

AI Laboratories and the Future Academic Library: A Framework for Assessing User Perceptions and Acceptance of AI-Driven Services in the Indian Institutes of Management

Abhishek Kumar Gupta (Dashora)¹, Dr Rakesh Kumar Khare²

Research Scholar, Rabindranath Tagore University, Bhopal, India¹

Librarian, Rabindranath Tagore University College, Bhopal, India²

Abstract: Artificial intelligence (AI) is reshaping teaching, research and scholarly communication, and several Indian Institutes of Management (IIMs) are now building AI schools, centres and laboratories. This paper examines the importance and future role of AI laboratories in IIMs and asks what this institutional shift means for users' perceptions and acceptance of AI-driven library services. Drawing on official institutional sources and recent literature on AI in academic libraries and technology acceptance, the paper (i) maps AI laboratories and AI-focused units across the 21 IIMs, identifying four IIMs (Ahmedabad, Calcutta, Lucknow and Udaipur) with an identified AI laboratory or unit; (ii) proposes an AI Lab–Library research-support framework; and (iii) sets out a research design for assessing user perceptions at IIM Udaipur, covering awareness, perceived usefulness, ease of use, trust, privacy and ethical concerns, satisfaction and behavioral intention. The paper is conceptual and design-oriented and reports no primary survey results. It argues that AI laboratories should be treated as research-support infrastructure that creates new scholarly information needs, that libraries are well placed to provide a human-centred and ethical layer between AI infrastructure and users, and that acceptance cannot be assumed from the availability of technology alone. Practical recommendations for IIM libraries and testable propositions for future empirical work are provided.

Keywords: artificial intelligence; academic libraries; AI-driven library services; user perception; technology acceptance; AI laboratory; IIM Udaipur; research support; responsible AI.

1. INTRODUCTION

Artificial intelligence has moved from a specialised computational field to a general-purpose capability that influences education, research, business and public administration. Generative AI, machine learning, natural language processing, recommender systems and intelligent agents are changing how information is created, discovered, evaluated and used. Higher education institutions, therefore, face a dual task: adopting AI for institutional development while ensuring its use is accurate, ethical, transparent, and consistent with academic values.

Academic libraries are directly affected because their core functions—information discovery, provision of scholarly resources, reference assistance, information literacy and research support—are increasingly mediated by intelligent technologies. AI can support semantic search, resource recommendations, personalised alerts, literature review assistance, research analytics, and user education. It also raises concerns about misinformation, hallucination, bias, privacy, copyright and academic integrity. The success of AI-driven library services, therefore, depends not only on technological capability but also on users' awareness, trust, perceived usefulness, ease of use and satisfaction.

The Indian Institutes of Management (IIMs) offer a distinctive setting for studying these questions. They are management institutions where AI intersects with strategy, finance, marketing, operations, entrepreneurship, human resources, analytics, and public policy, and several are building dedicated AI infrastructure. This paper has two linked purposes. First, it examines the importance and future role of AI laboratories in IIMs. Second, it argues that this institutional development creates a timely rationale for assessing how library users perceive and accept AI-driven library services, using IIM Udaipur as the focal institution.

2. REVIEW OF LITERATURE

2.1 Technology acceptance as a theoretical lens

The Technology Acceptance Model (TAM) proposes that perceived usefulness and perceived ease of use are the primary determinants of users' intention to adopt a technology (Davis, 1989). TAM2 extended the model with social influence and cognitive instrumental processes such as job relevance, output quality and result demonstrability (Venkatesh & Davis, 2000), and the Unified Theory of Acceptance and Use of Technology (UTAUT) integrated performance expectancy, effort expectancy, social influence and facilitating conditions (Venkatesh et al., 2003). These models remain the dominant lenses for explaining adoption. However, AI services raise questions that the original constructs do not fully capture, notably trust in machine-generated output, privacy, and ethical and academic-integrity concerns. For that reason, the present study retains the core TAM constructs and adds trust, privacy and ethics, AI literacy and human support as library-specific dimensions.

2.2 AI in academic libraries and user perceptions

A recent systematic literature review on user perceptions, acceptance factors and service effectiveness in academic libraries reports that users' views of AI are marked by excitement about efficiency gains in academic work, alongside concerns about accuracy, transparency and reduced human interaction (Mohd Fauzan et al., 2026). This pattern—enthusiasm tempered by caution—recurs across contexts. A national survey of 386 academic library professionals in India found general awareness of AI's potential to improve library activities, accessibility and decision-making, together with concern about AI replacing human intelligence and attention to user privacy, funding, staff expertise and alignment with institutional goals, with bias, intellectual freedom and transparency identified as significant ethical issues (Subaveerapandiyan & Gozali, 2024). A study of 82 library and information professionals in Zambia similarly found solid understanding of AI fundamentals and positive attitudes towards its benefits, but also a need for greater AI expertise, resistance to change and budgetary constraints (Alam et al., 2024).

Taken together, these studies suggest that adoption depends on a combination of perceived benefit, competence and confidence, institutional capacity and ethical safeguards. Much of this evidence, however, concerns library professionals or general student populations. Evidence on how users of management institutions—students, doctoral scholars and faculty who work in AI-intensive research environments—perceive AI-driven library services remains limited.

2.3 Trust, ethics and the role of the librarian

Because academic work depends on accurate and attributable information, trust is central to acceptance of AI-supported services. Concerns about accuracy, transparency, and the loss of human interaction (Mohd Fauzan et al., 2026), and about bias, privacy, and intellectual freedom (Subaveerapandiyan & Gozali, 2024), point to the continuing importance of librarians. Rather than being displaced, librarians can curate AI use, teach users to verify AI-generated information against scholarly evidence, and apply governance practices that protect privacy and academic integrity. This human-centred role is a key premise of the framework proposed in this paper.

3. AI LABORATORIES IN IIMS: PRESENT ECOSYSTEM AND FUTURE ROLE

3.1 The present AI ecosystem in IIMs

AI capability is already visible across several IIMs, taking different institutional forms—laboratories, research centres, schools and technology-enabled incubation facilities. IIM Ahmedabad has established the Brij Disa Centre for Data Science and Artificial Intelligence (CDSA) as a platform for faculty, researchers, and practitioners to conduct and disseminate research in data science and AI, with applications in business, governance, and public policy (IIM Ahmedabad, 2026a). The Institute inaugurated the Krishnamurthy Tandon School of Artificial Intelligence in March 2026 to connect frontier AI research with managerial, institutional and societal challenges (IIM Ahmedabad, 2026b), and the CDSA's recent annual report highlights work in predictive analytics, machine learning, deep learning, generative AI and prescriptive analytics (IIM Ahmedabad, 2026c).

IIM Calcutta's doctoral programme information lists an AI Lab among its research facilities alongside its digital library (IIM Calcutta, 2026), and IIM Lucknow reports an Artificial Intelligence Lab equipped with a supercomputer within the entrepreneurial facilities of its Noida campus (IIM Lucknow, 2026). At IIM Udaipur, a 2026 tender for the supply, installation, commissioning, training, and support of an integrated NVIDIA DGX B200 AI compute system to establish an Artificial Intelligence Laboratory has been awarded, and subsequent tenders for electrical and UPS works for the AI Lab have since been issued (IIM Udaipur, 2026).

3.2 Mapping AI laboratories across the 21 IIMs

For this study, an AI laboratory or AI-focused unit is operationally defined as a formally named laboratory, centre, or school dedicated to AI, or as an AI laboratory established through a documented institutional procurement. According to this definition and based on the official sources reviewed (October 2026), four of the 21 IIMs were identified as having an AI laboratory or unit. In contrast, the remaining 17 had no formally identified AI laboratory in the sources reviewed (Figure 1). The latter statement is deliberately cautious: an IIM without a formally named AI laboratory may still have AI programmes, faculty research or computing infrastructure.

Counting units, IIM Ahmedabad is treated as having two (the CDSA and the Tandon School of AI), and IIM Calcutta, IIM Lucknow and IIM Udaipur one each, giving five in total (Table 1; Figure 2). Because institutional terminology varies, this count reflects the authors' operational definition and should be read as a working classification rather than an official ranking.

Table 1. AI laboratories and AI-focused units identified in the four IIMs

IIM	AI-focused facility or unit identified	Count	Nature
IIM Ahmedabad	Brij Disa Centre for Data Science and AI (CDSA); Krishnamurthy Tandon School of AI	2	Research centre and school
IIM Calcutta	AI Lab is listed among the research facilities	1	Laboratory
IIM Lucknow	AI Lab with supercomputer, Noida campus, entrepreneurial facilities	1	Laboratory
IIM Udaipur	AI Laboratory being established; NVIDIA DGX B200 system contract awarded (2026)	1	Laboratory (under establishment)
Total		5	

Source: Authors' compilation from official IIM sources (IIM Ahmedabad, 2026a, 2026b; IIM Calcutta, 2026; IIM Lucknow, 2026; IIM Udaipur, 2026).

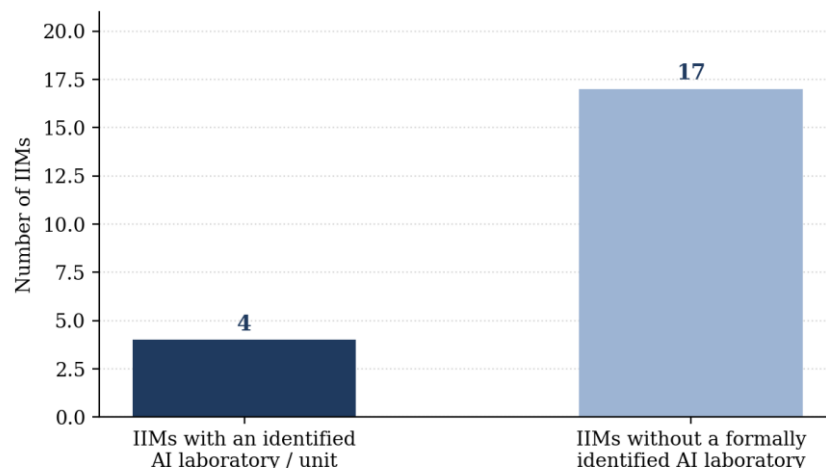


Figure 1. Number of IIMs with and without an identified AI laboratory or unit (N = 21)—source: Authors' working dataset.

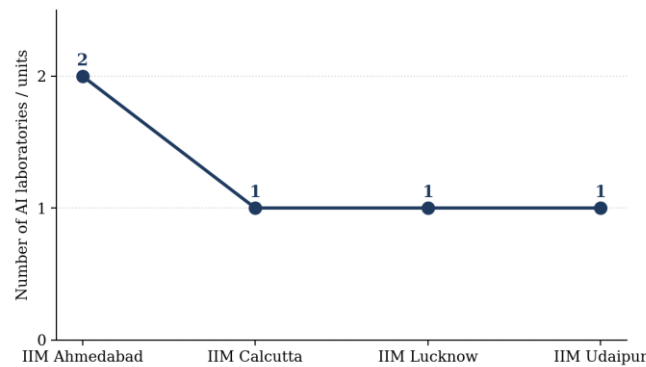


Figure 2. Number of AI laboratories or units in the four IIMs—source: Authors' working dataset.

3.3 Importance of AI laboratories for management education and research

The importance of AI laboratories in IIMs lies less in providing computing facilities than in creating environments for research, experimentation, interdisciplinary collaboration, industry engagement and AI-enabled management education. Six roles stand out.

1. **AI-enabled management education.** Laboratories allow students to work with real-world datasets, build analytical models and test generative AI applications in managerial decision-making.
2. **Interdisciplinary and computational research.** AI research spans management, computer science, statistics, economics, psychology, and public policy, and laboratories provide the shared computational environment.
3. **Industry and government collaboration.** Laboratories can support sponsored research, consulting, case development, executive education and AI-based organisational solutions.
4. **Entrepreneurship and innovation.** AI infrastructure linked to incubation, as at IIM Lucknow, supports prototypes, business model testing, and AI-based start-ups.
5. **Responsible AI governance.** IIM Ahmedabad positions its AI School at the intersection of technology, management and public impact, which signals the growing weight of ethics, transparency and accountability.
6. **Institutional research infrastructure.** High-performance GPU systems, large-scale storage, secure environments, and data management facilities make AI capability an institutional research investment rather than a software service.

3.4 Present and future roles

Table 2 summarises how the roles of AI laboratories are likely to evolve. The future role extends beyond experimentation towards generative and agentic AI, AI-powered decision-support systems, responsible AI frameworks, research analytics, AI entrepreneurship, and AI literacy programmes for students, faculty, researchers, and professional staff. The projections in the final column are the authors' analytical expectations, not findings.

Table 2. Present and anticipated future roles of AI laboratories in IIMs

Area	Present role	Anticipated future role
Education	AI-based teaching, case studies and curriculum development	AI-enabled personalised education; AI literacy programmes for all user groups
Research	Machine learning, generative AI, analytics and interdisciplinary research	Agentic AI, AI-based research analytics, trend identification and computational research environments
Industry	Consulting, AI solutions and industry projects	Industry-oriented AI products, executive education and corporate AI training
Innovation	Prototypes, start-up support and experimentation	AI entrepreneurship and AI-driven business forecasting
Decision-making and governance	AI-supported managerial and institutional decisions	AI-powered decision-support systems; responsible-AI and AI-governance frameworks

Source: Authors' synthesis.

3.5 Implications for academic libraries

The emergence of AI laboratories is changing researchers' expectations of information discovery, personalisation, speed, and research support. The laboratory and the library are complementary: the laboratory provides computational infrastructure, technical expertise, and AI research capabilities, while the library provides scholarly resources, metadata, bibliographic expertise, research support services, and information literacy skills. Potential areas of collaboration include AI-assisted scholarly discovery, intelligent search and recommendation, personalised research alerts, literature review assistance, bibliometric and research impact analysis, research data management, institutional repository enhancement, AI literacy and responsible AI training, and support for evaluating AI-generated information.

The library's role in this ecosystem should not be understood as being replaced by AI. AI can augment librarians' capabilities and enable more personalised, timely and research-oriented services, while librarians provide the verification, ethical judgement and human support on which user trust depends. The future academic library in an AI-enabled IIM is thus likely to become an intelligent research-support environment in which AI, scholarly information, human expertise and research analytics operate together.

4. CONCEPTUAL FRAMEWORK AND PROPOSITIONS

Building on the preceding analysis, the paper proposes an AI Lab–Library research-support framework (Figure 3). The sequence runs from AI infrastructure to AI research and innovation, to changing scholarly information needs, to AI-driven library services, to user perceptions and acceptance, and finally to enhanced research support. The present study concentrates on the user-perception and acceptance components of this chain, with governance concerns (privacy, bias, and academic integrity) cutting across it and user groups, and prior AI exposure and training expected to moderate outcomes.

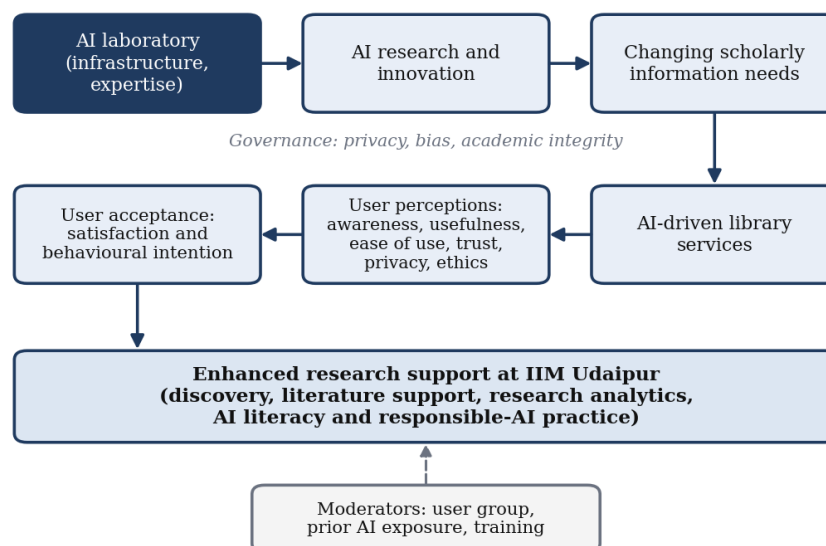


Figure 3. AI Lab–Library research-support framework. Source: Authors' conceptual model.

The framework yields the following propositions for empirical testing. They are derived from the technology-acceptance literature and from the pattern of findings reviewed in Section 2, and they are not tested in this paper.

- P1.** Perceived usefulness is positively associated with users' behavioural intention to use AI-driven library services (Davis, 1989).
- P2.** Perceived ease of use is positively associated with perceived usefulness and with behavioural intention (Davis, 1989).
- P3.** Trust in the reliability and accuracy of AI-supported services is positively associated with behavioural intention.
- P4.** Privacy, ethical and academic-integrity concerns are negatively associated with trust and with behavioural intention.
- P5.** AI literacy and prior training are positively associated with awareness, perceived ease of use and trust.
- P6.** Perceptions and acceptance differ across user groups (MBA students, doctoral scholars and faculty).

5. RESEARCH GAP AND STATEMENT OF THE PROBLEM

Existing work on AI in libraries has largely addressed technological possibilities, professional attitudes, ethical concerns, AI literacy and general adoption. Institution-specific empirical studies of how users in management institutions perceive AI-driven library services are scarce, particularly where the institution is simultaneously building AI research infrastructure. Studies also tend to examine library AI adoption in isolation, with comparatively little attention to whether institutional AI infrastructure changes users' expectations of the library, the services they value, and the concerns that restrict adoption.

The problem addressed here is therefore the assessment of users' perceptions, acceptance and expectations regarding AI-driven library services at IIM Udaipur, in the context of the institution's emerging AI laboratory and the wider AI ecosystem of the IIMs.

6. OBJECTIVES OF THE STUDY

1. To examine users' awareness of AI-driven library services at IIM Udaipur.
2. To identify the types and frequency of AI-driven library services used.
3. To assess users' perceived usefulness of AI-driven library services.
4. To examine users' perceptions of the ease of use of AI-driven library services.
5. To assess users' trust in the reliability and accuracy of AI-supported library services.
6. To examine privacy, ethical, and academic integrity concerns associated with AI-driven library services.
7. To assess user satisfaction and behavioural intention to continue using AI-driven library services.
8. To identify challenges, training needs and expectations regarding future AI-enabled library services.
9. To propose recommendations for developing user-centred and responsible AI-driven library services at IIM Udaipur.

7. PROPOSED RESEARCH METHODOLOGY

7.1 Research design

A descriptive, cross-sectional survey design is proposed. It is appropriate because the aim is to describe users' awareness, perceptions and intentions and to examine relationships among them, rather than to manipulate any condition. Open-ended items will capture challenges and expectations in users' own words.

7.2 Population, sample and sampling

The target population comprises eligible library users at IIM Udaipur: MBA students, doctoral scholars, faculty members and other registered users. A proportionate stratified random sample is proposed, with the user group as the stratum, so that each group is represented in proportion to its size. The sample size will be determined from the registered user population using an established sample-size table (Krejcie & Morgan, 1970), with an allowance for non-response. It will be reported once the population figures are confirmed with the institution.

7.3 Research instrument

Data will be collected through a structured questionnaire with closed items on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree), a demographic section, and open-ended questions. Constructs are drawn from the technology-acceptance literature and extended with library-specific dimensions (Table 3). Content validity will be established through review by library and information science experts and a pilot study, and internal consistency will be assessed using Cronbach's alpha (Cronbach, 1951), with values of at least 0.70 treated as acceptable.

Table 3. Constructs and sections of the proposed questionnaire

Part	Construct	Illustrative focus of items	Linked objective
A	Profile of respondents	User group, programme, prior AI exposure	Context and moderators
B	Awareness and usage	Familiarity with, and frequency of use of, AI-driven services	Objectives 1 and 2
C	Perceived usefulness	Research efficiency, discovery quality, time saved	Objective 3

Part	Construct	Illustrative focus of items	Linked objective
D	Perceived ease of use	Clarity of interface, effort to learn, need for support	Objective 4
E	Trust and reliability	Accuracy of output, transparency of how results are produced	Objective 5
F	Privacy and ethical concerns	Data privacy, bias, copyright, and academic integrity	Objective 6
G	Satisfaction and behavioural intention	Overall satisfaction, intention to continue and recommend	Objective 7
H	Challenges, training needs and expectations	Barriers; desired services and training (including open-ended items)	Objective 8

Source: Authors' instrument design.

7.4 Data analysis plan

Analysis will use appropriate statistical software. Table 4 links each analytical technique to its purpose and to the propositions in Section 4. Where sample adequacy permits, exploratory and confirmatory factor analysis and structural equation modelling will be used to test the framework as a whole.

Table 4. Proposed analytical techniques

Technique	Purpose	Linked proposition
Reliability analysis (Cronbach's alpha)	Internal consistency of each construct	All
Descriptive statistics	Describe awareness, usage, perceptions and satisfaction	Objectives 1–8
Chi-square test	Association between user group and categorical variables, such as usage	P6
t-test and one-way ANOVA	Differences in mean scores across user groups and demographics	P6
Pearson correlation	Relationships among usefulness, ease of use, trust, concerns and intention	P1–P5
Multiple regression	Predictors of behavioural intention and satisfaction	P1–P4
Factor analysis / SEM (if sample permits)	Construct validity and overall model fit	Framework
Thematic analysis	Open-ended responses on challenges and expectations	Objective 8

Source: Authors' analysis plan.

7.5 Ethical considerations

Participation will be voluntary and based on informed consent. Responses will be anonymous and reported only in aggregate, and institutional permission will be obtained before data collection. Individual search or borrowing histories will not be collected.

8. DISCUSSION

This paper argues that AI laboratories and AI-driven library services should be analysed together rather than separately. The growth of AI schools, centres and laboratories in the IIMs signals that AI capability is being treated as institutional

research infrastructure. Infrastructure of this kind changes what researchers expect from every supporting service, including the library. If the library does not adapt, it risks being bypassed by general-purpose AI tools; if it adapts without attention to users' perceptions, it risks investing in services that are underused or distrusted.

The literature reviewed suggests that the decisive factors are unlikely to be technical alone. The systematic review by Mohd Fauzan et al. (2026) reports that users welcome the efficiency AI offers while expressing concerns about accuracy, transparency, and the erosion of human contact, and that library professionals highlight privacy, staff expertise, funding, and ethics (Subaveerapandiyan & Gozali, 2024). These findings support a user-centred sequence of building awareness, demonstrating usefulness, ensuring ease of use, earning trust and safeguarding privacy. The proposed AI Lab–Library framework places the library in a distinctive position in this sequence: it is the institutional unit best equipped to combine scholarly information expertise, information literacy, and ethical stewardship with the laboratory's technical capabilities. Because the present paper does not report primary data, it cannot show how IIM Udaipur's users, in fact, perceive AI-driven services. Its contribution is to provide the institutional rationale, a structured framework, testable propositions and a research design that make such an assessment possible and comparable across IIMs.

9. RECOMMENDATIONS

The following recommendations are based on the analysis and the literature. They are offered as guidance for IIM libraries and should be refined in light of empirical findings.

1. **Establish a formal AI Lab–Library liaison** so that computational capability, scholarly resources and research-support expertise are planned together.
2. **Introduce AI literacy and responsible AI training for students, doctoral scholars, and faculty**, including how to verify AI-generated information against scholarly sources.
3. **Adopt transparent policies** on data use, privacy and algorithmic decision-making for any AI-supported library service.
4. **Keep a human in the loop**: position AI as an augmentation of librarians' work, with clear routes to human assistance.
5. **Pilot services before scaling** begin with high-value, low-risk use cases such as semantic discovery, personalised alerts, and literature search support.
6. **Build feedback mechanisms** so that user perceptions guide service refinement.
7. **Invest in staff development** so that librarians can design, evaluate and explain AI-supported services.
8. **Adopt ethical governance** covering bias, copyright, intellectual property and academic integrity.

10. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The paper has four main limitations. First, it is conceptual and design-oriented and reports no primary survey data. Second, the mapping of AI laboratories rests on publicly available official sources reviewed in September 2026 and on the authors' operational definition; institutional terminology differs, practices change quickly, and a formally unnamed laboratory would not have been counted. Third, the propositions are derived from the literature and have not been tested. Fourth, the literature on user perceptions of AI in libraries is evolving quickly, and several sources on IIM facilities are institutional web pages rather than peer-reviewed publications.

Future research should administer the proposed instrument at IIM Udaipur and, where feasible, at other IIMs with AI laboratories, enabling comparison between institutions with and without such infrastructure. Longitudinal designs could examine how perceptions change as AI services mature, and mixed-methods work could explore trust and ethics in greater depth.

11. CONCLUSION

AI laboratories are becoming an important feature of the IIM ecosystem, supporting AI-enabled education, interdisciplinary research, industry engagement, innovation and responsible AI practice. Their emergence creates new information and research-support requirements that bear directly on academic libraries. Four of the 21 IIMs currently have an identified AI laboratory or unit, with IIM Udaipur's laboratory under establishment, which makes this a timely moment to understand users' perceptions before services are scaled.

The paper proposes that libraries evolve from repositories and access points into intelligent research-support environments in which AI augments, rather than replaces, human expertise. Whether this evolution succeeds will depend on user awareness, perceived usefulness, ease of use, trust and ethical safeguards. The framework, propositions, and

research design presented here provide a basis for the evidence-based, user-centred, and responsible development of AI-driven library services at IIM Udaipur and comparable management institutions.

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BIOGRAPHY



Abhishek Kumar Gupta did BSc, B.L.I.Sc, M.L.I.Sc, PGDCA, MSc (CS), MPhil (LISc), and has more than 26+ years of experience. Also, with extensive research experience and 10 research papers in National and International Journals. Presently working as an Assistant Library and Information Officer at IIM Udaipur. He is a life member of MANLIBNET and MPLA.



Dr Rakesh Kumar Khare, is Librarian / Professor in Rabindranath Tagore University, Bhopal (MP), since February 2014. He has a total of 18 years' experience in the field of Library and Information Science. His qualifications are B. Com., M. Com., M.Sc. (Comp. Sc.), PGDCA, BLISC, MLISC, M. Phil (LISc) and PhD (LISc). 15 scholars have been awarded PhD under his guidance. He is a recipient of 05 awards from different organisations. He published 1 book, 6 edited books, and more than 50 Research Papers. He is a life member of ILA and MPLA.