriculum revision, greater emphasis on practical learning experiences, and enhanced institutional support to ensure that future LIS professionals are well prepared to meet the evolving demands of the digital information landscape.



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Keywords: *Artificial Intelligence, Library and Information Science, AI-Focused Curriculum, Career Readiness, Student Perceptions, LIS Education, Sant Gadge Baba Amravati University.*

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How to cite this article:

Om Niles Wankhade. (2026). Student Perceptions of An AI-Focused Curriculum and Career Readiness in Library and Information Science: Evidence from Sant Gadge Baba Amravati University, Maharashtra. International Journal of Advance and Applied Research, 13(5), 111 – 124
<https://doi.org/10.5281/zenodo.21220019>

Introduction:

Artificial Intelligence (AI) has emerged as a transformative force in the contemporary technological landscape. Over the past few years, its applications have expanded considerably across diverse domains such as education, healthcare, business, scientific research, and information management. Developments in machine learning, cloud technologies, big data analytics, and intelligent computing systems have accelerated the adoption of AI in both academic and professional environments. As digital technologies continue to shape organizational practices, AI-related competencies are increasingly regarded as essential skills for students and professionals alike.

The influence of AI is particularly noticeable within the field of Library and Information Science (LIS). Modern libraries are no longer limited to their traditional role as repositories of information; instead, they are evolving into technology-driven knowledge centres that support learning, research, and digital access to information. Libraries now offer a wide range of technology-enabled services, including online resource delivery, digital learning support, and research assistance. The adoption of AI applications such as automated cataloguing, intelligent information retrieval, recommendation systems, virtual assistants, plagiarism detection tools, metadata generation, and

research analytics has enhanced both the efficiency of library operations and the quality of user services.

These technological developments have also reshaped the responsibilities of library and information professionals. Traditionally, librarians focused on the organization, preservation, and dissemination of information resources. In the current digital environment, however, professionals are increasingly required to manage digital repositories, research data, knowledge management platforms, and AI-supported information systems. The emergence of roles such as digital librarians, data curators, information analysts, research support specialists, and knowledge managers reflects the evolving nature of the profession. As a result, graduates entering the LIS field must possess a combination of traditional professional knowledge, technological competence, critical thinking abilities, and adaptability to changing work environments.

The growing integration of technology into information services has further increased the importance of AI-related competencies within LIS education. Skills associated with AI literacy, data analytics, digital technologies, information systems management, and emerging technological tools are becoming increasingly valuable in the professional world. In this context, career readiness refers to the extent to which students are prepared to apply their knowledge, skills, and professional attributes



effectively in workplace settings. As libraries continue to embrace technological innovation, employability and professional success are closely linked to an individual's ability to learn continuously, adapt to technological change, and engage with emerging digital tools. Consequently, incorporating AI-focused learning opportunities into LIS programmes has become an important step towards preparing students for future professional responsibilities.

Despite the growing significance of AI in library operations and information management, many LIS programmes continue to place greater emphasis on traditional theoretical content than on emerging technological competencies. Consequently, students may have limited opportunities to gain practical exposure to AI concepts and applications during their academic training. Such a gap between educational preparation and workplace expectations may influence graduates' confidence, employability, and capacity to meet evolving professional requirements. Therefore, the modernization of LIS curricula has become a key concern for educators, academic institutions, and curriculum planners seeking to align education with contemporary industry needs.

Students represent an important stakeholder group in assessing the relevance and effectiveness of curriculum reforms. Their experiences, expectations, and perceptions provide valuable insights into current educational practices as well as emerging skill demands. Examining students' viewpoints can help identify areas where curricular improvements are needed and can support the development of more relevant learning experiences. In the context of AI integration, student perspectives are especially significant because they reflect the expectations and preparedness of the future workforce that will

operate within increasingly digital and technology-oriented information environments.

Against this background, the present study investigates students' perceptions of an AI-focused curriculum and its potential contribution to career readiness within Library and Information Science education at Sant Gadge Baba Amravati University, Maharashtra. The study specifically examines students' awareness of AI technologies, their attitudes towards incorporating AI into the LIS curriculum, and their perceptions regarding the role of AI-related competencies in improving employability and professional preparedness. The findings are expected to contribute to curriculum development initiatives and provide useful insights for strengthening AI-oriented learning within LIS education.

Focus and Significance of the Study:

The present study focuses on understanding students' perceptions regarding the integration of Artificial Intelligence (AI) into the Library and Information Science (LIS) curriculum and its potential contribution to career readiness. The increasing adoption of AI in library operations, information management practices, and digital resource services has significantly transformed the competencies expected from contemporary information professionals. Alongside conventional library skills, professionals are now expected to possess knowledge of emerging technologies and the ability to work effectively within technology-driven environments. In this context, examining students' views on the inclusion of AI within LIS education is essential for ensuring that academic programmes remain aligned with evolving professional expectations and industry requirements. The study explores students' awareness and understanding of AI, their perceptions of AI-related courses and practical learning opportunities, and



their opinions regarding the role of AI competencies in future career development. It also considers the growing need to revise and strengthen existing LIS curricula through the inclusion of emerging technologies, digital competencies, and AI-based applications that are becoming increasingly relevant in modern information environments.

The significance of this research lies in its potential to provide valuable insights for curriculum enhancement and educational planning. The findings may assist educators, curriculum designers, and academic administrators in evaluating the extent to which current LIS programmes respond to technological advancements and changing workforce demands. Furthermore, the study contributes to the growing body of knowledge on AI integration in higher education by emphasizing the importance of equipping future LIS professionals with skills relevant to digitally evolving workplaces. The recommendations emerging from this research may support the development of a more innovative, practice-oriented, and career-focused LIS curriculum that reflects contemporary professional needs and future industry trends.

Objectives of the Research Study:

The present study aims to investigate students' perceptions of an AI-focused curriculum and its role in enhancing career readiness within Library and Information Science (LIS) education. To accomplish this objective, the study has been guided by the following specific objectives:

1. To assess the level of awareness, understanding, and utilization of Artificial Intelligence (AI) among Library and Information Science students.
2. To examine students' perceptions regarding the incorporation of AI-related courses, tools, and practical learning opportunities within the LIS curriculum.

3. To identify the AI-related competencies, digital skills, and emerging technological capabilities that students perceive as essential for future information professionals.
4. To evaluate students' views on the contribution of AI-oriented learning towards career readiness, employability, and professional development.
5. To propose a framework for the effective integration of AI-focused learning components into LIS education based on students' perspectives and contemporary professional requirements.

Review of Literature:

Sarode and Pachgade (2026) investigated the perceptions of Library and Information Science (LIS) students regarding the incorporation of Artificial Intelligence into academic curricula. Their findings revealed a generally positive attitude towards AI-oriented courses and practical training. Most participants believed that AI-related competencies could enhance future career prospects, although concerns were expressed regarding ethical issues, implementation costs, and the limited availability of qualified faculty members. Vasishta, Dhingra, and Vasishta (2025) conducted a bibliometric analysis of Scopus-indexed literature to examine research trends related to Artificial Intelligence in libraries. The study reported a significant increase in scholarly interest in AI applications within library environments, particularly in recent years. It also identified several research gaps and emphasized the need for further investigation into areas such as machine learning, robotics, big data, and digital humanities to support future developments in library services and policy formulation. According to Hovious and Smith (2025), generative AI is bringing substantial changes to the Library and Information Science



ecosystem by creating both opportunities and challenges for students, researchers, librarians, and educational institutions. While AI technologies can improve access to information and support research and learning activities, concerns remain regarding the reliability and credibility of AI-generated content. The authors highlighted the importance of developing ethical practices and responsible strategies for AI adoption in academic settings. Morris and Malady (2025) emphasized the growing importance of integrating generative AI knowledge and practical competencies into LIS education. Their study underscored the need for curriculum revision, faculty preparedness, and programme enhancement to ensure that future information professionals can effectively utilize AI technologies while maintaining professional ethics, academic integrity, and learner-centred values. Olubiyo (2022) stressed the significance of continuous curriculum revision in strengthening Library and Information Science education. The study recommended incorporating advanced information and communication technology skills into undergraduate and postgraduate LIS programmes in Nigerian universities to better prepare graduates for evolving professional demands. Bagdonaitė and Dagienė (2025) examined the expanding role of Artificial Intelligence in education and highlighted its potential to support personalized learning, improve student engagement, and assist educators in instructional decision-making. The authors concluded that successful AI implementation requires effective pedagogical approaches, adequate teacher preparation, and well-defined ethical guidelines to ensure responsible and equitable educational practices. Modiba and Ngoako (2024) explored the application of AI technologies in public digital archives. Their findings demonstrated that AI can contribute to improved preservation, security, and accessibility of archival resources. The study

further proposed a framework for strengthening archival management practices in response to the challenges and opportunities associated with the Fifth Industrial Revolution. Tadimalla and Maher (2025) proposed an interdisciplinary framework for AI literacy aimed at helping learners understand AI technologies, use them responsibly, and critically evaluate their societal and ethical implications. The study argued that AI literacy should be considered an essential competency and supported through educational programmes that integrate technical knowledge with critical thinking and ethical awareness. In another study, Hovious and Smith (2025) discussed the broader implications of generative AI within the LIS profession. The authors noted that although AI offers numerous opportunities for improving information access and research support, it also presents challenges related to academic credibility and information reliability. Consequently, LIS professionals must adapt to these developments while safeguarding the integrity of scholarly communication. Hossain and Sormunen (2025) introduced an inquiry-based instructional approach within LIS education to strengthen students' information literacy competencies. The results indicated that the approach enhanced both information literacy skills and subject knowledge, demonstrating its effectiveness as an innovative teaching strategy for contemporary LIS programmes. Levitz (2026) highlighted the potential of Artificial Intelligence to assist librarians by automating routine and repetitive tasks, thereby allowing professionals to focus on higher-level responsibilities such as information evaluation, ethical decision-making, user engagement, and community services. The study emphasized that developing AI-related competencies is essential for ensuring effective and responsible information services in an increasingly digital environment.



Research Gap:

A review of the existing literature indicates that considerable attention has been given to the application of Artificial Intelligence in libraries, AI literacy, curriculum innovation, and the integration of emerging technologies within information services. These studies have provided valuable insights into the growing significance of AI in Library and Information Science (LIS) education and professional practice. However, limited research has specifically examined students' perceptions of AI-focused curriculum initiatives and their potential influence on career readiness, employability, and professional development.

Furthermore, within the context of Indian LIS education, empirical evidence addressing this issue remains relatively scarce. In particular, there is a lack of research exploring the perspectives of students studying at Sant Gadge Baba Amravati University, Maharashtra. As a result, a clear gap exists in understanding how learners perceive the integration of AI-oriented learning and its relevance to future professional requirements.

To address this gap, the present study investigates students' views regarding AI-focused curriculum components and examines their perceived contribution to professional skill development, employability, and career preparedness within the field of Library and Information Science. The findings are expected to contribute to curriculum enhancement efforts and support the development of future-ready LIS education programmes.

Research Methodology:

1. Research Design:

The present study adopted a descriptive survey research design to examine students' perceptions of an AI-focused curriculum and its potential contribution to career readiness within

Library and Information Science (LIS) education. A survey-based approach was considered appropriate because it facilitates the systematic collection of data related to students' awareness, experiences, attitudes, and opinions concerning Artificial Intelligence and its integration into educational programmes. This research design enabled the study to obtain meaningful insights into students' perspectives on AI-oriented learning and its relevance to their future professional development.

2. Population of the Study:

The population for the present study consisted of students enrolled in or associated with the Library and Information Science (LIS) programme at Sant Gadge Baba Amravati University (SGBAU), Maharashtra. These students formed the primary group for investigating perceptions related to Artificial Intelligence, its integration into the LIS curriculum, and its potential influence on career readiness and professional development.

3. Sample and Sampling Technique:

A total of 84 respondents were included in the study. The participants were selected using a convenience sampling technique, which enabled the researcher to gather data from individuals who were readily accessible and willing to participate in the survey. The sample comprised students associated with the Library and Information Science programme at Sant Gadge Baba Amravati University. Their responses provided valuable insights into students' perceptions of AI-focused learning, curriculum integration, and the role of Artificial Intelligence in enhancing career readiness and professional competencies.

4. Data Collection Tool:

Data were collected using a structured questionnaire designed specifically for the study. The questionnaire included demographic questions



as well as items related to the research objectives.

Information was gathered on the following aspects:

- Awareness of Artificial Intelligence
- Use of AI tools and applications
- Perceptions of AI integration within LIS education
- Career readiness and employability
- AI-related knowledge, skills, and competencies
- Suggestions for curriculum enhancement

5. Data Collection Procedure:

Data were collected through both online and offline modes to ensure wider participation and improve response rates. Prior to data collection, respondents were informed about the objectives and academic purpose of the study. Participation was entirely voluntary, and respondents were free to provide their views without any obligation. Upon completion of the data collection process, the responses were carefully screened, organized, and compiled for subsequent statistical analysis and interpretation.

6. Data Analysis Techniques:

The data collected through the survey were analysed using descriptive statistical techniques to facilitate meaningful interpretation of the responses. Statistical measures such as frequencies and percentages were employed to summarize the data, while tables and graphical representations were used to present the findings in a clear and organized manner. The analysed results were systematically interpreted to gain insights into students' perceptions of Artificial Intelligence, its integration within the LIS curriculum, and its perceived contribution to career readiness and professional development.

7. Scope of the Study:

The scope of the present study is confined to students associated with the Library and Information Science (LIS) programme at Sant Gadge Baba

Amravati University, Maharashtra. The research primarily examines students' awareness and perceptions of Artificial Intelligence, their views on the inclusion of AI-related components within the LIS curriculum, and their opinions regarding the role of AI-oriented learning in strengthening career readiness. Furthermore, the study seeks to understand how AI-related knowledge and competencies are perceived in relation to future professional development within the field of Library and Information Science.

8. Limitations of the Study:

The study has the following limitations:

- The research was conducted within a single university, namely Sant Gadge Baba Amravati University (SGBAU) Maharashtra.
- The findings are based on students' self-reported responses and perceptions.
- The sample consisted of 84 respondents, which may limit the generalizability of the results.
- The study focuses exclusively on students and does not include the perspectives of faculty members, employers, or other stakeholders.

Findings and Results:

Participation in the survey was voluntary, and all respondents were informed about the academic objectives of the study before submitting their responses. Appropriate measures were taken to ensure confidentiality and anonymity throughout the data collection process. The analysis was conducted using data obtained from 84 students associated with the Library and Information Science (LIS) programme at Sant Gadge Baba Amravati University, Amravati. To summarize and interpret the collected information, descriptive statistical techniques such as frequency distributions and percentage analysis were employed.



The study examined several dimensions related to Artificial Intelligence within LIS education, including students' awareness of AI technologies, their experience with AI-based tools, perceptions regarding the incorporation of AI into the curriculum, views on career readiness, professional skill development, and challenges associated with implementing AI-focused learning. The findings provide valuable insights into students' attitudes towards AI and demonstrate the increasing relevance of AI-related knowledge and competencies in contemporary LIS education. These results may assist educators and curriculum planners in developing a more responsive, future-oriented, and professionally relevant curriculum that enhances students' career preparedness and supports their long-term professional development.

Table 1. Demographic Information of the Respondents (N=84)

Gender	N	Percentage (%)
Male	53	63.1
Female	31	36.9
Total	84	100
Course/Class	N	Percentage (%)
M.LISc	55	65.48
B.LISc	24	28.57
Ph.D.	4	4.76
CHB Lecturer	1	1.19
Total	84	100

The demographic characteristics of the respondents reveal that male participants represented the majority of the study sample, accounting for 53 respondents (63.10%), whereas female respondents comprised 31 participants (36.90%). With regard to educational background, M.LISc students and graduates formed the largest group, representing 65.48% of the total respondents. B.LISc students constituted 28.57% of the sample, while comparatively smaller proportions were recorded for Ph.D. scholars

(4.76%) and CHB Lecturers (1.19%). The distribution of respondents indicates that the findings are predominantly based on the perspectives of postgraduate-level LIS learners, who are more likely to possess greater familiarity with recent technological advancements, including the application of Artificial Intelligence in Library and Information Science education and practice.

Table 2. Awareness of Artificial Intelligence (AI) among LIS Students (N = 84)

Response	N	%
Yes	76	90.48
No	8	9.52
Total	84	100

The findings demonstrate a high level of awareness of Artificial Intelligence among the respondents. Of the 84 students surveyed, 76 respondents (90.48%) indicated that they were familiar with AI, while only 8 respondents (9.52%) reported a lack of awareness. This distribution suggests that Artificial Intelligence is widely recognized among LIS students and that most respondents possess at least a basic understanding of AI concepts and applications. The substantial level of awareness observed in the study reflects the increasing prominence of AI technologies within library and information services and highlights their growing importance in contemporary Library and Information Science education.

Table 3. Use of AI Tools among LIS Students (N = 84)

Response	N	%
Yes	69	82.14
No	15	17.86
Total	84	100

The results reveal that AI-based tools are widely used among the respondents. A substantial



proportion of students (82.14%) reported having experience with AI applications, whereas only 17.86% indicated that they had not used such technologies. These findings suggest that a large number of LIS students are already engaging with emerging digital tools in their academic activities.

Their exposure to AI applications reflects an increasing acceptance of technology-enhanced learning and underscores the growing significance of Artificial Intelligence in both educational environments and future professional practice.

Table 4. Career Readiness and Employability through AI (N = 84)

Statements	Response	N	%
AI skills are essential for future library jobs	Strongly Agree	20	23.81
	Agree	57	67.86
	Neutral	5	5.95
	Disagree	2	2.38
	Total	84	100
Curriculum helps with career development	Yes	79	94.05
	No	5	5.95
	Total	84	100
AI skills increase career opportunities	Strongly Agree	20	23.81
	Agree	54	64.29
	Neutral	7	8.33
	Disagree	3	3.57
	Total	84	100
AI knowledge increases employment opportunities	Yes	73	86.9
	No	11	13.1
	Total	84	100

The findings reflect a highly positive perception among students regarding the contribution of Artificial Intelligence to career development and future employment opportunities. A substantial majority of respondents either agreed (67.86%) or strongly agreed (23.81%) that AI-related competencies are essential for future careers in library and information services, whereas only 2.38% expressed a contrary opinion. Furthermore, most participants (94.05%) indicated that the existing curriculum contributes positively to their

career development. The results also show that 88.10% of respondents believe that AI-related skills can broaden career opportunities, while 86.90% reported that knowledge of AI enhances employment prospects. Collectively, these findings demonstrate that students perceive AI competencies as increasingly important for professional success and recognize their value in strengthening employability, career readiness, and long-term career growth within the LIS profession.

Table 5. Challenges in Implementing AI Curriculum in LIS Education (N = 84)

Challenges	Frequency (N)	Percentage (%)
Lack of Expert Teachers	55	65.48
Lack of Technological Infrastructure	39	46.43
Financial Constraints (Expensive Tools)	28	33.33
Reluctance to Change the Curriculum	17	20.24



The findings highlight several factors that may hinder the effective implementation of an AI-focused curriculum within Library and Information Science education. The most frequently reported challenge was the limited availability of faculty members possessing expertise in Artificial Intelligence, as indicated by 65.48% of the respondents. Another significant concern related to inadequate technological infrastructure and resources, which was identified by 46.43% of participants. Financial constraints associated with the acquisition and maintenance of AI software and

related technologies were reported by 33.33% of respondents. Additionally, 20.24% of the students believed that resistance to curriculum change could pose difficulties in incorporating AI-based learning components into existing academic programmes. These findings underscore the importance of institutional preparedness and suggest that successful curriculum implementation will require improved technological facilities, faculty capacity building, adequate financial support, and continuous curriculum modernization to address emerging educational and professional demands.

Table 6. Preferred AI Topics for Inclusion in LIS Curriculum (N = 84)

AI Topics	Frequency (N)	Percentage (%)
Generative AI (ChatGPT, Gemini, etc.)	61	72.62
Data Analytics (Power BI/Tableau)	48	57.14
Machine Learning and Robotics for Libraries	35	41.67
AI Ethics and Privacy	29	34.52

The findings indicate a considerable level of interest among students in the inclusion of AI-oriented subjects within the Library and Information Science curriculum. Generative AI emerged as the most preferred topic, with 72.62% of respondents expressing support for its incorporation into academic programmes. Data Analytics was identified as the second most important area, receiving support from 57.14% of the participants. Students also recognized the significance of Machine Learning and Robotics (41.67%) as well as AI Ethics and Privacy (34.52%) as essential components of future-oriented LIS education. The distribution of responses demonstrates that students place importance not only on acquiring technical AI competencies but also on understanding the ethical and responsible use of emerging technologies. This reflects a balanced perspective towards developing both technological expertise and professional

awareness required for future career advancement in the LIS profession.

Table 7. Availability of Infrastructure for AI Education at SGBAU (N = 84)

Response	Frequency (N)	Percentage (%)
Yes	53	63.1
No	11	13.1
Not Sure	20	23.8
Total	84	100

The findings reveal that a majority of respondents (63.10%) perceive Sant Gadge Baba Amravati University as having the fundamental infrastructure necessary to support AI-related education, including laboratory facilities and internet access. Nevertheless, 13.10% of the students expressed concerns regarding the adequacy of the existing infrastructure, while 23.80% were uncertain about whether the available facilities were sufficient to meet the requirements of AI-based



learning. These results indicate that the university has established a basic technological foundation for introducing AI-oriented educational initiatives. However, further investment in infrastructure development, advanced technological resources, and learning support facilities may be required to ensure the effective delivery and long-term sustainability of AI-focused programmes within LIS education.

Table 8. Overall Acceptance of AI-Centric Curriculum in LIS Education (N = 84)

Response	Frequency (N)	Percentage (%)
Strongly Agree	18	21.43
Agree	49	58.33
Neutral	12	14.29
Disagree	3	3.57
Strongly Disagree	2	2.38
Total	84	100

The findings demonstrate strong support among respondents for the integration of AI-related content into the Library and Information Science curriculum. A significant majority of students (79.76%) either agreed or strongly agreed that a dedicated course or paper on Artificial Intelligence should be incorporated into their academic programme. In comparison, only 5.95% of the

respondents expressed disagreement with this view. The pattern of responses indicates a positive outlook towards curriculum enhancement and reflects students' recognition of the growing importance of AI competencies in the evolving information environment. These findings further suggest that students are keen to acquire AI-related knowledge and practical skills that can enhance their professional preparedness and align their education with emerging career demands in the LIS sector.

Hypotheses Testing, Findings and Interpretation of the Research Study:

To understand LIS students' perceptions of an AI-focused curriculum and its contribution to career readiness, a set of research hypotheses was developed and examined using the responses collected from 84 participants. The hypotheses were tested to evaluate students' awareness of Artificial Intelligence, their acceptance of AI integration within the LIS curriculum, the perceived impact of AI skills on employability, and the challenges associated with implementing AI-oriented educational initiatives. The findings and interpretations derived from the analysis are presented below.

Hypothesis		Finding	Interpretation
Hypothesis 1	H₀: LIS students do not have adequate awareness of Artificial Intelligence. H₁: LIS students have adequate awareness of Artificial Intelligence.	The study revealed that 90.48% of respondents were aware of Artificial Intelligence, while only 9.52% reported a lack of awareness.	Since the majority of respondents demonstrated awareness of AI, the null hypothesis (H ₀) is rejected and the alternative hypothesis (H ₁) is accepted. This indicates that LIS students possess a high level of awareness regarding AI technologies and their applications.



Hypothesis 2	H₀: LIS students do not support the inclusion of AI-related subjects in the curriculum. H₁: LIS students support the inclusion of AI-related subjects in the curriculum.	A large majority of respondents agreed that AI subjects, practical AI training, and specialized AI papers should be incorporated into the LIS curriculum.	The findings clearly support the acceptance of AI-related courses within LIS education. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.
Hypothesis 3	H₀: AI skills do not contribute to career readiness and employability among LIS students. H₁: AI skills contribute to career readiness and employability among LIS students.	More than 86% of respondents believed that AI knowledge increases employment opportunities, while 88% agreed that AI skills enhance career opportunities.	The results indicate that students perceive AI competencies as valuable for career development and future employment prospects. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted.
Hypothesis 4	H₀: There are no significant challenges in implementing an AI-centric curriculum in LIS education. H₁: Significant challenges exist in implementing an AI-centric curriculum in LIS education.	The major challenges identified were lack of expert teachers (65.48%), inadequate technological infrastructure (46.43%), financial constraints (33.33%), and resistance to curriculum change (20.24%).	The findings demonstrate that several institutional and infrastructural barriers affect AI curriculum implementation. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.
Hypothesis 5	H₀: LIS students do not accept an AI-centric curriculum. H₁: LIS students accept an AI-centric curriculum.	Approximately 79.76% of respondents either agreed or strongly agreed that a specialized AI paper should be introduced in the LIS curriculum.	The results indicate strong acceptance of AI integration among LIS students. Consequently, the null hypothesis is rejected and the alternative hypothesis is accepted.

The present study was conducted to examine the perceptions of Library and Information Science (LIS) students regarding the integration of Artificial Intelligence (AI) into the curriculum and its potential contribution to career readiness. The hypotheses were formulated in line with the research

objectives and tested using data collected from 84 LIS students of Sant Gadge Baba Amravati University, Amravati. The analysis revealed a high level of awareness of AI technologies among the respondents, with most students reporting familiarity with AI concepts and practical



experience in using AI-based tools. The findings further indicated strong support for the inclusion of AI-related subjects, practical training opportunities, and dedicated AI courses within the LIS curriculum. Students largely perceived AI competencies as valuable for enhancing employability, broadening career opportunities, and strengthening professional capabilities required in a rapidly evolving digital information environment.

The study also identified several challenges that may affect the successful implementation of an AI-focused curriculum. Key concerns highlighted by respondents included the limited availability of faculty with expertise in AI, inadequate technological infrastructure, financial constraints associated with AI resources and software, and difficulties related to curriculum revision and adaptation. Despite these challenges, the overall attitude of students towards AI integration remained highly positive. Respondents strongly supported the incorporation of AI-oriented content into LIS education and recognized the growing importance of AI skills for future professional success. The results provided support for all alternative hypotheses, indicating a high level of AI awareness, favourable perceptions towards curriculum integration, and strong recognition of the career-related benefits associated with AI competencies. Collectively, the findings emphasize the need for curriculum modernization, faculty development initiatives, improved technological infrastructure, and expanded practical training opportunities to ensure that future LIS professionals are adequately prepared for technology-driven library and information service environments.

Conclusion:

The findings of the present study reveal that Library and Information Science (LIS) students generally hold positive perceptions towards the

integration of Artificial Intelligence in both educational and professional contexts. The majority of respondents demonstrated familiarity with AI technologies, reported experience in using AI-based tools, and acknowledged the importance of AI-related competencies for enhancing employability, career readiness, and professional growth. The results further indicate strong support for the inclusion of AI-oriented subjects, practical training, and technology-based learning opportunities within the LIS curriculum.

Although respondents identified certain challenges, such as the limited availability of faculty with expertise in AI, inadequate technological infrastructure, and financial constraints associated with AI resources, these issues did not significantly affect their overall acceptance of AI-focused education. Students expressed a clear willingness to develop AI-related knowledge and skills in response to the evolving requirements of the information profession and the increasing adoption of digital technologies in library services.

The study highlights the need for continuous curriculum enhancement through the integration of AI concepts, practical learning experiences, and emerging technologies within LIS education. In addition, strengthening faculty competencies, upgrading technological infrastructure, and providing greater opportunities for hands-on training can support the effective implementation of AI-focused learning initiatives. Such measures will help prepare future LIS professionals to adapt to technological advancements and meet the changing demands of modern libraries and information centres. Ultimately, the integration of AI within LIS education can contribute to the development of a skilled, adaptable, and future-ready professional workforce capable of operating effectively in an increasingly technology-driven information environment.



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