

**YOUTUBE AS A SOURCE OF INFORMATION FOR LIBRARY AND
INFORMATION SCIENCE EDUCATION: A CONTENT ANALYSIS ON
GLOBAL PERSPECTIVE**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY**

LULU ROUT

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND INFORMATION
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BY

LULU ROUT

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

Supervisor

Prof. PRAVAKAR RATH

Submitted

**In partial fulfillment for the requirement of the Degree of Doctor of
Philosophy in Library and Information Science of Mizoram University,
Aizawl**



Mizoram University

(A Central University)

Department of Library and Information Science

Tanhril, Aizawl, Mizoram, Pin-796004

Gram: MZU, P.O. Box: 190, Phone: (0389) 2331607, 2331608

Email: mzut016@mzu.edu.in

CERTIFICATE

This is to satisfy that the thesis entitled **“YOUTUBE AS A SOURCE OF INFORMATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION: A CONTENT ANALYSIS ON GLOBAL PERSPECTIVE”** submitted by **LULU ROUT** for the award of the Degree of Doctor of Philosophy in Library and Information Science is carried out under my supervision and incorporates the student's bona-fide research and this has not been submitted for award of any degree in this or any other university or institute of learning.

Place: Aizawl, Mizoram

(Prof. Pravakar Rath)

Date:

Supervisor

DECLARATION
MIZORAM UNIVERSITY
September, 2025

I, **Lulu Rout**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Library and Information Science.

(Lulu Rout)

Research Scholar

(PROF. MANOJ KUMAR VERMA)

(Head of the Department)

(PROF. PRAVAKAR RATH)

(Supervisor)

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ABBREVIATIONS

Abbreviation	Description
NLP	Natural Language Processing
SPSS	Statistical Packages for Social Science
ANOVA	Analysis of Variance
HD	High Definition
SD	Standard Definition
TV	Total Views
TL	Total Likes
TC	Total Comments
CC	Creative Commons
ASMR	Autonomous Sensory Meridian Response
YPP	YouTube Partner Program

Chapter 1

Introduction

1.1 Growth of Video Sharing Platforms

The history of video-sharing platforms is a fascinating journey through the rapid evolution of internet technology, media, and culture. It all started in the early 2000s, when broadband internet became widely accessible, enabling faster upload and download speeds (Burgess & Green, 2009). This technological leap created fertile ground for platforms that allowed users to share and consume videos online, revolutionizing how people engaged with digital content (Moran, 2018). The first significant breakthrough came in 2005 with the launch of “YouTube”, created by former PayPal employees Steve Chen, Chad Hurley, and Jawed Karim. YouTube’s simple, user-friendly interface and lack of video upload restrictions allowed anyone with an internet connection and a camera to share their videos with a global audience (Kim, 2012). This democratization of media shifted the power of content creation from traditional studios to individuals. YouTube’s early days were marked by quirky home videos, short clips, and the viral “Charlie bit my finger” type of content, which captured audiences with its authenticity and relatability. By 2006, YouTube’s explosive growth caught the attention of Google, which acquired the platform for \$1.65 billion—a move that would set the stage for YouTube’s rise as the dominant force in online video (Vonderau, 2016).

As YouTube gained popularity, other companies saw the potential for video-sharing platforms and attempted to replicate or differentiate from YouTube’s model. Platforms like “Vimeo”, launched in 2004 by Jakob Lodwick and Zach Klein, catered to a more niche, creative audience, emphasizing high-quality, professional content and focusing on creators who wanted a polished space to showcase their work (Klein, 2010). Vimeo built a reputation for its commitment to creative expression and quality over quantity, establishing itself as the go-to platform for filmmakers, artists, and videographers. By offering ad-free content and introducing premium membership options, Vimeo carved out a space for itself as an alternative to YouTube, especially among creators seeking a different aesthetic or user experience (Strangelove, 2010).

The landscape of video sharing continued to evolve with the rise of social media platforms, each incorporating video in innovative ways. “Facebook”, launched in 2004, began supporting video uploads in 2007, giving users a way to share personal clips with friends (Hampton et al., 2011). Over time, Facebook’s algorithm would prioritize video content, and it even introduced Facebook Live in 2015, responding to the growing trend of live streaming pioneered by platforms like Twitch. Launched in 2011, Twitch began as a gaming-centric platform, where gamers could broadcast their gameplay in real-time. This interactive format resonated with a young, tech-savvy audience, leading Twitch to become the premier platform for live streaming, not just for gaming but for a range of content, from “Just Chatting” sessions to art and music streams. Amazon’s acquisition of Twitch in 2014 highlighted the massive potential of live streaming, further diversifying the video-sharing ecosystem (Johnson & Woodcock, 2019).

In parallel, mobile-focused video-sharing apps began to emerge, taking advantage of the increasing power and ubiquity of smartphones. Vine, launched in 2013 by Dom Hofmann, Rus Yusupov, and Colin Kroll, introduced the concept of short-form video content, with a six-second limit that encouraged creativity and humor (Williams, 2015). Vine became a cultural phenomenon, popularizing short, looping video clips and spawning internet celebrities. However, despite its success, Vine struggled with monetization and competition from other platforms, leading to its closure in 2017. Nevertheless, Vine’s influence is seen today in the success of TikTok, which was initially launched as Douyin in China in 2016 by ByteDance and later merged with Musical.ly in 2018. TikTok expanded on Vine’s concept, allowing for longer videos with an intuitive editing interface and a powerful recommendation algorithm. The platform quickly captured a global audience, especially among Gen Z, and became a significant player in the video-sharing world, influencing music, fashion, and social trends (Zhang, 2021).

The evolution of video-sharing platforms also saw giants like “Instagram” entering the space. Originally a photo-sharing app, Instagram introduced video uploads in 2013, followed by Instagram Stories in 2016, and IGTV in 2018, adapting to the rise of mobile video consumption and the demand for quick, accessible content (Sheldon & Bryant, 2016). Instagram’s integration of video features was a direct response to the success of Snapchat’s ephemeral videos and TikTok’s bite-sized content. Snapchat itself, launched in 2011, had pioneered the concept of disappearing content and was instrumental in

shaping the way people engaged with mobile video. Although Snapchat's user base has remained smaller than Instagram's or TikTok's, its influence on video-sharing culture has been profound (Cavazos-Rehg et al., 2016).

As we rolled into the late 2010s and early 2020s, the video-sharing world became a real battleground. Every platform was scrambling to find its own unique groove, trying to hook viewers and make some money. Creators had more ways than ever to get paid, whether through subscriptions, sharing ad revenue, landing brand deals, or even getting virtual tips. And to stand out, platforms started offering all sorts of new features. Then COVID-19 hit, and everything exploded. Suddenly, everyone was watching and making more videos. Live streaming, in particular, became a lifeline, helping people connect and share experiences in real time when they couldn't do it in person. Even platforms like Zoom, which started out for business meetings, became incredibly popular for everything from work calls to virtual hangouts. It really blurred the lines between just watching videos and actually socializing online (Sullivan, 2020).

Looking back, the story of video-sharing platforms is a pretty amazing example of how technology and new ideas can change everything. From YouTube kicking things off with user-generated content to the boom of mobile video and quick-hit platforms like TikTok, every step of the journey has shown how our culture, technology, and even just what we like to do online have shifted. Today, video-sharing platforms are totally woven into our digital lives. They've shaped how we entertain ourselves, get informed, and express who we are online. And with exciting new tech like AI, virtual reality, and augmented reality on the horizon, the future of video-sharing promises even wilder transformations. It's going to keep redefining how we connect and create in the digital world.

1.2 The Big Impact of Video-Sharing Platforms on Society

YouTube, TikTok, and Instagram were initially used to share personal videos and creative content, but now they have a significant impact on almost every aspect of our lives, including how we interact, learn, and even participate in global conversations. They are powerful tools for communicating with one another, learning new things, sharing cultures, and even bringing about real social change.

➤ **Spreading Information Far and Wide**

The ability of video-sharing platforms to democratize information is one of their most appealing features. Unlike traditional media, where large corporations dictate what we see, these platforms allow anybody with internet access to upload and discuss their thoughts. This has given a voice to many people who would not have been heard otherwise. For example, social movements and activism have grown significantly as a result of these platforms. People throughout the world can swiftly raise awareness about situations that traditional media may overlook. Consider the #BlackLivesMatter movement, which got international attention as people posted footage of marches, speeches, and direct tales of abuses. These platforms genuinely enable social and political movements to gain traction and fight for real change.

➤ **A New Way to Learn**

Education has also been significantly impacted. YouTube, in particular, hosts millions of educational videos on topics ranging from physics and math to art and philosophy. Channels like as Khan Academy, TED-Ed, and CrashCourse provide free, high-quality learning content, allowing people all over the world to learn at their own speed.

These systems were lifesavers during the COVID-19 pandemic, allowing schools to go online and continue schooling. Teachers, students, and parents depended on video-sharing sites to get more resources, tutorials, and virtual classes. They genuinely proved critical to keeping education afloat during difficult times.

➤ **Reshaping Business and Marketing**

In the business realm, video-sharing platforms have transformed marketing and advertising. With billions of subscribers, platforms such as YouTube, TikTok, and Instagram are goldmines for marketers looking to reach a large audience. Unlike traditional commercials, which were frequently passive, video platforms allowed consumers to interact directly by liking, commenting, and sharing content. Influencer marketing has also skyrocketed. Content creators with big followings sell products and services to their audience, allowing brands to interact with customers in a more personal and real way, which frequently results in more engagement and brand loyalty. Small businesses can use video-sharing platforms to market their products and reach global audiences without incurring large advertising costs.

➤ **Connecting Cultures Globally**

These platforms also do an excellent job promoting cultural exchange and global connectivity. Videos depicting daily life, customs, and traditions allow users to gain insight into civilizations that are vastly different from their own. Exposure to other points of view fosters cross-border understanding and empathy. Imagine being able to experience another country's food, music, language, and festivals from the comfort of your own sofa! These platforms foster a feeling of global community by sharing trends, dances, and challenges, allowing people of many backgrounds to join in common experiences, resulting in a more interconnected world.

➤ **Supporting Mental Well-being**

Video-sharing sites can also benefit mental health and well-being by providing communities and support networks. Many people find comfort in watching content that is relevant to their interests or experiences, whether it is about mindfulness, mental health, fitness, or lifestyle. These platforms offer tools and a sense of community, which can be especially beneficial for those who may feel isolated. Influencers who freely discuss their own mental health challenges help to mainstream these discussions, lowering stigma around issues such as anxiety and depression and encouraging others to get treatment. Additionally, therapeutic content such as guided meditation, relaxation films, and ASMR (autonomous sensory meridian response) has gained popularity, assisting viewers in de-stressing and relaxing.

➤ **Fuelling Creativity and Innovation**

What's more, video-sharing platforms spark creativity and innovation by giving users tools and a global audience. Anyone can make and share a video, leading to an explosion of user-generated content that thrives on fresh ideas. Apps like TikTok and Instagram Reels, with their easy-to-use editing features, filters, and effects, have lowered the bar for content creation, letting people with minimal technical skills create high-quality videos. This freedom has led to the rise of countless internet personalities, artists, and musicians who might never have been discovered through traditional media. In this way, video-sharing platforms act like incubators for new talent and ideas, fostering a culture of creativity that benefits everyone.

➤ **Endless Entertainment at Your Fingertips**

Of course, entertainment is a key function. These platforms provide an endless supply of content for all tastes, ranging from short comedy skits and music videos to film reviews and trip vlogs. They cater to a variety of tastes, allowing viewers to absorb only what they are interested in. In today's fast-paced world, these platforms provide a simple method to rest and unwind, frequently directly from our smartphones or tablets. Furthermore, the algorithm-driven recommendations on platforms such as YouTube and TikTok provide a truly interesting and personalized experience.

➤ **Changing How We Get Our News**

In journalism, video-sharing sites have totally changed how news is consumed and reported. Many people nowadays rely on channels like YouTube for real-time news updates, live coverage, and in-depth analysis. Citizen journalism has spread, with users contributing footage of events as they unfold, frequently revealing angles that established news outlets may overlook. This immediacy and accessibility have transformed the media landscape, resulting in increased transparency and accountability in reporting. For example, during protests or natural disasters, on-the-ground footage recorded by individuals can provide viewers with an uncensored view of events, which may differ significantly from conventional media coverage. This transition enables people to take an active role in sharing knowledge.

➤ **A Significant Economic Driver**

The economic impact of video-sharing sites is enormous, generating revenue for millions of producers and related sectors. Many people have made a full-time living from content creation, with revenue coming from advertisements, sponsorships, and fan support. Platforms such as YouTube and TikTok have even established creator funds to compensate famous video creators. This economic ecosystem includes businesses that assist production, such as video editing software providers, internet marketing agencies, and goods makers. For many young people, the idea of being a content producer has influenced their professional goals, indicating a significant shift in how individuals perceive regular employment.

➤ **The Challenges We Face**

However, it's not all smooth sailing. Video-sharing platforms face challenges like the spread of misinformation. Viral videos can quickly spread false or misleading

information, and platforms are under pressure to regulate content. Moderating millions of videos daily is an incredibly complex task. Also, cyberbullying and harassment remain concerns, as some users exploit online anonymity to harm others. Despite these challenges, video-sharing platforms are working hard to implement community guidelines and automated systems to detect and remove harmful content, though there's still a lot of work to be done.

1.3 YouTube: Features and Qualities

YouTube, a part of Google, is undeniably the top dog in video sharing. It lets users upload, watch, share, and interact with video content. Since it started in 2005, YouTube has completely changed how we consume and create content, offering features for both creators and viewers. It's evolved a lot, adding tons of tools and features that make the user experience better and encourage growth and interaction. Let's dive into what makes YouTube so successful.

➤ Easy to Use Interface

One of the main reasons YouTube is so successful is its user-friendly interface. It's designed to be simple and intuitive, making it easy for everyone, from new users to experienced creators, to get around. When you open YouTube, you see a personalized homepage based on your past searches, subscriptions, and what you usually watch. This personalized approach makes finding content a breeze, so you can quickly find videos that interest you. Plus, YouTube works seamlessly across all devices – desktops, phones, smart TVs. The interface adapts, ensuring a smooth and consistent experience no matter what you're using.

➤ A Massive Library of Content

YouTube boasts one of the largest content libraries in the world, with billions of videos uploaded every day. This huge variety covers almost every topic imaginable: entertainment, music, news, educational tutorials, gaming, and vlogs. This diversity means users can find videos on anything they're interested in, offering endless entertainment and learning opportunities. It's also become a go-to resource for professional content creators, businesses, and influencers who use it to reach wider audiences, promote products, or offer services. This unmatched variety and scale of

content make YouTube a central hub for video consumption globally (Burgess & Green, 2009).

➤ **Smart Personalization and Recommendations**

YouTube's recommendation algorithm is another key feature that keeps users hooked. Powered by machine learning, it suggests videos based on your watch history, search history, and how you engage with other content. Over time, this algorithm gets smarter at predicting what videos you'll likely enjoy, boosting your engagement. It even considers what videos you've liked, shared, or commented on to fine-tune its suggestions. This personalized recommendation system truly sets YouTube apart. It ensures users spend more time on the platform by constantly providing content tailored to their preferences (Anderson, 2018). It also helps creators reach more viewers, as highly engaging videos can appear in more recommendations.

➤ **Earning Potential for Creators**

For many, YouTube offers a fantastic chance to turn their passions into a living. The platform's monetization model lets creators earn money through ads, sponsorships, merchandise sales, and even direct donations from viewers. The YouTube Partner Program (YPP) lets creators make money by sharing a portion of the ad revenue generated from their videos. YouTube's ability to provide a sustainable income stream has made it a magnet for both amateur and professional content producers. They've also added other monetization features like Super Chat (live stream donations), channel memberships, and YouTube Premium revenue sharing, further expanding creators' earning potential. These options, combined with YouTube's global reach, make it a very attractive platform for creators across all sorts of niches and industries (Lobato, 2019).

➤ **Live Streaming and Interactive Fun**

YouTube also supports live streaming, allowing creators to interact with their audience in real-time. This has become especially popular among influencers, gamers, and news channels, offering spontaneous content creation and immediate engagement with followers. During live streams, users can comment, ask questions, and chat with the host, making the experience more interactive and dynamic. Beyond live streaming, YouTube lets creators add interactive elements like polls, end screens, and cards to further engage the audience. These features are designed to keep viewers interested and

participating, creating a more immersive and collaborative experience for everyone (Freeman & Lous, 2019).

➤ **Accessible and Global**

One of YouTube's biggest strengths is its accessibility. It's available worldwide, and anyone with an internet connection can access content. YouTube supports multiple languages, making it easy for people from different regions to enjoy the platform. This global reach is crucial to its success, allowing creators to expand their audience beyond geographical limits. Furthermore, YouTube's integration with Google services makes it even more accessible. Google's search engine often highlights YouTube videos in search results, giving content even more visibility. This integration also helps YouTube deliver relevant advertisements, which is a major source of revenue for both the platform and creators (Van Dijck, 2013).

➤ **YouTube Premium: Ad-Free and More**

YouTube Premium is a subscription service that offers several perks. A major benefit is watching videos without ads, providing an uninterrupted viewing experience that many users love. Subscribers also get access to YouTube Originals, which includes exclusive content from popular creators and artists. YouTube Premium subscribers can also download videos for offline viewing and access YouTube Music, the platform's music streaming service. This enhanced viewing experience makes YouTube Premium a compelling offer for users who want ad-free content while also supporting their favorite creators (Cunningham & Craig, 2019).

➤ **Tools for Content Creation**

YouTube provides a suite of tools and resources to help content creators produce high-quality videos. There's an easy-to-use video editor for trimming, adding music, and applying filters. For more advanced creators, YouTube integrates with external editing software, offering flexibility for professional-grade content. The platform also supports high-definition live broadcasting and easy sharing across social media. YouTube's mobile app lets users record, edit, and upload videos directly from their phones, making it super easy to create content on the go. Additionally, YouTube gives creators access to various analytics tools that provide insights into video performance. These tools help creators track watch time, audience demographics, and engagement metrics, which are

vital for refining their content strategy and improving future videos (Burgess & Green, 2018).

➤ **Building Community and Social Connections**

YouTube is more than just a place to watch videos; it's a social space where people can interact. Users can like, dislike, comment on, and share videos with their networks, building a sense of community around the content. The "Subscribe" button is key for community building. By subscribing to a channel, users get notified when new content is uploaded, so they don't miss out. For creators, building a strong subscriber community is essential for growth and long-term success.

The comment section under each video is a platform for discussions, feedback, and community engagement. Some channels even have dedicated fan groups or forums where viewers can discuss content, share ideas, and interact, further strengthening the sense of community (Jenkins, 2006).

➤ **A Hub for Educational Content**

YouTube has become an indispensable resource for learning, with a vast array of educational content across countless disciplines. From academic lectures and tutorials to DIY guides and skill-building resources, it offers a wealth of information accessible to anyone with internet access. Channels dedicated to education, like Khan Academy, TED-Ed, and CrashCourse, have significantly contributed to YouTube's role as an educational tool. Many teachers and students now use YouTube as a supplementary resource for classroom learning, making it a valuable asset in the educational landscape (Zhao & Ge, 2015).

➤ **Keeping Content Safe: Quality Control and Moderation**

Despite its many positive aspects, YouTube faces challenges with content moderation and quality control. The platform has implemented various policies and algorithms to manage harmful content, hate speech, misinformation, and inappropriate videos. It relies on both automated systems and human moderators to ensure content follows community guidelines and legal requirements. YouTube has faced criticism in the past for not adequately managing harmful content, but it continues to improve its moderation practices, working closely with various organizations to tackle issues related to hate speech, fake news, and offensive content (Gillespie, 2018).

YouTube is truly so much more than just a video-sharing platform. Its intuitive interface, massive content library, personalization, monetization opportunities for creators, and global accessibility make it unique in the digital world. As YouTube keeps evolving, these features and qualities will undoubtedly remain key to its ongoing success. Whether you're watching videos, creating them, or using the platform for marketing, YouTube offers a diverse set of tools and resources that make it a powerful force online. Its continuous innovation in content delivery, community-building features, and interactive tools ensures YouTube will stay a dominant player in the digital media landscape for years to come.

1.4 Importance of YouTube in Learning and Teaching

YouTube has become an invaluable resource in the realms of learning and teaching, providing both students and educators with access to an immense library of knowledge and resources that support various educational needs (Burgess & Green, 2009; Strangelove, 2010). Originally a platform for sharing videos of all kinds, YouTube has evolved into a powerful educational tool that supplements traditional learning methods and offers an alternative approach to teaching and learning. Its impact is evident across multiple disciplines and education levels, from early childhood education to university-level courses and beyond (Kim, 2012; Vonderau, 2016).

❖ Access to Open Educational Resources

One of YouTube's most significant contributions to education is the democratization of information. It provides free access to a vast array of learning resources that were previously available only through textbooks or costly courses, making education more accessible to those in underserved or remote areas (Moran, 2018). Channels like Khan Academy, CrashCourse, and TED-Ed offer expertly crafted lessons in subjects ranging from basic mathematics to complex scientific theories, history, art, and beyond (Johnson & Woodcock, 2019). These channels have carefully structured playlists that guide students through specific topics, making it easy for users to navigate lessons as they would in a traditional classroom setting.

❖ Enhancing Learning with Visual Content

The human brain processes visual information much faster than text, and YouTube capitalizes on this advantage by providing educational videos that often include animations, demonstrations, and infographics (Sullivan, 2020). This visual element enhances comprehension, especially in subjects that are challenging to convey solely through written explanations. In fields like biology and chemistry, for instance, videos with 3D models and animations can depict complex processes such as cellular functions or chemical reactions, making abstract concepts more tangible (Cavazos-Rehg et al., 2016).

❖ **Catering to Diverse Learning Styles**

YouTube supports a wide range of learning styles, recognizing that individuals process information in different ways (Sheldon & Bryant, 2016). Auditory learners can benefit from lectures and discussions, while visual learners can engage with videos that incorporate diagrams and visuals. For kinesthetic learners, YouTube offers tutorials and demonstrations for hands-on activities, such as experiments, crafting, cooking, and coding (Klein, 2010). This adaptability enables educators to tailor content to each student's unique learning style, which can improve retention and comprehension significantly.

❖ **Promoting Self-Paced Learning**

One of YouTube's defining features is that it allows learners to progress at their own pace, providing the flexibility to pause, replay, or skip sections as needed. This autonomy is particularly beneficial for learners who may require additional time to grasp a concept or for advanced students who wish to move through material quickly (Hampton et al., 2011). Self-paced learning fosters responsibility and encourages students to take ownership of their education, allowing them to balance learning with other responsibilities, such as work or family obligations (Williams, 2015).

❖ **Supporting Lifelong Learning and Skill Development**

YouTube is valuable not only for students in formal educational settings but also for lifelong learners who want to acquire new skills or knowledge outside of traditional schooling (Zhang, 2021). A wide variety of tutorials cover practical skills such as cooking, gardening, carpentry, language learning, digital design, and even advanced topics like programming and financial literacy (Strangelove, 2010). This flexibility has

made YouTube an ideal resource for continuous personal and professional growth, fostering a culture of lifelong learning and skill-building across various disciplines (Vonderau, 2016).

❖ Facilitating Teacher Professional Development

Educators benefit from YouTube as a tool for professional development. Many teachers turn to YouTube to access resources that enhance instructional methods, keep up with educational trends, and learn about new classroom technologies (Johnson & Woodcock, 2019). Channels focused on pedagogy and educational technology provide insights on topics such as classroom management, curriculum development, and integrating digital tools into lessons (Moran, 2018). This resource supports teachers in improving their craft and adapting to the rapidly changing educational landscape.

❖ Enabling Global Learning Communities

YouTube serves as a platform for global learning communities, connecting people from diverse backgrounds to share knowledge and engage in collaborative learning (Kim, 2012). Educational channels often have comment sections for students and teachers to discuss topics, ask questions, and share insights. This global reach breaks down geographical barriers, allowing students and educators to access and learn from perspectives they might not otherwise encounter (Burgess & Green, 2009).

❖ Enriching the Classroom Experience

Incorporating YouTube into the classroom can enhance traditional learning by introducing multimedia elements that make lessons more engaging. Teachers can use videos to introduce new topics, provide context, or reinforce difficult concepts. For instance, historical footage can enliven history lessons, while virtual science demonstrations can compensate for limited laboratory resources in some schools (Sullivan, 2020; Vonderau, 2016).

❖ Assisting Language Learning

Language learning is an area where YouTube's contributions are particularly impactful. Channels dedicated to language education provide resources for learners of all levels, often featuring native speakers and cultural insights that enrich the language-learning experience (Zhang, 2021). Subtitles, transcripts, and playback speed controls further

aid comprehension, making language learning more accessible for both students and educators, as well as immigrants and refugees working to improve their language proficiency (Sheldon & Bryant, 2016).

❖ **Encouraging Digital Literacy**

The digital age demands proficiency in skills like online research, content evaluation, and media literacy. YouTube introduces learners to a diverse array of information sources, encouraging critical thinking and media literacy skills (Cavazos-Rehg et al., 2016). Teachers can integrate educational content to help students assess the reliability of sources, verify facts, and distinguish credible information from misinformation—skills essential for responsible digital citizenship (Williams, 2015).

❖ **Cost-Effectiveness and Accessibility**

YouTube is accessible on various devices, including smartphones, tablets, and computers, and it is free to use. This cost-effectiveness is especially valuable in providing educational resources to people across socioeconomic backgrounds, allowing students from underserved communities to access the same content as more privileged peers (Burgess & Green, 2009). Such inclusivity is essential for creating educational equity and providing all students with equal opportunities to learn.

❖ **Staying Relevant in a Changing World**

As technology and industry evolve, YouTube keeps pace by offering content on current trends, technological advancements, and emerging fields. Educational videos on YouTube are often updated more quickly than textbooks, making it a timely resource for keeping up with the latest developments across various disciplines (Hampton et al., 2011). For instance, topics like artificial intelligence, climate science, and digital marketing are constantly changing, and YouTube's content creators provide up-to-date information that prepares learners for modern challenges (Klein, 2010).

❖ **Overcoming Learning Barriers During the COVID-19 Pandemic**

The COVID-19 pandemic highlighted YouTube's value as a learning tool when schools worldwide shifted to remote learning. YouTube's educational content helped teachers and students adapt to virtual learning, as teachers created instructional videos to maintain structure and provide continuity in students' lives (Cavazos-Rehg et al., 2016).

Students who struggled with online classes turned to YouTube for supplemental help, as educational channels offered explanations and tutorials on challenging topics (Sullivan, 2020).

❖ **Preparing Students for the Future**

The knowledge and skills acquired through YouTube prepare students for future careers in ways traditional schooling may not. Many jobs now require familiarity with digital tools, multimedia content creation, and independent learning—all skills that YouTube can help develop (Moran, 2018; Zhang, 2021). This exposure fosters digital fluency, equipping students with the necessary skills for success in a digital workforce, while students who create their own educational videos gain communication and technology skills beneficial across professional fields (Kim, 2012).

YouTube's impact on learning and teaching is profound and far-reaching. It offers an extensive range of resources that cater to various learning styles and levels, supporting traditional education while fostering lifelong learning, professional development, and digital literacy (Strangelove, 2010; Burgess & Green, 2009). Its accessibility and versatility have made it an indispensable educational tool, bridging gaps in traditional methods and providing equal opportunities for students and teachers worldwide to access knowledge and learn.

1. 5 Scope Significance of this Study

YouTube is a valuable resource for Library and Information Science (LIS) students, offering diverse learning materials on various topics in the field. It provides free access to tutorials on cataloging, classification, and database management, which are essential skills in LIS. Many experts and professors share lectures and workshops on YouTube, allowing students to gain insights from professionals worldwide. Through video content, students can learn at their own pace, pausing or replaying sections to fully understand complex topics. YouTube channels dedicated to LIS topics often cover emerging trends in digital libraries, data management, and library technology, helping students stay updated. Additionally, videos on research techniques and academic writing assist students in improving their scholarly skills. YouTube offers visual demonstrations of software and tools used in library science, such as MARC, DDC, and OPAC systems. It also fosters a global learning community where students can engage

through comments, discussions, and collaborations. YouTube playlists and channels provide structured learning paths on specific LIS subjects, making it easier to focus on areas of interest. Overall, YouTube's accessibility, variety, and interactive format make it a powerful learning aid for LIS students.

This study examines the role of YouTube as a primary data source to explore how it contributes to the teaching and learning processes among Library and Information Science (LIS) students. Focusing specifically on informational videos within the LIS domain, it aims to understand how these videos support learning outcomes for LIS students. The study's scope is global, as data were collected using Webometric Analyst, which aggregates YouTube content from across the world. The collected raw data underwent manual verification, with only videos uploaded between 2019 and 2023 included in the analysis. Videos were selected based on titles containing at least one English term pertinent to libraries or information science. After downloading the metadata of the videos, videos having less than 1 minute duration were excluded in this study. The research relied on various search strings to capture the extensive range of educational material available on YouTube. This approach enables an in-depth analysis of YouTube's impact as a global resource for LIS education, reflecting its potential to reach and benefit students worldwide.

1.6 Statement of the Problem

The rise of digital learning platforms has transformed the education landscape, enabling access to diverse resources for students across the world. Among these platforms, YouTube has become an important resource for educational content, including in specialized fields such as Library and Information Science (LIS). LIS, a field rooted in interdisciplinary knowledge from areas like information technology, research methods, management, and communication, requires students to engage with a wide range of topics to develop expertise. YouTube hosts a vast repository of videos that can potentially address this need, offering tutorials, lectures, workshops, and interviews that cover a variety of LIS subjects. However, despite YouTube's popularity and utility, there remains a lack of in-depth analysis regarding the quality, relevance, and scope of its content for LIS education on a global scale.

In this context, it is critical to assess whether YouTube serves as an effective source of information for LIS students, providing content that is accurate, reliable, and aligned

with academic standards. With the increasing reliance on YouTube for informal learning, it is essential to understand if students are gaining sufficient, well-rounded insights into LIS principles and practices. Although there are studies examining YouTube as an educational tool in various fields, little research has been conducted specifically for LIS, especially from a global perspective that accounts for content diversity, regional representation, and language accessibility.

This research problem is further motivated by the need to evaluate how YouTube content aligns with LIS curriculum requirements, particularly given the field's evolving demands. As LIS expands to include digital archiving, user-centered design, and information policy, it is crucial for students to have access to updated and relevant resources that reflect these changes. Therefore, a comprehensive content analysis of YouTube videos on LIS is necessary to identify the most common topics covered, the quality of the information presented, and its suitability for supporting academic learning objectives. This study also aims to address whether YouTube effectively supports the development of practical skills in LIS, such as cataloging, information retrieval, and digital resource management. Practical skills are often challenging to teach without hands-on experience, and videos may provide an alternative means for students to observe and learn technical aspects of the field. This analysis will help determine if YouTube serves as a valuable resource for developing both theoretical knowledge and practical competencies in LIS.

By conducting a global analysis, this study will also examine the geographical distribution of LIS-related YouTube content to assess if students in various regions can equally benefit from the platform. If significant disparities exist, it could imply a need for more region-specific content that addresses the unique challenges and requirements faced by LIS students in different parts of the world. Another component of this research will explore language accessibility on YouTube, as language barriers may restrict access for non-English-speaking students, further limiting the platform's effectiveness as a global educational tool for LIS.

So, this research problem seeks to answer whether YouTube can serve as a reliable, comprehensive source of information for LIS students worldwide, capable of enhancing their knowledge and preparing them for the challenges of the field. All these factors prompted and inspired me to undertake this research problem.

1.7 Objectives of the Study

This study's primary objective is to determine whether YouTube has a sufficient amount of library and information science-related videos, where the bulk of videos were uploaded, and whether users are satisfied with the existing videos. The other specific objectives of the present research problem are to:

- 1) Investigate how things like year wise growth, license and definition are used in videos.
- 2) Find out the popular YouTube channels in the area of library and information science based on the number of videos, likes, views, and comments.
- 3) Measure the prominent area of library and information science where majority of videos are uploaded.
- 4) Determine the sentiment of viewers by analyzing their comments

1.8 Research Design

The current research problem covers all the YouTube videos on Library and Information Science which were uploaded during the year 2019-2023. While collecting the raw data from YouTube no other criteria such as country, language, etc., were imposed. Data were collected from globally within the said time frame.

Data collection techniques

In this research, multiple software tools, packages, and platforms were utilized for the systematic collection of raw data from YouTube. The primary software used for this purpose was Webometric Analyst, a free tool designed for collecting and analyzing web-based data, including YouTube content. To ensure the relevance of the retrieved videos, various search strings were applied, incorporating Boolean operators to filter results specific to the field of Library and Information Science (LIS). During the data retrieval process, a YouTube API key was generated through the Google Console platform, which served as an essential input for enabling access to YouTube's data. This API key facilitated efficient querying and retrieval of videos directly from YouTube, ensuring that data collection was streamlined and aligned with the study's objectives.

Data analysis and interpretation:

The data collected from Webometric Analyst were initially saved in .txt format and subsequently converted to .xlsx format for easier handling and analysis. Following the conversion, the data underwent manual cross-verification and cleaning to ensure accuracy and relevance. Microsoft Excel, a widely used Windows-based application, was employed to perform various preliminary analyses and organize the dataset. Sentiment analysis of the video content was conducted within the R-Studio environment, leveraging its statistical and analytical capabilities to interpret the data effectively. For hypothesis testing, SPSS software was utilized, allowing for rigorous statistical analysis to validate the study's research questions and ensure the reliability of findings.

1.9 Hypothesis of the Study

H₁: There is no significant difference between the year of the videos with the viewership of the videos.

H₂: There is no correlation between the duration of videos and the viewership of the videos.

1.10 Review of Literature

The review of literature for this study, titled "YouTube as a Source of Information for Library and Information Science Education: A Content Analysis on Global Perspective," explores the intersection of digital media, online learning, and Library and Information Science (LIS) education. YouTube, as one of the most widely accessed video-sharing platforms globally, offers diverse educational content across numerous fields, including LIS. As digital resources become increasingly integrated into educational frameworks, YouTube presents both opportunities and challenges as a source of informal, accessible information for LIS students worldwide. This review examines prior studies on YouTube's role in education, the quality and reliability of user-generated content, and the platform's effectiveness as a supplementary educational tool. The discussion also highlights the interdisciplinary nature of LIS education, which draws upon fields such as information technology, data science, and management, and explores how YouTube's content can support these diverse learning requirements. Moreover, the literature addresses the unique needs of LIS students who, beyond theoretical knowledge, require practical training in information organization, digital

archiving, and user-centered service design—skills that may or may not be effectively covered on YouTube. A systematic review of literature was carried out on the basis of following aspects.

1.10.1 Impact of YouTube on Students

YouTube is a online platform that has been widely used as information source by students of different age groups, subjects and areas. Students use YouTube not only for entertainment but also for educational purposes too. Use of YouTube by students has both its positive and negative impact. By analyzing existing literatures this review aims to explore You Tube's role in modern education, focusing on how it affects student's thinking, social behavior, development, role of teachers and schools.

- ***YouTube's Educational Benefits for Students***

You tube has both positive and negative impact on students. It can strengthen learning through the available educational videos and contents, helps in improving language skills and self-confidence. YouTube provides features like comment, discussion, quizzes and Q&A sessions which can increase user engagement and develop motivation for learning. Youtube provides alternative explanations and perspectives on various subjects which is an essential addition to traditional classroom learning. YouTube also helps to develop creativity and skills of students by providing different tutorials (Fadhil Abbas & Qassim, 2020). One of the most useful thing YouTube provides is students can explore different channels, creators and rewatch videos as needed at any time and at their own pace which is very helpful for difficult topics and missed lessons. YouTube offers a huge amount of free educational content which is helpful for students who cannot afford to pay for tuitions, preparing for competitive exams, etc. without the need to go for offline coaching centers. YouTube provides diverse learning styles such as auditory, visual, kinesthetic learners across numerous video formats.

- ***Enhancing Student Engagement and Motivation***

YouTube uses interactive activities like problem-solving, debates, case studies to help students become participants rather than just passive listeners. YouTube uses animations and digital tools to engage users. YouTube allows students to choose topics they want to learn. YouTube encourages peer reviews, discussions, group projects and problem-solving tasks (Marty-Dugas et al., 2024). It motivates students to

communicate on online community without using violence through comment, discussions and Q&A sessions. YouTube offers flexible learning. Students can learn at their own pace. Youtube provides contents on diverse global perspectives that helps broaden the understanding capacity and curiosity of students. YouTube also provides gamified or storytelling videos to keep students interested and entertained during learning (Bhat & Hussain, 2025).

- ***Impact on cognitive development and critical thinking skills***

YouTube is being widely used as a learning platform and it has a strong influence on learning process and cognitive development of students. Contents available on YouTube includes audio, visuals, real-life examples, subject based lessons, step-by-step explanations, software tutorials, revision videos, career guidance and academic advice, educational documentaries and interviews, etc. Some channels like CrashCourse, Ted-Ed provides explanation using animation and story-telling which help students to understand difficult concepts. Students can learn at their own pace like students can pause, replay, slow down videos, fasten videos according to their need which helps in better thinking and students stay engaged with the content (June et al., 2014). You Tube helps students to connect with educators and learners across the world. It is very helpful to those students who do not have much resources for learning. You Tube helps students boost their critical thinking and problem solving by accessing videos with various viewpoints, opinions, debates. These videos help them to analyze information, ask questions and form their own opinion which is helpful for decision making. Since anyone can upload videos in You Tube, it may also contain misinformation or biased opinions (Aji et al., 2023). Students might accept false information as truth. It is necessary for teachers or educators to guide students in choosing correct content. In today's digital world YouTube plays a important role in making students thoughtful and independent learners.

- ***Skill Development and Practical Learning***

YouTube provides step-by-step tutorials, visual demonstrations of processes, real-life case studies, communication skill tutorials. Learners can develop various digital literacy skills like programming, coding, Excel, AutoCAD, Photoshop. They can also develop daily life skills through DIY tutorials, cooking and baking tutorials, hairdressing or makeup tutorials, carpentry, plumbing, welding, etc (Iftikhar, Riaz, &

Yousaf, 2023). YouTube also helps learners to develop intrapersonal skills such as public speaking, time management, leadership strategies, emotional intelligence. Channels like TEDx, Matt Abrahams offer these types of contents. YouTube also helps in developing creative skills such as drawing, photography, graphic design and filmmaking. YouTube also develops academic skills by providing videos on lab experiments and problem-solving videos of various subjects (Syaputra & Nurwita, 2023).

- ***Social and Collaborative learning***

YouTube promotes peer learning. Students can learn from other students too not just formal educators. YouTube provides features for commenting under the video which helps in clarifying doubts, sharing opinions and giving feedbacks (Roodt & de Villiers, 2011). It also provides features for collaborating. Students and teachers can collaborate for creating videos such as project presentations, science experiments, social skits, etc. Creators can also live stream enabling real-time interaction for encouraging participation from viewers (Anderson et al., 2024). Both students as well as teachers can create playlists of useful videos on their required topics.

- ***Challenges and Limitations of YouTube in Education***

YouTube videos may contain inaccurate information leading to spread of misinformation. Students get distracted by the ads popped up while watching videos, autoplay features. YouTube is not limited to educational content so student may also get distracted by the auto suggestions and entertainment videos. Internet and device access is also a major challenge for accessing YouTube. YouTube does not provide immediate feedback unlike live teaching (Boclips, 2024). Students can't ask questions directly as in classroom teaching. Watching YouTube for long time can lead to fatigue, reduced concentration, physical strain. It can also affect mental health. Some contents may have biased opinions, cultural or language differences which is unknown for the learner and they depend on subtitles or captions for understanding. Not all videos have captions and subtitles which are correct and accurate that leads to spread of misinformation (Teach Educator, 2025). YouTube contains high quality educational videos to poorly explained videos. Students may lack the ability to identify proper educational channels.

- ***Impact on Traditional Educational Systems***

YouTube has both positive and negative impact on traditional educational systems. YouTube provides enhanced teaching methods, access to global knowledge, self-paced learning. YouTube also promotes flipped classroom learning. YouTube videos engages students more in studies as compared to textbooks due its visual, animations, demonstrations. On the other hand, YouTube makes students heavily dependent on technology for learning decreasing their motivation for traditional learning and critical thinking. Digital divide also an issue for accessing YouTube. Students from rural do not have equal internet access and devices as compared to urban areas limiting their learning. Students get passive by watching YouTube videos. They do not take notes and avoid reading textbooks. As YouTube has no restrictions on uploading videos, students may lack skills to evaluate the correct information. Some contents may be inaccurate, outdated or have biased information which leads to gain of false knowledge.

1.10.2 Use of YouTube in teaching and learning

YouTube provides educational videos, expert interviews, real life examples, animations, case studies, lab experiments. YouTube can be used as flipped classrooms. Students can watch videos before class use that knowledge during class time. Students can watch contents as many times until they understand it. Students can also raise doubts in the comment under the video. YouTube provides self-directed and peer learning. YouTube can be accessed by students anywhere, anytime. Students use YouTube for learning new topics, revision, exam preparation, homework. YouTube also helps in developing language and communication skills.

- ***YouTube as a Pedagogical Tool***

YouTube provides multimodal learning i.e. combination of audio, visual and text to increase understand and memory retention. It provides global access to students as well as educators. It helps students to pause, replay, rewind contents at their own pace making it flexible for learning. It also have contents related to real world problems which help learners to develop daily life skills. YouTube also contains case studies and expert interviews to guide students for future development. YouTube helps in exploring different cultures which increases global awareness and communication skills (Jackman, 2019).

- ***Enhancing Learning Through Visual and Practical Demonstrations***

YouTube provides visual and practical demonstrations which help learners to engage in learning activities for longer time. Learners get both audio and visual information which helps them to remember it easily. Demonstrations make videos interesting and easy to understand (Alwehaibi, 2015). Practical demonstrations creates curiosity in learners to try it and gaining knowledge through personal experience.

- ***YouTube's Role in Supporting Self-Directed and Lifelong Learning***

YouTube allows learners to choose topics based on their personal choice and learn it at their own pace. YouTube provides features like pause, rewind, replay videos until the learner understands it. YouTube offers to access information from all over the world. Learners can build their own playlist, subscribe to channels to get specific contents. It also helps users in daily life skill development (Tan & Pearce, 2011).

- ***Supporting Different Learning Modalities with YouTube Content***

YouTube supports different learning styles such as visual learning, auditory learning, kinesthetic learning, reading/writing learning, multimodal learning. Visual learners learns by seeing the diagrams, pictures, visual examples. Youtube provides animated explainer videos which is most preferred by these learners. Auditory learners learn by listening to the information. These learners mostly prefer narration, podcasts, interviews. Kinesthetic learners learn through movement and doing things physically (Buzetto-More, 2014). DIY tutorials, science experiments, craft making videos are mostly preferred by these learners. Some learners learn through written words by reading and taking notes (Clifton & Mann, 2011). YouTube provides closed captions, subtitles which helps these learners in note taking. YouTube also provides videos that are combination of visual, auditory, kinesthetic elements in one video which is useful for learners who prefer mix styles.

- ***YouTube and Digital Literacy Development***

YouTube helps students to search, filter and evaluate specific topics. It allows students to think critically and analyze the media that influences viewers. Students must learn about the consequences of their digital actions like commenting, discussing, creating videos on online community. Viewers should be respectful during online

communication (Jones et al., 2010). YouTube also helps user to create content of their own and learn about ownership and copyrights,

- ***YouTube and Informal Learning Environments***

There is no fixed timing to access YouTube like classroom learning. Students can learn anywhere, anytime at their own pace with the help of various mobile devices like mobile phones, laptops and tablets. Learners use YouTube not only for educational purposes but also for skill development, exploring hobbies, personal development, etc (Lange, 2014). There is no restrictions to students for learning. Students can learn topics from higher classes as per their interests which is not available in classroom learning.

- ***Challenges of Using YouTube in Education***

Students get passive and depend heavily on YouTube for learning. Avoid taking notes and going through textbooks. Also, YouTube has many unrelated contents, ads, and suggestions shown in the middle of the videos which easily distracts students from studying. Not all videos uploaded in YouTube have appropriate content, some may be harmful, incorrect or outdated information, biased views which leads to gain of false information. Internet access and device availability can be a barrier to students of low income or rural areas (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). There is no restrictions to anyone for uploading videos in YouTube, students should be guided by tutors before using this platform.

- ***Integrating YouTube into the Curriculum***

Integrating YouTube with the curriculum can increase engagement of students as YouTube provides the facility of visual learning, access to educators across the world and most importantly students can access it according to their need. Educators should guide students about which channel to follow, what content should be accessed. Creators can upload contents arranged in a playlist for easier and structured access (Alwehaibi, 2015). Creators uploading contents must follow the latest syllabus so that students can get maximum knowledge out of it. Creators should use closed captions so that content can accessed by all learners.

- ***YouTube in Higher Education and Professional Training***

YouTube acts as a supplementary source of learning to textbooks, classroom lectures. It uses visual examples and animations in some contents which engages students in studying and help them understand the topic easily (Moghavvemi et al., 2018). YouTube provides flexible learning. It helps students to access contents worldwide without charging any fee. YouTube provides skill development contents LIS field like software, tools such as Excel, SPSS, KOHA and others.

- ***Student Perceptions and Satisfaction with YouTube Learning***

Students can access YouTube 24/7 anywhere with their mobiles, laptop or PCs. YouTube provides videos with animations which make learning interesting and easy to understand difficult topics. Students are accessing variety of contents on different subjects including Library and Information Science at their own pace. Students often does not get accurate and latest content since there is no peer review process for uploading contents. Students get distracted by the ads popped in the middle of the video, suggested videos and unrelated contents. Students might feel lack of interaction as compared to classroom learning (Alwehaibi, 2015). Students can put their doubts in the comment under the video but there is no certainty when the educator will respond. Students from remote areas (underdeveloped geographical areas) struggles with device limitations and internet connectivity. Some contents have poor audio or video quality which make students lose interest in studying. Short videos generally of 5-15 minutes are mostly preferred by students (Orús et al., 2016).

1.10.3 Impact of YouTube on LIS Students

YouTube has become a growing learning platform. It has both positive as well as negative impact on LIS students depending upon their use. If the students follow some trusted and popular channels like ALA, IFLA, university library channels, epg-pathshala, etc. they can access to proper educational contents, contents for their skill development. Students can also get exposed to international trends and practices. Students can learn at their own pace (Chandel & Saikia, 2020). They can interact with learners from all over the world through peer interaction, comment section, Q&A sessions. On the other hand students can get confused due to information overload which can to gain of misinformation. Some content may be outdated or incorrect. Students can easily get distracted on this platform as it offers entertainment contents too. Student can become a passive learner by only watching videos without taking

notes. In remote areas student can face resolution issues as high speed internet may not be available there (Ezeani & Igwesi, 2012). Students can get best outcome from this platform by using YouTube as a supplementary source of information without replacing textbooks.

- ***The rise of YouTube as an Educational Resources***

You tube has grown from a platform of entertainment to a platform for education. Learners of different age groups, designation, discipline use YouTube to develop their skills, understand complex topics and learn ne things in their areas of interest. YouTube provides tutorials, live discussions, Q&A sessions, documentaries, lectures, explaining videos, animated videos in every subjects. YouTube gained more attention during the COVID pandemic when schools and libraries were closed. To fill the gap between schools and students many experts, teachers of various subjects started uploading contents related to their discipline which helped students to continue with their studies. Due to its easy access and interactive nature made learning more engaging for students which most students struggle in traditional classrooms methods.

- ***YouTube as a Source of Informal Learning for LIS Students***

YouTube is an online learning platform which is used by students in a flexible and informal way without relying on textbooks and offline lectures. Students can access videos anytime, anywhere at their own pace (Kumar & Tripathi, 2018). YouTube provides tutorials, step by step guides on cataloguing, database searching, digital archiving, managing library systems, interviews with experienced librarians, library tours, etc. Students can replay, pause, rewind the videos as many times they want making it easier for students to understand a complex topic which is not available in formal education (Chandel & Saikia, 2020).

- ***Enhancing Technical and Practical Skills in LIS***

Some of the key technical skills for LIS students are digital literacy, cataloguing using MARC21, Dublin Core and RDA to organize materials, database searching, managing library systems like Koha, Alma or Sierra, working with digital repositories, open access resources and basic IT skills such as trouble shooting, basic coding, using productivity tools like Google Workspace, Microsoft Office, etc (Singh & Chander, 2014). Practical skills for LIS students include organizing information like classifying,

shelving, user friendly navigation systems for both digital and physical collections, user services, promoting library services, managing projects and events, communication and cultural competency.

For gaining these skills students can take online courses from platforms like Coursera, edX, You Tube, volunteer at libraries to gain experience with systems and users, cataloging, digitization, attend workshops organized by professional organizations, participate in webinars.

- ***Global Accessibility and Inclusivity of YouTube for LIS Students***

YouTube is an easily accessible online educational platform. Students can watch YouTube using their phones, tablets, computers or laptops. Anyone across the world can access YouTube with the help of an internet connection. No subscription fees are required to access the contents of YouTube which makes it more useful for students. Many videos contain live video captions, closed captions which make it easier for deaf or hard hearing students, non-native English-speaking learners (Kumar & Tammireddy, 2021). Still there are some barriers for students such as students belonging to remote areas does not have fast internet connectivity, some contents of YouTube may not be available due to some restrictions or YouTube may be completely blocked in some countries, all videos does not contain accurate and meaningful captions which can make it difficult to understand. Learning can be made inclusive by improving internet access, language accessibility, and representation without concerning of the location and background of the students.

- ***Student Satisfaction and Engagement with YouTube Content in LIS***

YouTube has become a popular learning platform for learners of various age groups specially students. YouTube's LIS specific content ranges from video tutorials for practical knowledge like cataloging to professional development tips, various library tours, videos on library tools and techniques. There is a lack in standardization of the contents but still majority of the students found the contents useful. YouTube also have contents of short length generally of 5-15 minutes which are more popular among students. Students are able to leave comments or questions under videos, subscribe educational channels to get updates faster. They also share the helpful videos with other students (Alwehaibi, 2015). Most students ignore contents which have poor sound quality, outdated information, boring presentation styles, low resolution and lengthy

videos. However, as long as the contents are relevant and accurate to the needs of the students, youtube serves as a useful information source.

- ***Quality, Reliability, and Challenges of YouTube Content in LIS***

The quality of LIS-specific content depends on the creator. Contents like tutorials on cataloguing, metadata standards, digital preservation, artificial intelligence, library technologies are often created by qualified librarians and educators. Since anyone can upload contents, regardless of the expertise, the quality of the content may vary. Contents can be too basic, confusing, outdated or lack accuracy. Some creators provide cite sources and some do not which can lead to spread of misinformation. You tube doesnot have a formal structure for LIS content and certification is not provided for learning. As most of the contents are in English language , it becomes challenging for non-English speaking learners.

- ***Comparison of YouTube with Other Digital Learning Resources in LIS***

In the field of LIS, YouTube is a free and widely accessed platform for learning across the world. It provides visuals, practical tips and tutorials on emerging trends. It is a source of informal education. However, YouTube has some limitations too. Since anyone can upload videos, not all videos are correct and reliable. YouTube does not provide official certificates, teachers to guide learners about correct information. So, there is a chance of student assuming the misinformation as truth.

Platforms like Coursera or edX are expert led and provides structured courses, certificates. These are time consuming, often free or low cost.

Platform like LinkedIn Learning are career focused short courses. It is time committed and subscription is needed for access.

Library databases like JSTOR, EBSCO provides reliable peer reviewed research articles useful for academic works. It may require library access.

LMS platforms like Moodle or Canvas are commonly used by universities to organize lectures, assignments and discussions. It requires enrollment. It is a source of formal education.

- ***The Role of YouTube in LIS Professional Development***

YouTube provides various contents like tutorials, recorded workshops, expert talks that includes topics like digital libraries, information retrieval, digital preservation, data management, library technology, use of AI in LIS education, etc. which helps in the career development and enhancing skills of the library professionals. YouTube helps in connecting various professionals across the globe through comment section, live discussions, Q&A sessions giving them a chance to learn and develop new skills (Tripathi & Kumar, 2010).

1.11 Research gap

In spite of the increasing use of YouTube as an educational tool, there is limited scholarly research focused on the effectiveness and relevance as a information source for Library and Information science (LIS) education on a global scale. YouTube has been a well-researched learning resource in fields like science, technology and language studies, however its use and relevance in LIS field remains relatively unexplored. Since LIS is a multidisciplinary field this research gap raises questions about the relevance, quality and scope of You Tube's LIS related contents. Existing research on You Tube focus on the general usability of the platform whereas LIS students requires both theoretical and practical knowledge such as data ethics, digital curation, information policies, cataloguing, information retrieval, digital resource management, etc. There are limited studies focusing on evolving LIS curriculum and have minimal access for non-English speaking students or those who belong to underrepresented geographic regions as most of the contents are in English language.

1.12 Chapterisation

Chapter 1: This chapter introduces the basic concept of social media, its features, the benefits of various types of social media tools, the role of social media in the higher educational sector, the impact of social media etc. This chapter also narrates the scope and significance of the study, the objective of the study, the research design, and review of the literature.

Chapter 2: This chapter describes an overview of the impact of social media on higher education, along with the impact of social media on students, and on the higher education system.

Chapter 3: This chapter highlights the use of social media tools by postgraduate students of library and information science

Chapter 4: This part presents an overview of academic and professional development using social media tools.

Chapter 5: Research methodology is very important for research of all levels. This chapter briefly provides details about the objective of the study, a statement of the problem, various drawn hypotheses, a suitable method for data collection, details of analysis and interpretation of collected data, and major findings.

Chapter 6: This chapter includes suggestions for effective utilization of social media sites for academic exercises, direction for further studies and concluding remarks.

1.13 Conclusion

In the digital age, YouTube has grown from a mere platform for entertainment into one of the most valuable resources for learning and education. The platform's vast range of content, accessibility, and engagement mechanisms make it an effective educational tool, especially for students seeking to expand their knowledge outside traditional classroom settings. Through its diverse educational channels, interactive content, and multi-faceted approach to learning, YouTube is now an indispensable part of many students' study routines and learning processes. One of the key advantages of YouTube as a learning tool is the accessibility it provides. With internet access, students from almost any corner of the world can tap into an extensive repository of educational videos on YouTube, covering subjects from mathematics and science to literature, history, and even practical life skills. This democratization of information bridges gaps that often exist due to geographical, economic, or institutional barriers. For students in remote areas or under-resourced schools, YouTube provides a chance to learn at a similar level to students with greater access to traditional educational resources.

YouTube's educational power is enhanced by its ability to offer content in a variety of formats to suit different learning styles. Unlike traditional classrooms that may rely heavily on textbooks and verbal lectures, YouTube allows for the use of visuals, animations, and interactive techniques, catering to visual and auditory learners. For instance, channels that use animated explanations for complex concepts in science or mathematics allow students to visualize theories that might otherwise be abstract and

difficult to understand. Moreover, many YouTube educators incorporate storytelling and real-world examples into their videos, which can enhance comprehension and retention for students who might struggle with traditional lecture-based learning. The versatility of YouTube as a learning platform extends beyond core academic subjects. Many channels offer tutorials on soft skills such as communication, critical thinking, and creativity, which are increasingly valued in today's workforce. Additionally, there are channels dedicated to mental health and stress management, guiding students in coping with academic pressure, a critical but often overlooked aspect of education. These resources can help students build a holistic skill set, developing not only their knowledge but also their emotional intelligence and problem-solving abilities. Engagement is another benefit that sets YouTube apart as a learning tool. Many educational channels encourage viewer interaction through comments, polls, and discussion forums. Some YouTubers actively respond to questions and feedback from viewers, fostering a sense of community and making learning feel less solitary. This engagement often leads to collaborative learning, where students can discuss and clarify doubts with both peers and educators. For subjects that benefit from discussion and debate, such as philosophy or social studies, this interactive aspect can be invaluable in helping students see different perspectives and deepen their understanding.

Furthermore, YouTube's algorithmic recommendations, while sometimes controversial in other contexts, can actually benefit students by introducing them to related educational content. For example, a student who watches a video on basic physics might be recommended videos on more advanced topics or related fields like engineering and computer science. This can lead to an exploratory form of learning, where students discover new interests and gain exposure to subjects outside of their immediate syllabus. Of course, there are concerns about distractions, as the same algorithm might recommend non-educational content, but with proper guidance and self-discipline, students can make the most of the recommended educational pathways. After studies the various characterises of YouTube in today's society, the next chapter shall explain how YouTube as a source of information and its application in LIS

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Chapter 2

YouTube as a Source of Information and Its Application in LIS

2.1 Introduction

YouTube- the online video sharing platform launched on 14 feb 2005, USA. With a vast database of videos, catering to various genres from learning to entertainment, it is one of the world's largest digital video-based social media platforms, addressing 2.8 billion active monthly users and thousands of hours of video uploaded every minute.

It offers content that spans education, entertainment, music, movies, news, tutorials, and personal storytelling etc. For professionals in Library and Information Science (LIS), YouTube has become a valuable source of information, offering access to rich multimedia resources that can enhance learning, Productivity and understanding with community engagement, and the delivery of library services.

In LIS, YouTube serves various applications. Such as,

- Supporting information literacy by providing access to rare archival footage, tutorials on library skills, and content on emerging trends in the profession.
- Libraries and information centres use YouTube to reach wider audiences, create instructional content, and share recorded events or workshops, making information more accessible and visually engaging.
- By incorporating YouTube into their resources, LIS professionals can also tap into the platform's search and sorting algorithm, helping users navigate and find reliable information from the sea of content available.

This integration of YouTube within LIS highlights a trend towards user engagement, multimedia literacy, and information democratisation, making it an essential tool in modern library services and information management.

2.2 YouTube as a Source of Information

2.2.1 YouTube as an Informational Ecosystem

YouTube has a variety of material that covers almost every subject under the sun, including tutorials, lecture content, news stories, individual histories, and cultural analysis. YouTube as a platform allows everybody who has web access the ability to produce and distribute videos, allowing viewers to develop their viewpoints and voices

that cumulatively act to propagate formal and informal knowledge (Burgess & Green, 2018; Snelson, 2011). This platform allows audiences to browse through materials from both expert sources as well as experiential viewpoints.

Schools, government organisations, and news outlets release professionally edited material covering current news events, academic topics and valid approved reports, while independent producers provide insightful contributions through tutorials, personal stories, and expert opinion which were not provided in the conventional media channels. Such an intersection of professional and amateur content creates an interesting learning environment that supports diverse learning styles and needs, and users can easily swap between thorough lectures or concise videos based on personal demand. The video format of the platform is especially engaging since it unites audio and video explanation, making dry ideas more palatable, facilitating stronger retention compared to text-based resources alone. YouTube also allows a comment/live chat system for to-and-fro communication, enabling lively, interactive sessions (Rotman & Preece, 2010).

Again, YouTube's recommendation algorithms build a customised environment where users are motivated to explore topics they are interested in, with the potential for ongoing learning and discovery. Yet, this algorithmic system can be a double-edged sword in that it also risks creating information silos or boosting sensationalized content that is not necessarily factually based (Kousha et al., 2012; Bishop, 2018). Despite the challenges, it is an invaluable resource for informal learning, global knowledge sharing, cross-cultural exchange and many more.

2.2.2 Educational Content and Lifelong Learning

YouTube has become a critical site for learning content and lifelong education, bringing learning opportunities to individuals of all ages in the form of access to a vast range of subjects, skills, and information that would otherwise be hard or expensive to access. Learning content on YouTube covers almost every subject, ranging from formal school material such as math, science, history, and literature to vocational skills such as computer programming, cooking, and management.

Platforms such as Khan Academy, TED-Ed, CrashCourse, and Unacademy have made quality, researched educational content freely available to anyone who has internet access (Tan & Pearce, 2011; Moghavvemi et al., 2018). YouTube content is appealing,

as it combines spoken explanations, visual demonstrations, charts, notes, animations, and even interactive features in a way that enhances understanding and retention. YouTube also facilitates lifelong learning by providing content to varied age groups and skill levels, ranging from beginner-level tutorials to specialised lectures by experts and professors (Greenhow & Lewin, 2016; Tan & Pearce, 2011).

Additionally, YouTube offered a platform for individuals to remain updated on rapidly changing domains such as engineering & technology, medicine, and environmental science, which need continuous learning. This addition of knowledge has enabled people to acquire new skills for advancement in their jobs or explore passions beyond formal education (Snelson, 2018). YouTube, through comment forums, makes it possible for learners to ask questions, exchange ideas, and participate in discussions that can lead to greater understanding and a sense of belonging (Kousha et al., 2012).

The vast accessible database poses challenges, such as users having to apply critical thinking and judgment to assess the validity of content and sources, since one can post videos without necessarily possessing the required expertise. Despite such challenges, YouTube has revolutionised the education and lifelong learning landscape to the extent of being an irreplaceable means of acquiring knowledge and self-improvement in the modern digital era.

2.2.3 YouTube in Library and Information Science (LIS)

YouTube is now a major tool in Library and Information Science (LIS), changing the methods of libraries and information services delivery, enhancing literacy, and interacting with users. With its deep multimedia features, YouTube allows libraries to offer video tutorials, virtual tours of the library and facilities, live event organising, and pre-recorded workshops, so patrons can access resources and services remotely (Chu & Du, 2013; Al-Daihani & Abrahams, 2016).

Most libraries leverage YouTube to provide tutorial videos for catalogue exploration, research techniques, and digital literacy skills that help users learn at their own pace, 24*7. YouTube also supports libraries in marketing events, new arrivals, promoting special collections, and providing author interviews or talks, creating a lifelong learners' community (Kumar & Chander, 2018). Moreover, YouTube has proven to be a precious resource for LIS professionals in advocating for information literacy, especially in assisting users on how to critically evaluate online sources and identify authenticity.

For LIS students and researchers, YouTube is an online library of lectures, tutorials, and professional forums that complement academic instruction. It opens doors to international conferences, workshops, and professional opinions that would otherwise be out of reach. YouTube helps reach diverse audiences, including those with visual or auditory impairments, through features like closed captioning and descriptive video services. However, the platform's open nature also requires LIS professionals to guide users on verifying information accuracy, understanding source credibility, and navigating misinformation skills that are central to digital literacy today (Luo, 2019). In its essence, YouTube aids the LIS professional through enabling the exchange of knowledge, enhancing information access, and assisting libraries in extending their reach beyond physical locations and digital expansion (García-Peñalvo & Corell, 2020).

2.2.4 News and Current Affairs

YouTube has become the mainstream source for news and current affairs, offering a large number of news items from professional news providers, individual journalists, and ordinary citizens. This transformation has revolutionised the platform of conventional media by providing real-time access to international news and diverse viewpoints, all of which can be consumed at personal convenience. Major news channels such as BBC, CNN, and Al Jazeera, NDTV, Aaj Tak also actively upload content on YouTube, including breaking news, investigative journalism, and special segments (Stroud et al., 2020). They capitalise on YouTube's capability to cater to a mass audience, ranging from users who want concise news breaks to viewers searching for in-depth analysis.

In addition to mainstream sources, independent journalists and producers provide alternative perspectives and, quite often, report news that might otherwise be skipped or downplayed by conventional media (Peer & Ksiazek, 2011). Also, the live-streaming feature of YouTube's platform provides the ability to cover major events in real-time, like political debates, protests, and natural disasters, making it an important tool in the pursuit of citizen journalism. Most times, eyewitnesses post raw materials straight from the scene, providing users with immediate access to information with little editing.

Yet, sometimes YouTube's algorithm, which favours highly-engaged content, magnifies sensational or biased videos, which creates problems in sorting out credible

news from opinion or misinformation (Napoli, 2019). Apart from these problems, the comments and community forums on YouTube offer an opportunity for public discourse where viewers can share their views and engage with creators. This interactive aspect promotes a more engaged news culture, with multiple viewpoints enabling viewers to gain a clearer picture of complicated matters. YouTube's presence helps news to potentially reach a wide audience who have access to the internet, promoting a more connected and educated world citizenry (Chadwick & Vaccari, 2019; Fletcher & Nielsen, 2018).

2.2.5 Health Information and Public Awareness

YouTube has emerged as a central hub for delivering health information and raising public awareness, providing facts about medical, psychological, and wellness issues. Health professionals, organisations, and government agencies utilise YouTube to disseminate accessible, entertaining content that educates audiences on a myriad of topics, from preventive health and mental health awareness to specific conditions such as diabetes, cardiovascular disease, and rare illnesses.

For example, in the COVID-19 pandemic, YouTube and other such platforms were invaluable in conveying real-time information on virus prevention, vaccination campaigns, and worldwide safety protocols, allowing agencies like the World Health Organization (WHO) and Centers for Disease Control and Prevention (CDC) to reach millions within a matter of time. This availability helped all who are likely to be excluded from healthcare, like those in rural locations, with language differences or who can't afford expert medical advice. Furthermore, YouTube's audio and visual mode breaks down complicated health issues, rendering medical information simpler to grasp, which can enhance health literacy and promote active health behaviours.

Channels operated by reputable sources such as hospitals, universities, and qualified health professionals, provide trustworthy, evidence-based information that equips viewers with the knowledge necessary to make informed choices about their health but viewers must be vigilant as all information is not accurate, and disinformation can be disseminated, risking harm to viewers who may act on unverified guidance.

2.2.6 Limitations and Challenges of YouTube as a Source of Information

Though YouTube is an enormous and convenient source of information, it has tremendous limitations and drawbacks that undermine its credibility as an educational resource.

- ❖ Problem of quality control. In contrast to other media outlets or scholarly platforms, no central power or editorial board is checking the validity of the content on YouTube, which means that viewers can receive a combination of quality, professionally researched content and unverified, biased, or even deliberately deceiving information. Such an uncontrolled environment presents a threat, particularly to areas such as health, finances, and politics, where inaccurate information can have significant, negative repercussions for society and individuals.
- ❖ Again, YouTube's algorithm, which favours engagement metrics such as views, likes, and watch time, tends to give undue prominence to sensational or emotive content, placing it at the top even if it is not factually credible. This may result in an echo chamber, where the audience is shown more biased or extreme opinions, which in turn strengthens their pre-existing beliefs instead of giving them a fair view of the subject. Numerous users lack the necessary abilities to be able to differentiate, so they become vulnerable to misinformation in many instances. Misinformation gets viral before removal, and thus, potentially causes harm in the meantime.
- ❖ Also, YouTube's dependence on advertising as a source of income may skew content creation, with creators sometimes creating videos to be appealing to advertisers instead of emphasising facts. For the content creators, the pressure to monetise is also frequently translated into compromising on deeper research in favour of repetition or popular trends, resulting in oversimplified and sensationalised facts. These constraints accentuate the need for media literacy among consumers and imply a requirement for more effective content moderation mechanisms to ensure YouTube continues to be a responsible means of information sharing. With YouTube increasingly becoming a resource for both formal and informal education, these issues must be addressed to enable users to navigate content responsibly and cultivate an educated, critical-thinking audience.

2.2.7 Future of YouTube as a Source of Information

The future of YouTube as a source of information is full of promising potential, fuelled by both technological advancements and the increasing role of the platform in global education and communication. With increasing internet penetration across the globe, YouTube is also set to become an increasingly important tool for knowledge dissemination, filling in the gaps of access to formal education and offering immediate information on various issues.

One of the most promising developments is the combination of artificial intelligence (AI) and machine learning (ML), which can be used to strengthen content moderation, facilitate better search functionalities, and assist users in finding the most appropriate and credible information. With AI-assisted tools, YouTube can more efficiently remove deceptively misleading or dangerous content, making sure that the audience is exposed to valid and credible sources. In addition, technologies such as virtual reality (VR) and augmented reality (AR) will most likely change how information is displayed on YouTube. VR and AR can potentially provide more interactive and experiential learning, enabling users to delve into intricate subjects such as medical surgeries, scientific experiments, or historical events in an interactive, immersive way.

As YouTube continues to sponsor and collaborate with educational institutions, the site may become an even more institutionally formalised centre for worldwide education, providing free courses, certification programs, and expert learning aids. But this platform has to deal with some of the challenges, like content dilution and the battle against misinformation, to remain credible as a source of information.

YouTube's future as an information source will depend on its ability to balance accessibility, engagement, and reliability with accuracy, ensuring that it continues to serve as a responsible platform for learning and knowledge sharing in a rapidly evolving digital world.

2.3 Use of YouTube in Library and Information Science Education

The discipline of Library and Information Science (LIS) is undergoing continuous change, keeping pace with the fast-changing evolution in technology and information seekers' needs. Initially, LIS education was classroom-based, textbook-oriented, and dependent on physical resources. Yet, with the advent of digital media and internet platforms, there has been a change in the delivery and consumption of educational

content. One of the most significant changes has been the inclusion of platforms such as YouTube in LIS instruction.

YouTube, a video-sharing website with a vast database, holds a variety of subjects, from information management, archival practices, digital libraries, to information retrieval, and information literacy, which act as the bridge between classroom study and supplementary study for LIS professionals and students.

2.3.1 The Role of YouTube in LIS Education

Access to Diverse Learning Materials: YouTube provides LIS students and teachers with easy access to varied learning resources. The resources include tutorials, webinars, video recordings of lectures, training videos on library technology, and presentations of emerging tools and software that are significant in contemporary library management (Lee & Martin, 2020).

Visual and Audio Learning: One of the strongest attributes of YouTube is that it accommodates diverse learning styles. The integration of audio and visual aspects provides more interesting and comprehensible approaches to learning complicated subjects in LIS for the majority of students. For instance, visual illustrations of cataloguing schemes or instructional videos on manipulating digital archives can be far more convincing than written documentation

Global Access and Inclusivity: Students from anywhere can view high-quality LIS content, which is particularly important for those in remote or underserved areas who may not have access to specialised LIS resources or formal education opportunities.

2.3.2 Enhancing Information Literacy with YouTube

Teaching Critical Thinking and Source Evaluation: Information literacy is a building block of LIS education. YouTube is an excellent platform for LIS teachers to teach students how to check the relevance of sources, recognise credible content, and navigate the plethora of information online (Anderson & Green, 2021). Most LIS programs utilise YouTube videos to emphasise how to critique the credibility of online resources, a proficiency that is becoming more critical in today's digital world.

Promoting Digital Literacy: Along with information literacy, YouTube can be used to teach digital literacy an essential skill for modern librarians and information professionals. Students can learn to use digital tools, integrated with AI & ML,

understand digital rights management (DRM), and engage with emerging technologies that are reshaping the information landscape, such as digital preservation techniques. Interactive Learning Opportunities: YouTube's comment area and interactive capabilities allow students to discuss, question, and exchange ideas with instructors and peers, making the learning experience dynamic. For instance, educators can upload a video on a specific LIS concept and invite students to reflect and critique it in the comments section (Evans, 2020).

2.3.3 Applications of YouTube in Specific LIS Disciplines

Digital Libraries and Information Retrieval: Digital libraries and information retrieval are areas of emphasis in many LIS programs. YouTube has tutorials on library management systems (LMS), content management, metadata standards, and digital archives usage. These video tutorials are crucial for students acquiring skills on how to implement and maintain digital systems in libraries (Garcia & Ruiz, 2021)

Preservation and Archiving: The significance of preservation and archiving digital content is more and more highlighted in LIS education. YouTube contains numerous tutorials on digital preservation methodologies, such as the application of open-source applications, preservation processes, and ways to promote long-term accessibility of digital materials. Cataloguing and Classification: Cataloguing, classification, and metadata standards (e.g., MARC, Dublin Core) are fundamental LIS program elements. YouTube provides step-by-step demonstrations and working examples of how these standards are applied in practice. Visual demonstrations facilitate learners' grasp the gist on subject heading designation, record tagging, and managing databases.

Library Outreach and Marketing: Modern-day libraries are required to connect with their communities through efficient marketing and outreach. YouTube assists in educating LIS students on how libraries can leverage video to advertise services, develop virtual library tours, and organize online workshops or webinars. Libraries utilise YouTube as a means of connecting with their communities, providing tutorial videos on searching library catalogues, accessing digital collections, or participating in library programs

2.3.4 Professional Development through YouTube

Continuing Education for LIS Professionals: YouTube is a great source for continuing professional development. LIS professionals can access information on current trends,

new technology and tools, professional best practices, and the latest library standards and regulations (Smithson, 2020). Videos can be presented by industry experts, sharing information on new research or explaining challenges and innovations in the LIS profession

Networking and Collaboration: YouTube can also serve as a networking website, bringing LIS professionals together from all over the world. With comments, video collaborations, and sharing of professional experiences, LIS students and professionals can communicate with other professionals in the field, exposing them to different ideas and solutions.

Building a Professional Brand: For LIS students and early career professionals, YouTube provides the ability to establish a personal brand through the sharing of personal work, research, or views in a video format. Uploading presentations, case studies, or product reviews of tools in the industry can promote professional visibility and provide potential collaboration or employment opportunities

2.3.5 Challenges and Limitations of Using YouTube in LIS Education

Quality Control: The biggest drawback to using YouTube in the education of LIS is the absence of quality control. Not everything posted on YouTube is accurate or reliable, and students can be confused by attempting to distinguish between credible and non-credible sources. There is no official review process, and a lot of videos will offer oversimplified or erroneous information. Teachers will need to instruct students on how to critically analyse YouTube content before using it as a resource (Harris, 2021).

Misinformation and Bias:

YouTube's open platform allows anyone to upload content, which increases the likelihood of misinformation. Although some videos may be intentionally misleading, others may simply reflect the bias of the creators. Teachers have to teach students how to recognise biases, determine the credibility of the creators, and verify information against authoritative sources.

Overreliance on Video Content: While YouTube provides valuable educational resources, it should not be the sole medium for LIS education. Overreliance on video content can lead to a passive learning experience, where students merely watch videos without engaging critically with the material. Educators must combine YouTube videos

with other learning activities, such as reading assignments, discussions, and hands-on projects, to ensure a well-rounded education.

Digital Divide: While YouTube is accessible to a large number of people, there are still communities with limited internet access or inadequate technological infrastructure. Students in these regions may not benefit fully from YouTube-based learning, highlighting the need for more inclusive digital education strategies.

2.3.6 Best Practices for Using YouTube in LIS Education

Curating Playlists for Students: Creating Playlists for Students: Teachers can create special YouTube playlists consisting of high-quality, well-researched videos on diverse LIS subjects. These playlists can be an additional resource to the regular curriculum, complementing authentic materials. Encouraging Critical Engagement: Rather than passively watching videos, students must be prompted to interact with the material critically (Thomas & Lee, 2021). The students can be encouraged to brainstorm the material during classroom discussions, written work, or group assignments.

YouTube can be a valuable resource in blended or hybrid learning environments, where students alternate between online and physical classes. Videos may be assigned to be watched beforehand attending class, enabling learners to acquire basic concepts before class discussion or hands-on practice.

2.3.7 Future Trends: YouTube's Role in Evolving LIS Education

Integration of Interactive Features: YouTube can further integrate interactive elements, adding quizzes, live feedback, and collaborative tools, into its interface to provide a more interactive and immersive learning experience. This will enable learners to actively engage with their education rather than simply watch the content.

Collaboration with Educational Institutions: As educational institutions and LIS programs increasingly use YouTube as an educational resource, we can anticipate increased cooperation between institutions and content providers. Universities can use official channels to upload HD educational material, taking advantage of YouTube's platform to reach further afield globally (Hill, 2021). YouTube's function in Library and Information Science education is in constant evolution, providing an adaptable and accessible forum for students and professionals alike.

2.4 Conclusion

YouTube has become a great repository of information that is useful not only for entertainment purposes but also for educational and professional growth.

In Library and Information Science (LIS) education, YouTube presents special opportunities to enrich learning, update students with the recent trends, and give practical insights into actual applications. Its value in LIS education is the capability of the platform to provide dynamic, interactive, and visual information that supports modern learning resources and closes the gap between theory and practice. The ability of YouTube to frame complex information in an easy-to-grasp form is one of its main strengths in LIS education.

Various Institutions, libraries, and LIS professionals maintain YouTube channels where they cover topics like cataloguing, metadata, digital preservation, and information ethics. These materials are complementary to students, who can view them at any time and refer to the information at their convenience. Furthermore, the visual nature of YouTube allows for demonstrations that may prove challenging to present in written form. For example, library management system usage or archival process videos make it possible for students to observe procedures being performed, which facilitates understanding and memory. YouTube algorithm makes it possible for students to have direct access to a global community of experts and professionals in the LIS world.

Webinars, lectures, and interviews with top LIS scholars, researchers, and practitioners are commonly provided, which give students a glimpse of actual issues and trends in library and information science. These exposures are crucial in getting students ready to work in a profession that is rapidly shaped by technology and data.

Viewing these videos enables LIS students to remain current with subjects such as data curation, information retrieval technologies, and digital librarianship. The site also facilitates an independent learning style that is becoming ever more important in the LIS profession. Through YouTube, LIS students can learn subjects outside of their coursework, including digital humanities, user experience design, and community information services. This discovery encourages independent study and critical thinking, which are key skills for information professionals. In addition, through exposure to YouTube's interactive mode, including comments and forums, students can

actively take part in debates, exchange ideas, and pose questions, promoting a collaborative learning environment beyond that of the classroom.

Nevertheless, it is important to note the limitations of YouTube as a source of information. The open platform comes with the drawback that not everything presented is checked or true, which can create problems of misinformation. LIS instructors are important in this situation by instructing learners on how to critique sources and find good channels and producers. Through educating critical assessment skills, LIS schools can guarantee that students derive the most from YouTube while keeping standards of information literacy intact. The next chapter describes what the data sets are and what methodology was adopted for conducting this research.

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Chapter 3

Data Sets & Research Methods

3.1 Introduction

The rapid evolution of digital media platforms has transformed how information is accessed, shared, and utilized in various fields, including Library and Information Science (LIS). YouTube, one of the largest video-sharing platforms globally, has emerged as a significant source of educational content that complements traditional learning resources. For LIS education, which emphasizes both theoretical knowledge and practical skills, YouTube provides a unique blend of visual and interactive content that facilitates learning in ways traditional resources may not. The diverse content available on YouTube from tutorials on cataloging and classification to discussions on information ethics and digital preservation supports LIS students and professionals in developing skills relevant to modern information management and librarianship. Recognizing YouTube's potential as a resource for LIS education, researchers are exploring the platform's impact, effectiveness, and limitations through structured studies.

To conduct a comprehensive study on YouTube as a source of information for LIS education, this study employed robust data sets and research methodologies that capture both the breadth and depth of content available on the platform. Data sets in such a study might include a selection of YouTube videos, categorized according to specific LIS topics, such as library management, digital archives, data curation, and user-centered design. Additionally, researchers could examine content from channels run by reputable LIS institutions, professionals, and educators to ensure the quality and relevance of information analyzed. Other important data points like viewer engagement metrics such as views, likes, comments, and shares that indicate the level of interest and interaction the content generates among the audience.

Research methodologies for studying YouTube's role in LIS education encompass both quantitative and qualitative approaches to provide a holistic view. Quantitative methods might involve content analysis to determine the frequency and distribution of specific topics or themes within LIS-related YouTube videos. Statistical analysis of viewer engagement metrics, as well as audience demographics if available, could help assess

the reach and impact of these videos within the LIS community. Surveys and questionnaires distributed to LIS students and professionals could further quantify YouTube's perceived usefulness and identify trends in platform usage within LIS education. Together, these data sets and research methods allow for a comprehensive analysis of YouTube's role as a learning resource in LIS education. They can help uncover the platform's strengths, such as accessibility and engagement, while also identifying potential drawbacks, such as misinformation or variable content quality. Ultimately, a well-designed study can inform educators and institutions on the best ways to integrate YouTube into LIS curricula, ensuring that students benefit from the platform's resources while developing the critical skills needed to assess digital information sources. This research contributes to the broader understanding of digital media's role in modern education and supports the advancement of LIS as a dynamic, digitally integrated discipline. This chapter covers the methodology used in the study, scope and coverage of the study, data collection tools and so on.

3.2 Methodology Adopted

The methodical and organized approach used by researchers to conduct a study, collect relevant data, analyze information, and derive meaningful findings is known as a research methodology. It acts as a framework for study, helping researchers through the complex journey of investigation and discovery. A well-designed research methodology is critical for assuring the reliability and validity of study results. The basic goal of research methodology is to provide a systematic strategy for investigating phenomena, answering research questions, and testing hypotheses. It includes a variety of strategies and procedures used by researchers to collect, interpret, and evaluate data. The methodology chosen is determined by the nature of the research, the type of data requested, and the research aims.

3.2.1 Conceptual Framework of the Study

Grounded in theories of digital learning and media literacy, the framework examines YouTube as a tool that supports, complements, and extends traditional LIS education. The study conceptualizes YouTube not only as an information-sharing platform but as a dynamic, interactive space where LIS students and professionals can access tutorials, lectures, and discussions on specialized topics such as cataloging, digital preservation, data management, and user services. Within this framework, YouTube content is

categorized according to its relevance, credibility, and engagement value to the LIS field, reflecting the dual objectives of content analysis: assessing both information quality and pedagogical value.

A content analysis approach allows the framework to explore key dimensions—such as the thematic relevance of video topics to LIS, the accuracy and depth of presented information, and the level of viewer engagement, including likes, shares, and comments—that contribute to YouTube’s effectiveness as an educational tool. The framework draws on theories of information behavior, which emphasize how individuals seek, evaluate, and apply information from digital sources, and media literacy, which is crucial for assessing credibility in open-source platforms. Additionally, the study incorporates insights from constructivist learning theory, suggesting that the interactive and self-directed nature of YouTube allows LIS learners to construct knowledge actively, choosing relevant content and engaging with diverse viewpoints from professionals around the globe.

3.2.2 Scope and Coverage

In recent years, numerous studies have examined YouTube as an informational source across diverse domains, recognizing its growing role as a platform for knowledge dissemination. Within the Library and Information Science (LIS) field, specific research has already explored the use of YouTube to access information on particular topics like KOHA (integrated library system software), D-Space (open-source repository software), plagiarism, and research ethics. However, no studies have yet focused on how YouTube comprehensively covers the broader domain of LIS knowledge, leaving a gap in understanding YouTube’s overall effectiveness as a resource for LIS education.

This study aims to address this gap by analyzing YouTube’s role as an informational source specifically for LIS students, highlighting the breadth and depth of LIS-related content available on the platform. YouTube served as the primary data collection tool, and videos relevant to various LIS topics were retrieved for further analysis. The scope of data collection was not restricted to any specific geographical location; rather, videos were collected from all available sources on YouTube, making the analysis comprehensive in its global reach. English was selected as the language criterion for video titles, meaning only videos with English-language titles were included. This

approach was facilitated by Webometric Analyst software, which enabled efficient filtering and data retrieval based on this language criterion.

The collected videos were further narrowed to a specific timeframe, focusing on content uploaded between 2019 and 2023 to ensure that the data reflects the most current trends and knowledge in LIS education. By restricting the analysis to the past five years, the study aims to provide insights into recent developments and emerging topics within the LIS domain as presented on YouTube. The filtered video data, representing the most up-to-date resources in LIS education on the platform, was then subjected to content analysis to assess the scope, relevance, and quality of information available to LIS students through YouTube. This study thus provides a valuable perspective on YouTube's role in supporting LIS education and explores the potential of integrating YouTube as a supplementary resource for LIS students.

3.2.3 Data Collection Tool and Techniques

This study focuses mostly on YouTube videos pertaining to plagiarism and associated issues. Therefore, Webometric Analyst (Source: <https://mi-linux.wlv.ac.uk/~cm1993/lexiurl/>) software was used to capture raw data from YouTube in txt file format. A free application called Webometric Analyst analyses different websites for social science research. Additionally, it assesses how well websites function, including Google Books, YouTube, Twitter, and others (Deori et al. 2021; Thelwall 2012). This programme used the YouTube API Key—discussed below and Google Console to retrieve the raw data from YouTube.

Google Search Console (Source: <https://console.cloud.google.com/>) is a crucial tool for website owners and SEO experts. It helps to track and improve the site's performance in Google search results by providing insights into indexing, technical issues, search traffic, and potential problems (Harty, 2019). Using its data, one can enhance the site's visibility, fix indexing issues, and optimize content. A YouTube API Key is a unique identifier that authenticates requests to YouTube's API. It allows developers to access and manage video data, and playlists, and integrate YouTube features into their applications. The key ensures authorized access and helps YouTube monitor service usage, making it essential for building applications that interact with the platform (Clark, 2013; Kready et al. 2020).

3.2.4 Formulation of Search Terms

The software utilized for this study required a YouTube API key along with a set of predefined search terms to retrieve data from YouTube. As the study focuses on the domain of Library and Information Science, the data collection encompassed all aspects of this field.

To facilitate the process, 43 search terms related to Library and Information Science were compiled into a .txt file, which was then uploaded to the software. These search terms were designed to represent the diverse branches of the domain comprehensively, as detailed in Table 1. Prior to the final data collection, several trial searches were conducted to ensure the search terms were retrieving relevant data. The final data collection was performed on July 5, 2024, resulting in the retrieval of metadata from 6,543 videos. This metadata was then processed for further analysis. In addition to the metadata, a second phase of data collection was undertaken to gather relevant user comments. Using the unique video IDs from the previously collected metadata, 57,101 comments were retrieved across the 6,543 videos. This dual-phase approach ensured the acquisition of a robust dataset comprising both video metadata and user-generated comments for comprehensive analysis.

Table 1. Search terms used for data collection

S.N	Search Terms	S.N	Search Terms
1	Library Types and Services	23	Database Management
2	Public Libraries	24	Information Literacy
3	Academic Libraries	25	Digital Preservation
4	Special Libraries	26	Web 2.0 and Library 2.0
5	National Libraries	27	User Services and Information Behavior
6	Digital Libraries	28	Information Seeking Behavior
7	Library Services and User Support	29	Collection Development and Management
8	Reference Services	30	Acquisition and Procurement
9	Outreach Programs	31	Collection Evaluation

10	Information Management and Organization	32	Electronic Resources Management
11	Information Retrieval	33	Open Access and Open Source
12	Knowledge Management	34	Resource Sharing and Interlibrary Loan
13	Metadata and Cataloging	35	Licensing and Copyright
14	Indexing and Abstracting	36	Ethics, Policy, and Law in Libraries
15	Dewey Decimal System	37	Intellectual Property Rights
16	Library of Congress Classification	38	Library Policies and Governance
17	Controlled Vocabulary and Thesauri	39	Evaluation and Assessment in Libraries
18	Archival Science	40	Evidence-Based Librarianship
19	Information Architecture	41	Library Management and Leadership
20	Digital Repositories	42	Human Resources in Libraries
21	Information Technology in Libraries	43	Integrated Library Systems (ILS)
22	Library Automation		

3.2.5 Pre-processing of Data

Upon completing the search process, the software allowed the data to be downloaded exclusively in .txt format, which is the default file format used by the software. After collecting the raw data in '.txt' format, it was converted into a spreadsheet format to facilitate easier analysis.

The initial dataset included all video-related information available on YouTube, covering the entire timeline from the platform's inception to the present. However, as this study focuses on data from a specific five-year period (2019–2023), the dataset was cleaned accordingly. Videos uploaded outside this time frame were excluded from the analysis. After applying this year-wise filtration, a total of 6,543 records were deemed suitable for initial analysis. To ensure the quality of the study and minimize bias, all

video titles were manually reviewed to verify their relevance to the domain of Library and Information Science. During this manual verification process, 41 videos were identified as irrelevant and subsequently removed from the dataset and 991 YouTube shorts which are less than 1 minute duration were also removed from the datasets. Ultimately, a refined dataset of 5,511 records was finalized for analysis and interpretation.

3.2.6 Analysis of Data

Data analysis is a crucial component of research. In this study, Microsoft Excel was employed for general analyses, such as evaluating the growth of videos and identifying prominent channels in the domain of Library and Information Science. Microsoft Excel is a versatile tool widely recognized for its robust features in data organization, manipulation, and visualization. It enables users to input and structure raw data into spreadsheets, utilizing functions like sorting, filtering, and conditional formatting for efficient data cleaning and preparation. Excel's formula capabilities, including statistical, logical, and mathematical functions, facilitate complex calculations and the derivation of meaningful insights.

To explore correlations within the data, SPSS (Statistical Package for the Social Sciences) was utilized. SPSS is a powerful software application designed for a wide range of statistical analyses, including descriptive, inferential, and predictive modeling. It allows users to input, organize, and analyze large datasets efficiently. Common functionalities include frequency distribution, cross-tabulation, correlation analysis, regression, and ANOVA. Additionally, SPSS supports data visualization through graphs and charts, enhancing the interpretation of results. Its capabilities for data cleaning, recoding, and transformation ensure the dataset's readiness for accurate analysis.

For sentiment analysis of viewer comments, R-Studio was employed. In R-Studio, Syuzhet package was installed which is specially meant for sentiment analysis (Acharya & Rout, 2025; Rout & Acharya 2025). It is a robust tool designed to analyze textual data and determine the emotional tone within it. The software provides sentiment scores, trends, and detailed visualizations, enabling researchers to understand public opinion effectively. Its ability to integrate with external data sources and customize sentiment dictionaries enhances its flexibility and accuracy, making it an essential resource for analyzing sentiment in this study. The complete flow of work starting from

the software to analysis of data is indicated in the Figure 1. The figure has created by using a free website called lucid chart (Source: <https://www.lucidchart.com/>).

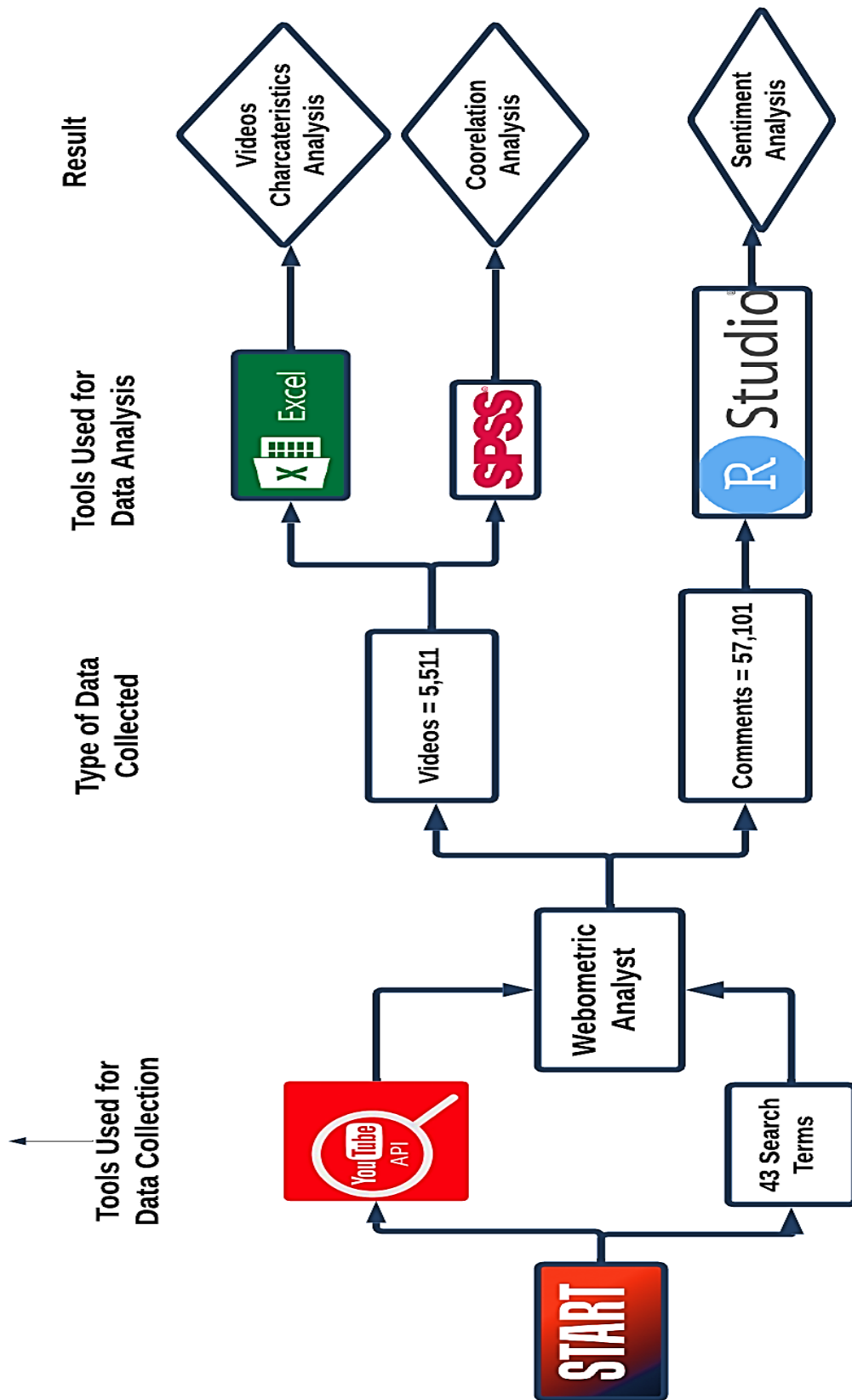


Figure 1. Flowchart of methodology used

3.3 Conclusion

In conclusion, this study underscores the pivotal role of data analysis in research, utilizing a suite of specialized software tools to address distinct analytical needs. Microsoft Excel served as a fundamental platform for general data analysis, offering extensive capabilities in data organization, manipulation, and visualization, which proved essential for evaluating video growth and identifying key channels in the Library and Information Science domain. SPSS facilitated advanced statistical analyses, enabling the identification of correlations, patterns, and trends through sophisticated methods such as regression and correlation analysis. Complementing these tools, Julius software provided valuable sentiment analysis of viewer comments by leveraging NLP and machine learning techniques to extract nuanced insights into public opinion. Collectively, these tools streamlined the research process, ensuring accuracy, reliability, and a holistic understanding of the data. The systematic workflow, visually represented using Lucid chart, highlights the integrated approach taken in this study. By giving details information of methodology used and type of data sets associated in this research, the next chapter focuses the data analysis and interpretation of this study.

References

<https://www.lucidchart.com/>

Acharya, S., & Rout, L. (2025). Can Drug Addiction be Overcome with the Help of YouTube? A Content and Sentiment Analysis of YouTube Videos Through Global Perspective. *Journal of Drug Issues*, 0(0). <https://doi.org/10.1177/00220426251359223>

Rout, L., & Acharya, S. (2025). Does YouTube assist in mitigating global warming? A content analysis of YouTube videos and sentiment analysis through viewers' comments. *Transactions in Earth, Environment, and Sustainability*, 3(1), 51-71. <https://doi.org/10.1177/2754124X251343744> (Original work published 2025)

Chapter 4

Data Analysis and Interpretation

4.1 Introduction

This chapter addresses the critical processes of data analysis and representation, which are essential for deriving meaningful insights from information in library and information science. The field produces diverse data, including library usage statistics, cataloguing metadata, user search behavior, and the effectiveness of information literacy programs. Effective analysis and presentation of this data are vital for evidence-based decision-making, service improvement, and demonstrating the value of library services. Data analysis, discussed in this chapter, involves applying various techniques to organize, process, and interpret raw data. This includes both quantitative methods, such as statistical analysis of circulation data or database usage, and qualitative approaches, like thematic analysis of user feedback or surveys. The choice of analytical methods depends on the research questions and the data's nature. Data representation is equally important, focusing on how analyzed data is presented to facilitate understanding and communication. Visualizations, such as charts, graphs, and network diagrams, effectively convey complex patterns and relationships. This chapter also covers the use of tables, reports, and other textual formats for clear and concise data presentation. Furthermore, it discusses the role of tools and technologies in data analysis and representation. Libraries increasingly use software for database management, data cataloguing, and automation, generating data that can be analyzed to enhance services. Programming languages like Python, with libraries designed for data analysis, are becoming key tools in this field.

4.2 Data Analysis Tools

This chapter presents the analysis and interpretation of the data collected to examine the characteristics and trends in video production over a five-year period. The objective is to provide a clear understanding of patterns, distributions, and underlying insights related to the content and sentiment of the videos. A combination of quantitative and qualitative analytical approaches was employed to accomplish this. Microsoft Excel was mainly used to organize, summarize, and visualize basic video characteristics such as the number of videos produced per year, their distribution, and percentage

contributions. Charts and tables were created to illustrate trends over time and support comparative analysis across the years.

To perform more advanced analyses, especially involving text data and sentiment analysis, R Studio was used. This included sentiment analysis, word frequency analysis, and other statistical methods to examine the tone, emotional content, and thematic focus of the videos. R packages such as syuzhet played a key role in converting raw data into understandable visual and numerical outputs. These tools allowed for a comprehensive analysis that not only identified trends in video production but also offered meaningful insights into the emotional and communicative aspects of the content. The results from this analysis form the basis for the discussions and conclusions in the following chapters.

4.3 Analysis of Collected Data

4.3.1 Year-wise growth of videos

Table 2. Year-wise growth of videos

Year	Videos	Percentage
2019	520	9.44
2020	1116	20.25
2021	1393	25.28
2022	1172	21.27
2023	1310	23.77
Total	5511	100.00

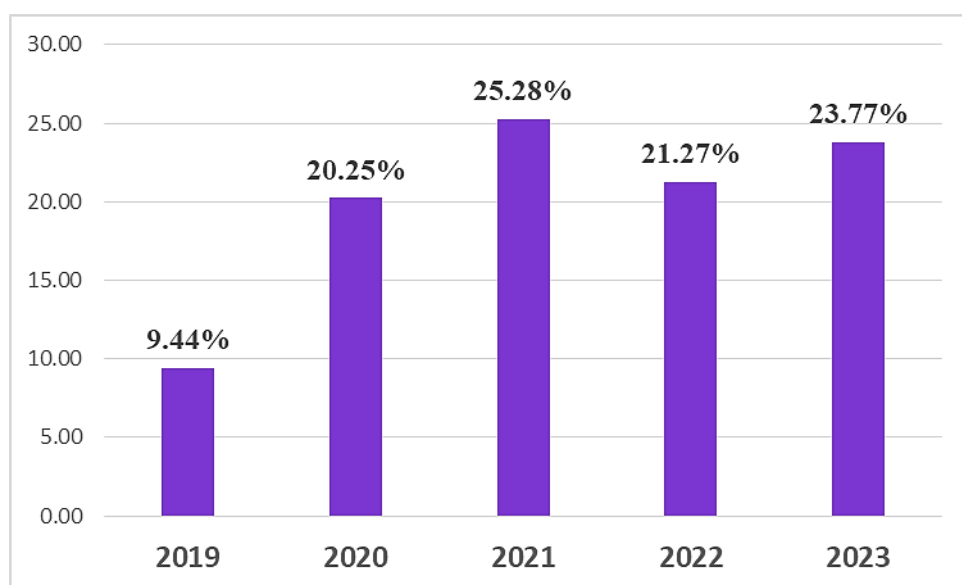


Figure 2. Year-wise growth of videos

Table 2 and Figure 2 display the year-by-year growth of videos in the field of library and information science. From 2019 to 2023, video production saw significant growth, showing increased focus on digital communication. Starting with 520 videos in 2019 (9.44% of the total), production more than doubled by 2020 with 1,116 videos (20.25%). The upward trend continued into 2021, which marked the peak year with 1,393 videos (25.28%), indicating strong investment and demand for video content. In 2022, production decreased to 1,172 videos (21.27%), possibly due to shifting priorities, resource constraints, or strategic changes. Nevertheless, 2023 saw a strong rebound with 1,310 videos (23.77%), suggesting that video remained a major medium despite temporary setbacks. Over the five-year period, a total of 5,511 videos were produced, reflecting a 152% increase since 2019. This steady growth, despite minor fluctuations, underscores the growing importance of video as a tool for outreach, education, and communication. The dip in 2022 highlights the dynamic nature of production environments and the need for adaptability.

4.3.2 Distribution of videos based on video quality

Table 3. Distribution of videos based on video quality

Quality	Videos	Percentage
HD	5063	91.87
SC	448	8.13
Total	5511	100

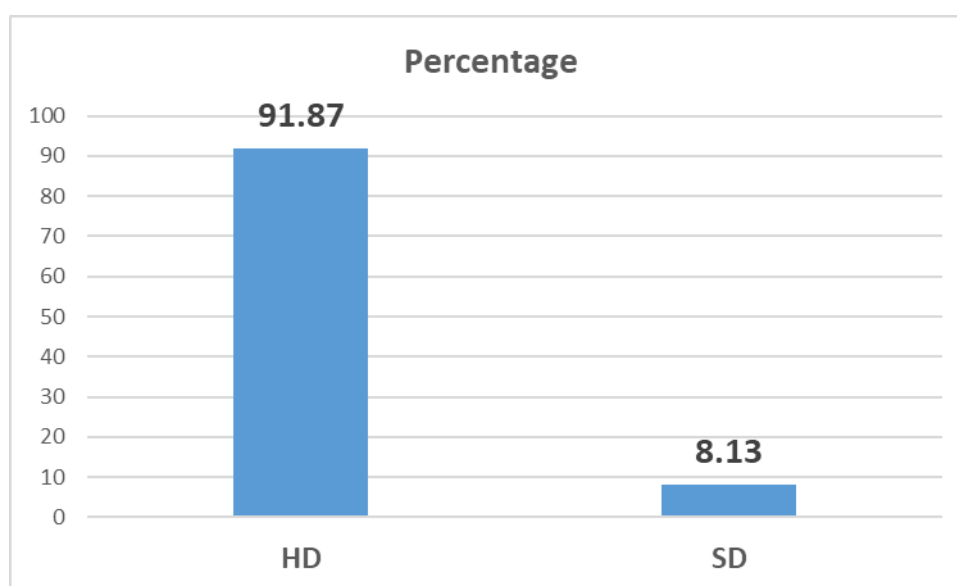


Figure 3. Distribution of videos based on video quality

Table 3 and Figure 3 show the results of video distribution by quality, revealing a clear preference for High Definition (HD) content, with 91.87% of videos produced in HD. This totals 5,063 videos, indicating widespread adoption of HD as the standard for video production. The relatively small proportion of Standard Definition (SC) videos, which make up only 8.13% (448 videos), reflects a shift toward higher-quality production, likely driven by technological advancements, audience expectations, and the capabilities of modern digital platforms. This dominance of HD videos suggests that content creators prioritize delivering high-quality visual experiences, aligning with the growing trend of high-definition content consumption across various media platforms. The limited use of SC videos may indicate either a phase-out of lower-quality formats or their use for specific purposes where high-definition quality is not essential. Overall, the data highlights the increasing emphasis on HD quality in video production, consistent with broader trends in digital media and content delivery.

4.3.3 Total Views based on video quality

Table 4. Total Views based on video quality

Video Quality	TV	Percentage
HD	145,757,053	98
SD	2626816	2
Total	148,383,869	100

*TV = Total Views

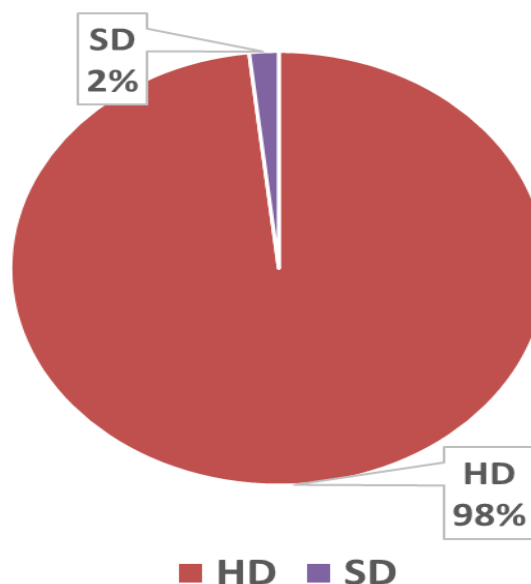


Figure 4. Total Views based on video quality

Table 4 and Figure 4 indicate an overwhelming preference for High Definition (HD) video content among viewers. Out of a total of 148,383,869 views, HD videos accounted for 145,757,053 views, representing 98% of the total. In contrast, Standard Definition (SD) videos received only 2,626,816 views, amounting to a mere 2%. This distribution clearly demonstrates that HD content not only dominates in terms of production, as shown in previous sections, but also in viewer engagement. The extremely high percentage of HD views reflects audience expectations for better visual quality and possibly greater trust in high-definition content for clarity and professionalism. It also suggests that producers are effectively meeting this demand by prioritizing HD production. The minimal share of SD video views may indicate that lower-quality content is becoming obsolete or is only used in niche scenarios where HD is not essential.

4.3.4 Total likes based on video quality

Table 5. Total likes based on video quality

Video Quality	TL	Percentage
HD	3339180	98
SD	54335	2
Total	3393515	100

*TL = Total Likes

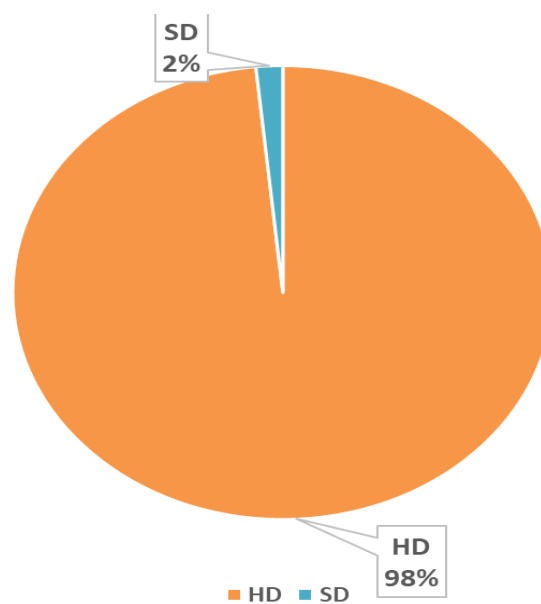


Figure 5. Total likes based on video quality

Table 5 and Figure 5 show that High Definition (HD) videos received the majority of likes, totaling 3,339,180 likes or 98% of the overall count. In contrast, Standard Definition (SD) videos gathered only 54,335 likes, accounting for just 2%. This strong preference for HD videos in audience engagement reflects earlier findings related to views and video production volume. The high number of likes on HD videos indicates that viewers not only favor high-quality visuals but are also more inclined to positively interact with such content. This pattern may highlight the higher perceived value, professionalism, and overall user satisfaction linked to HD video content.

4.3.5 Total comments based on video quality

Table 6. Total comments based on video quality

Video Quality	TC	Percentage
HD	121486	95
SD	6209	5
Total	127695	100

*TC = Total Comments

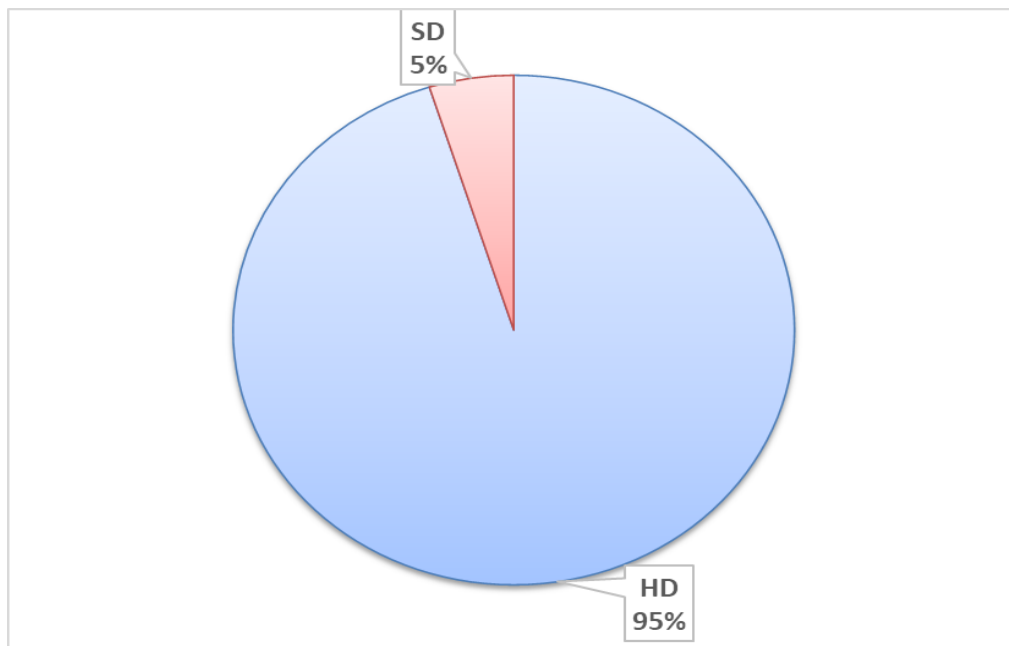


Figure 6. Total comments based on video quality

Tables 6 and Figure 6 show that High Definition (HD) videos attracted most user interaction through comments, with 121,486 comments, making up 95% of the total. Standard Definition (SD) videos received considerably fewer comments—just 6,209—accounting for only 5% of the total comment activity.

This distribution indicates that HD videos not only lead in views and likes but also foster greater viewer engagement through comments. The large number of comments on HD content may be due to better visual and audio quality, which can improve the viewer experience and encourage more interaction. Conversely, the lower number of comments on SD videos might reflect less audience interest or decreased engagement caused by lower production quality.

4.3.6 License used

Table 7. License used

License	Videos	Percentage
YouTube	5229	94.89
Creative Common (CC)	282	5.11
Total	5511	100

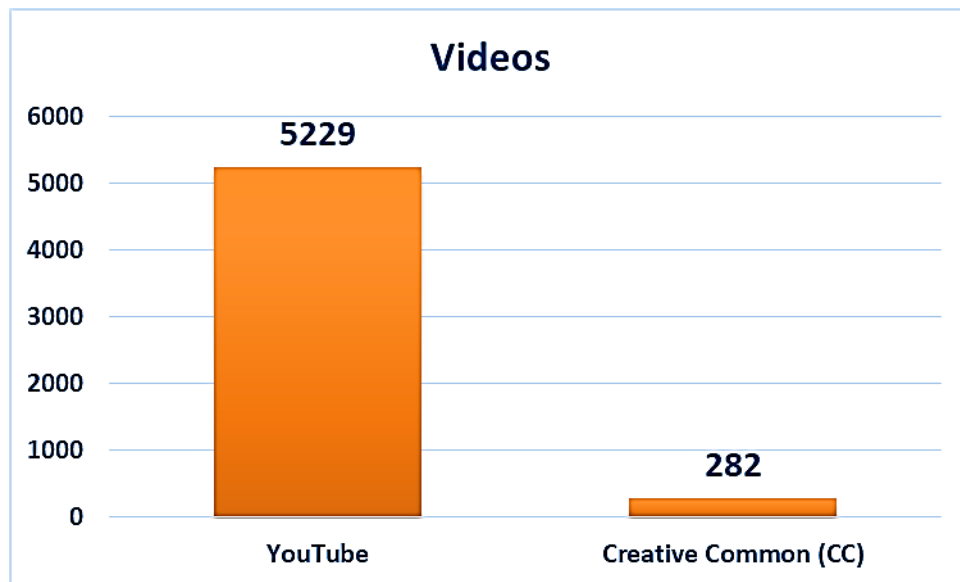


Figure 7. License used

Table 7 and Figure 7 show that the vast majority of videos (94.89%) were published under the YouTube Standard License, totaling 5,229 videos. In contrast, only 282 videos (5.11%) were released under the Creative Commons (CC) license. This distribution indicates a strong preference for retaining the standard copyright protections offered by YouTube's default licensing model. The limited use of Creative Commons licenses suggests that most content creators chose not to allow reuse or modification of their videos by others. This may be due to concerns about content ownership, monetization rights, or brand control.

4.3.7 Total views based on license used

Table 8. Total views based on license used

Licence Used	TV	Percentage
YouTube Standard	146,776,439	99
Creative Commons	1607430	1
Total	148,383,869	100

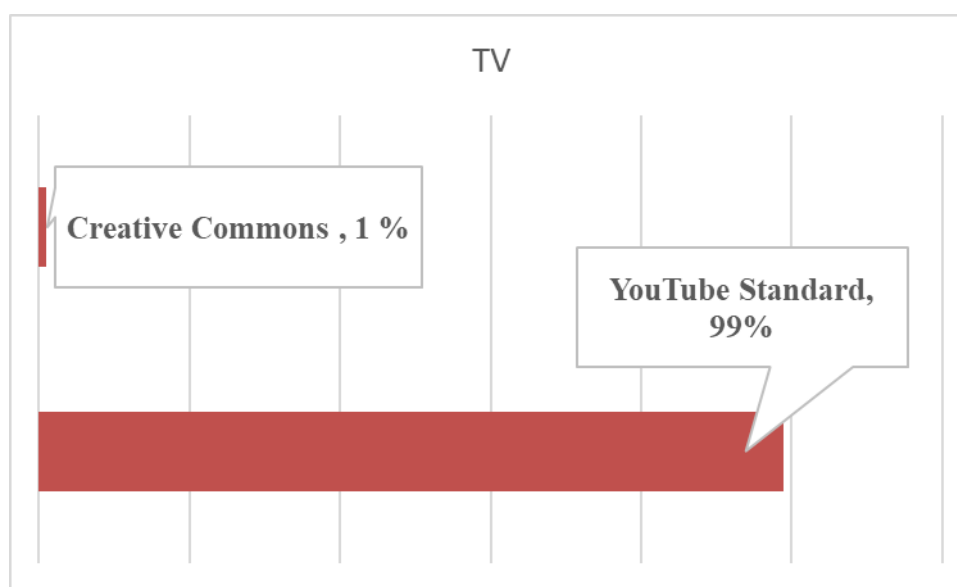


Figure 8. Total views based on license used

Table 8 and Figure 8 show that videos published under the YouTube Standard License received 146,776,439 views, accounting for 99% of the total. In contrast, videos released under the Creative Commons license received 1607430 views, which is 1% of the total. This overwhelming preference for standard-licensed videos in terms of viewership reflects a possible correlation between licensing type and audience reach. The higher number of views on YouTube Standard-licensed content may be attributed to broader promotion, monetization options, or the type of content typically shared under this license. Meanwhile, the lower viewership for Creative Commons videos might suggest limited exposure or niche use cases for openly licensed content.

4.3.8 Total likes based on license used

Table 9. Total likes based on license used

Licence Used	TL	Percentage
HD	3339943	98
SD	53572	2
Total	3393515	100

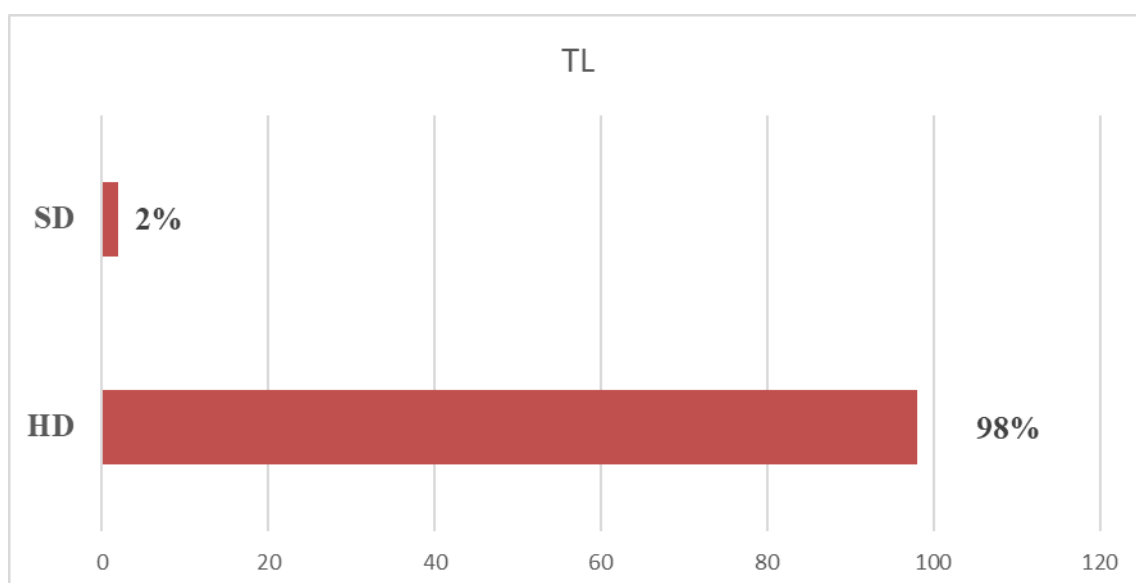


Figure 9. Total likes based on license used

Table 9 and Figure 9 indicate that videos published under the YouTube Standard License received a dominant share of user engagement in terms of likes, totaling 3,339,943 likes or 98% of the overall count. In comparison, videos under the Creative Commons (CC) license received only 53,572 likes, making up just 2% of the total. This strong preference suggests that viewers are significantly more engaged with standard-licensed content. This could be due to higher production quality, greater visibility, or more active promotion of standard-licensed videos. The relatively low engagement with CC-licensed content may reflect its niche usage or reduced discoverability on the platform.

4.3.9 Total comments based on video license

Table 10. Total comments based on video license

Licence Used	TC	Percentage
HD	124540	97
SD	3155	3
Total	127695	100

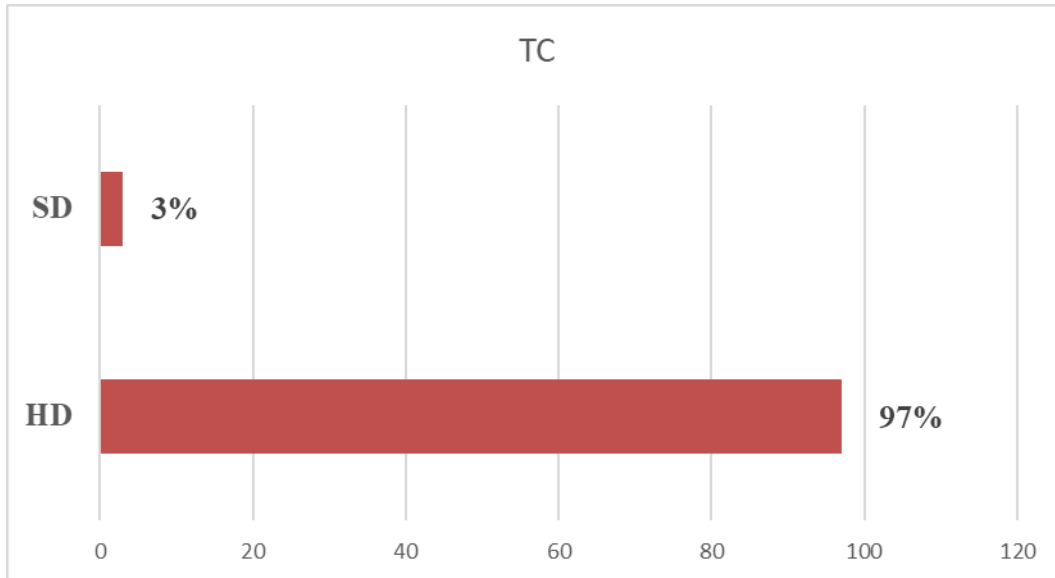


Figure 10. Total comments based on video license

Table 10 and Figure 10 show that the majority of audience interaction through comments was linked to videos under the YouTube Standard License, which received 124,540 comments, representing 97% of the total. In comparison, videos published under the Creative Commons license received only 3,155 comments, or 3% of the total. This distribution suggests a strong viewer engagement trend favoring standard-licensed content. The high volume of comments may be due to greater visibility, more active channels, or more professionally produced content typically found under the YouTube Standard License. Conversely, the relatively low comment count on Creative Commons videos could indicate limited reach or specific content types that attract less interaction.

4.3.10 Duration-wise distribution of videos

Table 11. Duration-wise distribution of videos

S.N.	Duration (in minutes)	Videos	Percentage
1	1 to 10	2511	45.56
2	10 to 20	986	17.89
3	20 to 30	543	9.85
4	30 to 40	313	5.68
5	40 to 50	256	4.65
6	50 +	902	16.37
	Total	5511	100

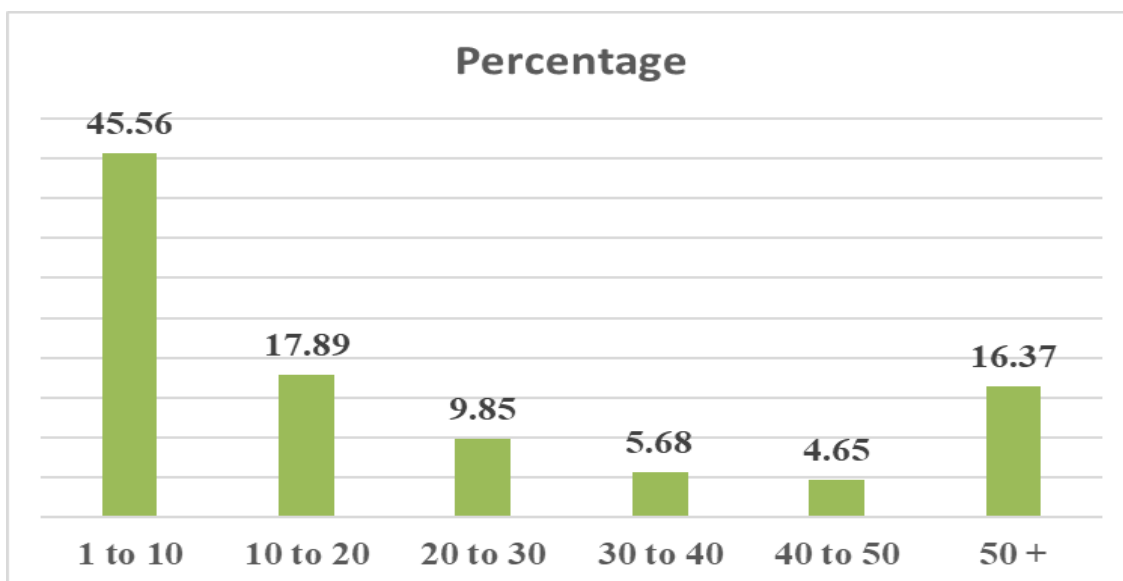


Figure 11. Duration-wise distribution of video

Table 11 and Figure 11 reveal that nearly half of all videos (45.56%) fall within the 1 to 10 minutes duration range, indicating a strong preference for short-form content. This trend is likely influenced by audience attention spans and the growing popularity of concise, easily consumable videos. The next most common durations are 10 to 20 minutes (17.89%) and 50+ minutes (16.37%), suggesting that while short videos dominate, there is still a significant share of longer content aimed at more in-depth coverage or educational purposes. Videos between 20 and 50 minutes collectively account for a smaller portion, with each category individually comprising less than 10% of the total.

4.3.11 Total views based on duration of videos

Table 12. Total views based on duration of videos

S.N.	Duration (in minutes)	TV	Percentage
1	1 to 10	81013899	54.60
2	10 to 20	1858377	1.25
3	20 to 30	9378553	6.32
4	30 to 40	26566433	17.90
5	40 to 50	9071633	6.11
6	50 +	20494974	13.81
	Total	148383869	100.00

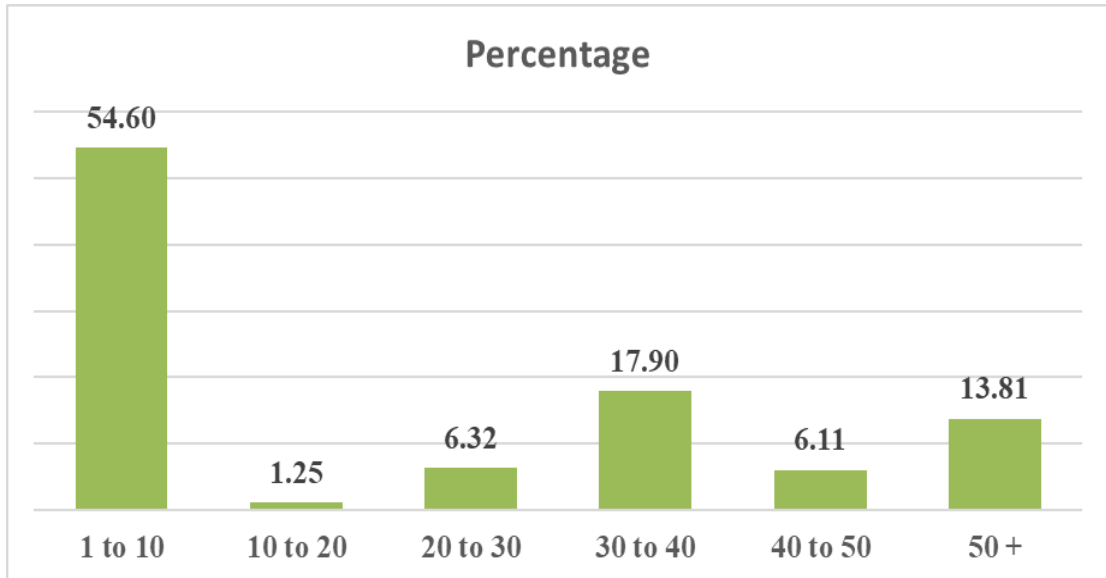


Table 12. Total views based on duration of videos

Table 12 and Figure 12 show that videos with a duration of 1 to 10 minutes received the highest number of views, accounting for 54.60% of the total, or more than 81 million views. This suggests that shorter videos are more likely to attract and retain viewers, probably due to their accessibility and time efficiency. Interestingly, videos between 30 to 40 minutes also performed well, gaining over 26 million views (17.90%), followed by the 50+ minutes category with 13.81% of total views. This indicates that, while short videos dominate, there is still strong viewer interest in longer, in-depth content. Conversely, videos in the 10 to 20 minute range received the fewest views, only 1.25%, which may suggest that this middle-range duration is less favored by viewers, potentially being too long for quick viewing and too short for detailed engagement.

4.3.12 Total likes based on duration of videos

Table 13. Total likes based on duration of videos

S.N.	Duration (in minutes)	TL	Percentage
1	1 to 10	1786151	52.63
2	10 to 20	30807	0.91
3	20 to 30	227483	6.70
4	30 to 40	639897	18.86
5	40 to 50	217372	6.41
6	50 +	491805	14.49
	Total	3393515	100

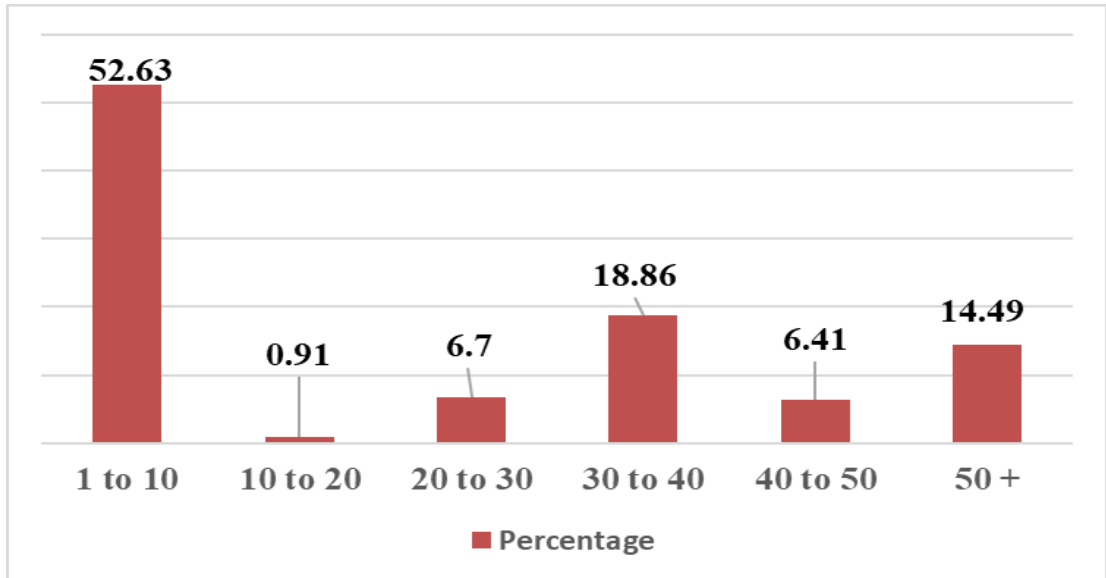


Figure 13. Total likes based on duration of videos

Table 13 and Figure 13 reveals that videos with a 1 to 10 minute duration received the highest number of likes, accounting for 52.63% of total engagement. This aligns with earlier findings on views, further confirming that short-form videos are the most effective at attracting audience appreciation. Notably, videos in the 30 to 40 minute range also received a substantial share of likes (18.86%), followed by the 50+ minute category with 14.49%. This suggests that while short videos dominate in popularity, longer videos still manage to engage viewers and earn considerable positive feedback. On the other hand, videos lasting 10 to 20 minutes received the least number of likes (0.91%), which may indicate a lower viewer preference for this mid-length range possibly due to it lacking the quick impact of short videos or the depth of longer content.

4.3.13 Total comments based on duration of videos

Table 14. Total comments based on duration of videos

S.N.	Duration (in minutes)	TC	Percentage
1	1 to 10	63166	49.47
2	10 to 20	1458	1.14
3	20 to 30	10734	8.41
4	30 to 40	19984	15.65
5	40 to 50	13732	10.75
6	50 +	18621	14.58
	Total	127695	100

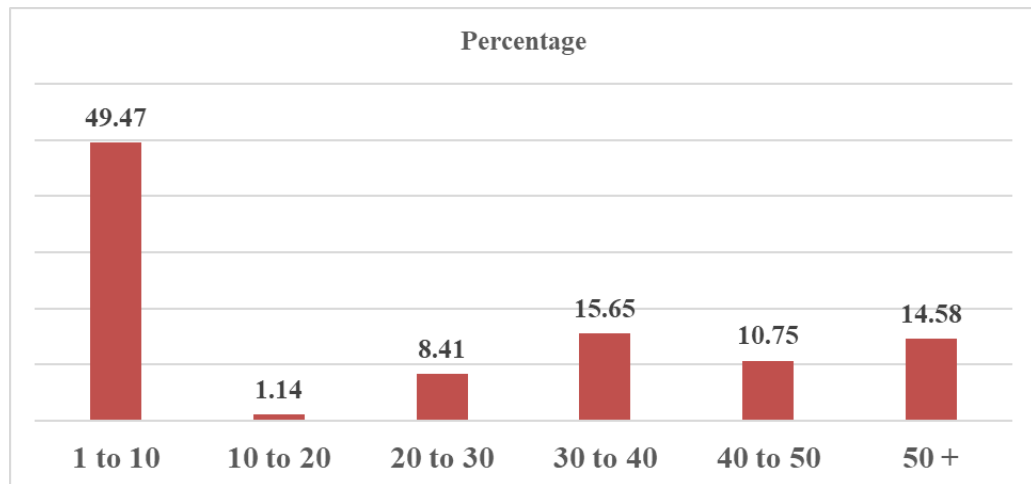


Figure 14. Total comments based on duration of videos

Table 14 and Figure 14 shows that videos lasting between 1 to 10 minutes received the largest share of comments, with 63,166 comments accounting for 49.47% of the total. This indicates that shorter videos not only attract more views and likes but also drive more interaction in the form of comments, which may be attributed to their more accessible and easily consumable format. Videos in the 30 to 40 minute range also garnered a significant portion of comments (15.65%), reflecting that longer content can still stimulate meaningful viewer interaction, possibly due to the depth of content. Similarly, videos in the 50+ minutes category attracted 14.58% of the comments, highlighting that extended videos remain engaging enough to encourage audience participation. On the other hand, videos with durations between 10 to 20 minutes received the least number of comments (1.14%), suggesting that this mid-length range may be less effective in encouraging viewer interaction, possibly due to not fitting the preferences for either quick engagement or in-depth content.

4.3.14 Type of topic covered

Table 15. Type of topic covered

Topics Covered	Example	%
Technology and Innovation in Libraries	"Introducing ILS Integrated Library Management System by Soutron"; "The Outreach Program - Class of 2023 Graduation"	24.55%
Intellectual Property and Copyright	"ELIMINATE MUSIC COPYRIGHT STRESS FOREVER WITH A PROFESSIONAL AND FREE MUSIC LICENSING WEBSITE."; "Questions by the startups Patent Protection Intellectual Property Rights Patents Part 1"	12.17%
Digital Preservation and Archiving	"XVII Congr�s - Mark Hedges: Computational Archival Science. Enhancing Access to Cultural Collections"	10.96%
Classification and Cataloging	"The Dewey Decimal System"; "Library of Congress catalog card number: 58-5132";	9.19%
Information Retrieval and Search	"Information Retrieval Techniques Unit 2"; "Ranking Algorithms in search statements Information Retrieval Systems IRS"	7.83%
Database Management and SQL	"DATABASE AND SQL Class 12 Python Computer Science"; "Database Schema Instance Sub-Schema in Database Management System(dbms) with example"	5.79%
Information Literacy and Digital Skills	"Information Literacy Scholarship as Conversation"; "How to Preserve and Archive Digital Photos, Videos, and Documents"	5.53%
Library Automation Systems	"ILS AutoLend for Libraries"; "KOHA ILS software Koha library system"	5.25%
Library Management, Administration and Outreach	"Library Leaders Are Failing Librarianship: Soft Skills Needed for Human Library Leadership"	5.23%
Academic and Research Libraries	"WWWC19: Silos No More: Harness Library Wide Teams for Success Library Leadership"; "(Audio Described Version) Open Science and NLM"	5.06%
Open Access and Resources	"Open Banking: Fueling innovation on an open source core banking platform - OSCON 2018"; "How does a Data Catalog empower Data Governance and Compliance?"	4.02%
Reference Services and User Support	"How to use the National Library of Scotland for your dissertation research"; "Poets In The Libraries Tony Hillerman Public Library"	3.50%
Metadata and Data Governance	"Cataloging / Meta Data Management ?"; "Will AI replace UX Design? 🤖 "	0.59%
Information Ethics and Policy	Library Assessment Conference: Diversity, Equity, Ethics, and Privacy	0.31%
Digital Scholarship and Communication	ACRL DSS PDC: Rethinking Repositories for Digital Scholarship: A Novel Approach	0.02%

The distribution of topics reveals a significant focus on Technology and Innovation in Libraries, which accounts for the largest share at 24.55% as shown in Table 15. This is followed by Intellectual Property and Copyright, which makes up 12.17% of the total, and Digital Preservation and Archiving with 10.96%. These percentages highlight the growing emphasis on technological advances and the need to address evolving issues in copyright, digital preservation, and innovation in the field of library science. Other notable topics include Classification and Cataloging (9.19%), Information Retrieval and Search (7.83%), and Database Management and SQL (5.79%), which are foundational aspects of library science and data management. In contrast, topics like Information Ethics and Policy (0.31%) and Digital Scholarship and Communication (0.02%) represent a very small portion of the content, suggesting these areas might be less discussed or have fewer resources available in the video collection. Overall, the data reflects a broad focus on practical technological skills and systems that support library functions, with some topics such as open access and metadata being less frequently covered in comparison

4.3.15 Top 10 most viewed video

Table 16. Top 10 most viewed video

Rank	Video Title	TV	Upload Year
1	AP CM Jagan Review Meet to Set up Digital libraries in villages NTV	17864560	2021
2	Information Management & Information System කුප්පි 01 NSJ Online Academy	12106837	2023
3	International Literacy Day Celebration @Myfledge Bhopal	10581202	2023
4	Introduction to Evidence-Based Practice: Literature Searching	8851763	2022
5	Management Information Systems	3215521	2022
6	SHIKSHARTH-Prof. Bharat Joshi:Information Literacy	2842727	2021
7	SEM Talks: Music Copyright, Rights Clearance & Music Sync Licensing (PART 2: Q&A)	2666761	2021
8	Emerging Trends & Technologies in Libraries by Nabi Hasan, Librarian & Head, Central Library, IITD	2607337	2022
9	Introduction and Tutorial to UX Sitemap: UI UX Design Miro 2021	2357501	2021
10	Finding Archival Collections	2105480	2020

Table 16 reveals a variety of topics, with "AP CM Jagan Review Meet to Set up Digital Libraries in Villages | NTV" taking the lead in total views, with 17.86 million views in 2021. This video stands out due to its focus on a significant government initiative related to digital libraries, which likely drew a broad audience. Following closely are videos uploaded in 2023, such as "Information Management & Information System | NSJ Online Academy" (12.11 million views) and "International Literacy Day Celebration @Myfledge Bhopal" (10.58 million views), which reflect a growing interest in educational and awareness programs around information management and literacy. Other notable videos include educational content like "Introduction to Evidence-Based Practice: Literature Searching" (8.85 million views) and specialized discussions like "SEM Talks: Music Copyright, Rights Clearance & Music Sync Licensing (PART 2: Q&A)" (2.67 million views), showing the diversity in viewer preferences from academic discussions to professional insights.

4.3.16 Top 10 most liked video

Table 17. Top 10 most liked video

Rank	Video Title	TL	Upload Year
1	AP CM Jagan Review Meet to Set up Digital libraries in villages NTV	563782	2021
2	Information Management & Information System කූෂ්ඨ 01 NSJ Online Academy	255299	2023
3	Introduction to Evidence-Based Practice: Literature Searching	144816	2022
4	Introduction and Tutorial to UX Sitemap: UI UX Design Miro 2021	118898	2021
5	Class 11 Informatics Practices Chapter 7 Database Management System- Database Concepts	107598	2022
6	Feeling the Burn(out): The Academic Library and Burnout	53880	2023
7	Finding Archival Collections	53122	2020
8	SEM Talks: Music Copyright, Rights Clearance & Music Sync Licensing (PART 2: Q&A)	47563	2021
9	Emerging Trends & Technologies in Libraries by Nabi Hasan, Librarian & Head, Central Library, IITD	46124	2022
10	Management Information Systems	45687	2022

Table 17 show the top 10 most liked video in the area of Library and Information Science. The video titled "AP CM Jagan Review Meet to Set up Digital Libraries in Villages | NTV" leads in terms of likes, with 563,782 likes. This video, which covers a significant political initiative related to the establishment of digital libraries, evidently resonated with viewers and attracted substantial positive feedback in 2021. Following

closely, the 2023 video "Information Management & Information System | NSJ Online Academy" has garnered 255,299 likes, indicating strong viewer engagement with topics related to information systems and management. In the 2022 year, educational videos such as "Introduction to Evidence-Based Practice: Literature Searching" and "Class 11 Informatics Practices Chapter 7 | Database Management System- Database Concepts" also received notable numbers of likes, 144,816 and 107,598 respectively, highlighting interest in academic content. Other popular videos include "Introduction and Tutorial to UX Sitemap: UI UX Design | Miro | 2021" with 118,898 likes, and "SEM Talks: Music Copyright, Rights Clearance & Music Sync Licensing (PART 2: Q&A)" with 47,563 likes, both reflecting interest in technology and professional development topics.

4.3.17 Top 10 most commented video

Table 18. Top 10 most commented video

Rank	Video Title	TC	Upload Year
1	Information Management & Information System ഇപ്പോൾ 01 NSJ Online Academy	9456	2023
2	Introduction to Evidence-Based Practice: Literature Searching	5323	2022
3	Leaders and Libraries I S2E20 I Megha Gupta - HR Director, Fiserv	4320	2021
4	Itni Bari free public library in the heart of Mumbai 🧠🧠🧠#creator #ytshorts #mumbai #minivlog	3873	2023
5	CHAPTER 1: Information Systems in Global Business Today	2819	2021
6	All seven models of information seeking behaviour...	2785	2022
7	Feeling the Burn(out): The Academic Library and Burnout	2285	2023
8	Emerging Trends & Technologies in Libraries by Nabi Hasan, Librarian & Head, Central Library, IITD	2103	2022
9	SEM Talks: Music Copyright, Rights Clearance & Music Sync Licensing (PART 2: Q&A)	2076	2021
10	Know your rights - Copyright and licensing for research	2054	2022

Table 18 show the top 10 most liked video in the area of Library and Information Science. The video titled "Information Management & Information System | NSJ Online Academy" from 2023 leads in terms of comments, with a total of 9,456 comments, indicating strong viewer engagement with the content related to information management and systems. Other prominent videos that attracted significant viewer

interaction include "Introduction to Evidence-Based Practice: Literature Searching" (5,323 comments) and "Leaders and Libraries I S2E20 I Megha Gupta - HR Director, Fiserv" (4,320 comments). These videos indicate considerable interest in educational and professional topics, such as evidence-based practices and library leadership. A more casual but highly engaging video, "Itni Bari free public library in the heart of Mumbai", garnered 3,873 comments, likely due to its viral nature, which is common for short and captivating content on platforms like YouTube. In addition, videos related to information systems and library trends, such as "CHAPTER 1: Information Systems in Global Business Today" (2,819 comments) and "All seven models of information seeking behaviour..." (2,785 comments), also reflect sustained engagement with specialized topics in the field of library science and information systems.

4.3.18 Top 10 YouTube channels by video count

Table 19. Top 10 YouTube channels by video count

Rank	Channel Name	Videos	Percentage	Upyear
1	ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES	40	0.72582	2019
2	E-PG PATHSHALA	39	0.70768	2020
3	EXLIBRISLTD	34	0.61695	2019
4	LIBRARY SCIENCE BY TARGET ABHI	32	0.58066	2019
5	PARUL'S E-DIARY	31	0.56251	2021
6	WIKIPEDIA TTS	29	0.52622	2019
7	DWIVEDI GUIDANCE	23	0.41735	2020
8	LIBRARIKA	22	0.3992	2021
9	KNOWLEDGE LIBRARY SCIENCE	22	0.3992	2021
10	DIGITAL PRESERVATION COALITION	21	0.38106	2020

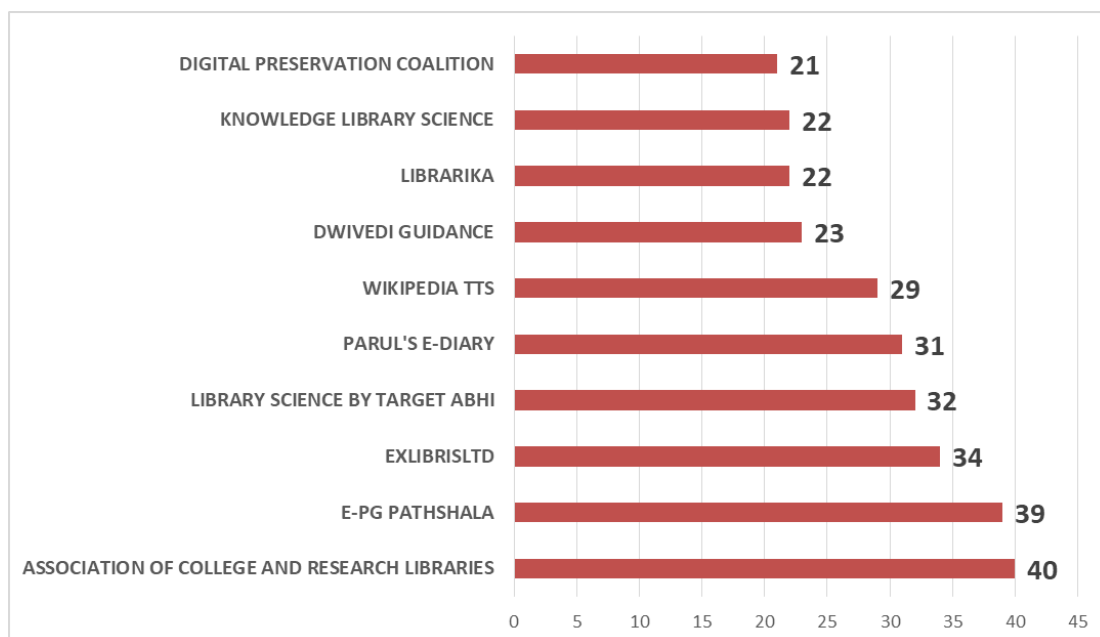


Figure 15. Top 10 YouTube channels by video count

Table 19 and Figure 15 indicates the top 10 YouTube channels by video count. From the data, "ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES" leads with the highest number of videos (40), contributing 0.73% of the total video uploads. This channel primarily focuses on providing valuable content related to college and research libraries, making it a key resource in the field. "E-PG PATHSHALA", with 39 videos and 0.71% of the total, is another prominent channel, likely delivering content related to educational resources and information science in academic settings. This channel has uploaded a large number of videos in 2020, showcasing its continued commitment to sharing educational content. Other significant channels include "EXLIBRISLTD" (34 videos), "LIBRARY SCIENCE BY TARGET ABHI" (32 videos), and "WIKIPEDIA TTS" (29 videos), all of which uploaded their content primarily in 2019. These channels cover various topics related to library science, information technology, and digital resources, further enriching the library and information science field. Channels from 2021, such as "PARUL'S E-DIARY", "LIBRARIIKA", and "KNOWLEDGE LIBRARY SCIENCE", have also gained attention for their contributions, with each uploading 22–31 videos. These channels represent more recent content but still make up a notable share of total videos.

4.3.19 Top 10 YouTube Channels by view count

Table 20. Top 10 YouTube Channels by view count

Rank	Channel Name	TV	Videos	UpYear
1	NTV TELUGU	17864560	1	2005
2	NSJ ONLINE ACADEMY	12106837	1	2010
3	MYFLEDGE	10581202	1	2012
4	NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM]	8883297	12	1986
5	IITE GANDHINAGAR	4277504	3	1999
6	A MINUTE TO KNOW IT	3215521	1	2003
7	SCHOOL OF ELECTRONIC MUSIC	2666777	2	2012
8	NABI HASAN	2666620	8	1996
9	ARI PXL	2357501	1	2021
10	RIT LIBRARIES	2106279	2	2014

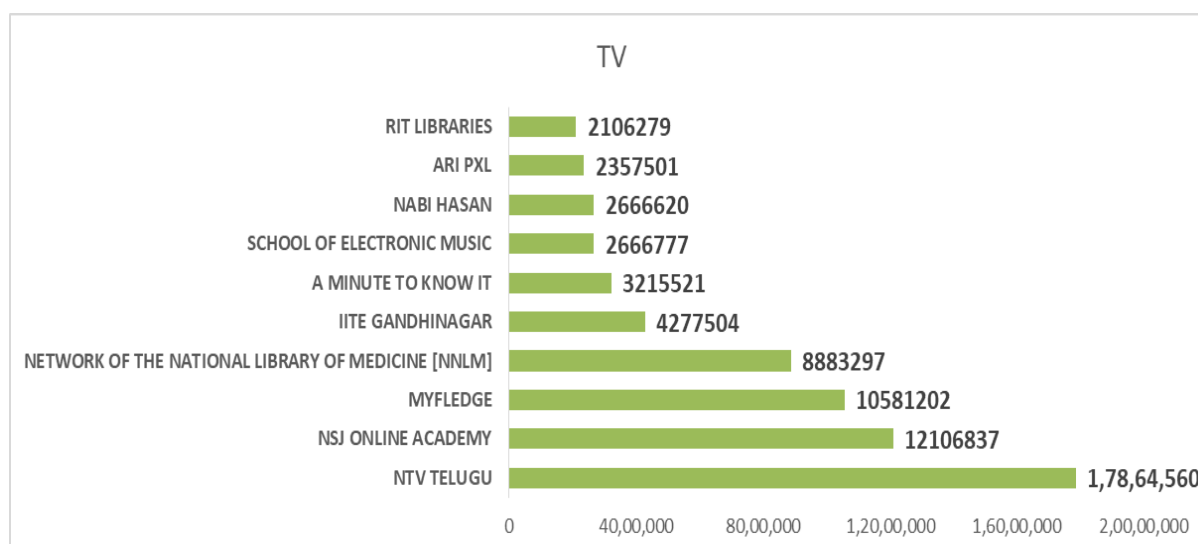


Figure 16. Top 10 YouTube Channels by view count

Table 20 and Figure 16 presents the top 10 channels ranked by total views (TV), number of videos, and upload year. NTV TELUGU leads with 17,864,560 views from a single video uploaded in 2005, showcasing its strong audience reach. Similarly, NSJ ONLINE ACADEMY (2010) and MYFLEDGE (2012) have impressive viewership, with 12,106,837 and 10,581,202 views, respectively, despite each channel having only one video. NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM] stands out with 8,883,297 views across 12 videos since 1986, reflecting its lasting presence in the medical and library field. IITE GANDHINAGAR, with 4,277,504 views from 3 videos uploaded in 1999, also highlights the enduring value of its content. Other notable channels include A MINUTE TO KNOW IT (2003) with 3,215,521 views from 1 video, and SCHOOL OF ELECTRONIC MUSIC (2012) with 2,666,777 views from 2 videos.

NABI HASAN, active since 1996, has 2,666,620 views from 8 videos. More recent channels like ARI PXL (2021) and RIT LIBRARIES (2014) also demonstrate strong viewership, showcasing that both older and newer content can attract significant attention.

4.3.20 Top 10 YouTube Channels by likes count

Table 21. Top 10 YouTube Channels by likes count

Rank	Channel Name	TL	Videos	UpYear
1	NTV TELUGU	563782	1	2005
2	NSJ ONLINE ACADEMY	255299	1	2010
3	NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM]	145430	12	1986
4	ARI PXL	118898	1	2021
5	MAGNET BRAINS	108092	12	1999
6	IITE GANDHINAGAR	77949	3	2003
7	LIBRARY 2.0	53924	5	2012
8	RIT LIBRARIES	53135	2	2014
9	NABI HASAN	47652	8	1996
10	SCHOOL OF ELECTRONIC MUSIC	47564	2	2012

Table 21 features the top 10 educational and institutional YouTube channels, ranked by total likes (TL). NTV TELUGU holds the top position with 563,782 likes from just 1 video, showing extremely high impact from a single upload. NSJ Online Academy follows with 255,299 likes, also from 1 video, while ARI PXL is in fourth place with 118,898 likes and just 1 video as well. These three channels demonstrate that even a single, well-received video can generate massive engagement. In contrast, channels like NNLM and Magnet Brains have produced more content that is 12 videos each and earned 145,430 likes and 108,092 likes, respectively. Other channels with moderate output include IITE Gandhinagar (3 videos, 77,949 likes), Library 2.0 (5 videos, 53,924 likes), and RIT Libraries (2 videos, 53,135 likes). Individual creator Nabi Hasan has 8 videos with 47,652 likes, while School of Electronic Music has 2 videos and 47,564 likes. The result shows a range of strategies some succeed through a single viral video, while others gain traction through steady content creation over time. The years of video upload range from 1986 (NNLM) to 2021 (ARI PXL), indicating both long-standing and newer channels can achieve high engagement.

4.3.21 Top 10 YouTube Channels by comment count

Table 22. Top 10 YouTube Channels by comment count

Rank	Channel Name	TC	Videos	UpYear
1	NSJ ONLINE ACADEMY	9456	1	2023
2	NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM]	5389	12	2020
3	THE LEADERSHIP ELEMENTS TLE INDIA	4400	10	2021
4	FOOD CORP	3873	1	2023
5	IEDUCATOR	2827	3	2021
6	SOLS CLASSES	2810	18	2021
7	ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES	2535	40	2019
8	IITE GANDHINAGAR	2464	3	2021
9	LIBRARY 2.0	2291	5	2020
10	NABI HASAN	2227	8	2021

Table 22 lists the top 10 educational and library-related YouTube channels, ranked by Total Comments (TC), which is used here as a measure of viewer engagement. NSJ Online Academy ranks first with 9,456 comments from just 1 video, uploaded in 2023, showing extremely high interaction on a single post. Food Corp, also with 1 video from 2023, holds the fourth position with 3,873 comments, again highlighting how a single, well-received video can attract a lot of discussion. In contrast, some channels gained comments through regular content uploads. NNLM, with 12 videos since 2020, earned 5,389 comments, while The Leadership Elements TLE India has 10 videos and 4,400 comments since 2021. SOLS Classes, with the highest video count (18 videos), gathered 2,810 comments, suggesting steady but moderate engagement per video. Similarly, the Association of College and Research Libraries, with 40 videos since 2019, received 2,535 comments, indicating broad content coverage but possibly less interaction per video. The rest that is iEducator, IITE Gandhinagar, Library 2.0, and Nabi Hasan, have between 3 to 8 videos and received 2,200–2,800 comments, showing consistent audience engagement across smaller video collections.

4.3.22 Word frequency over time

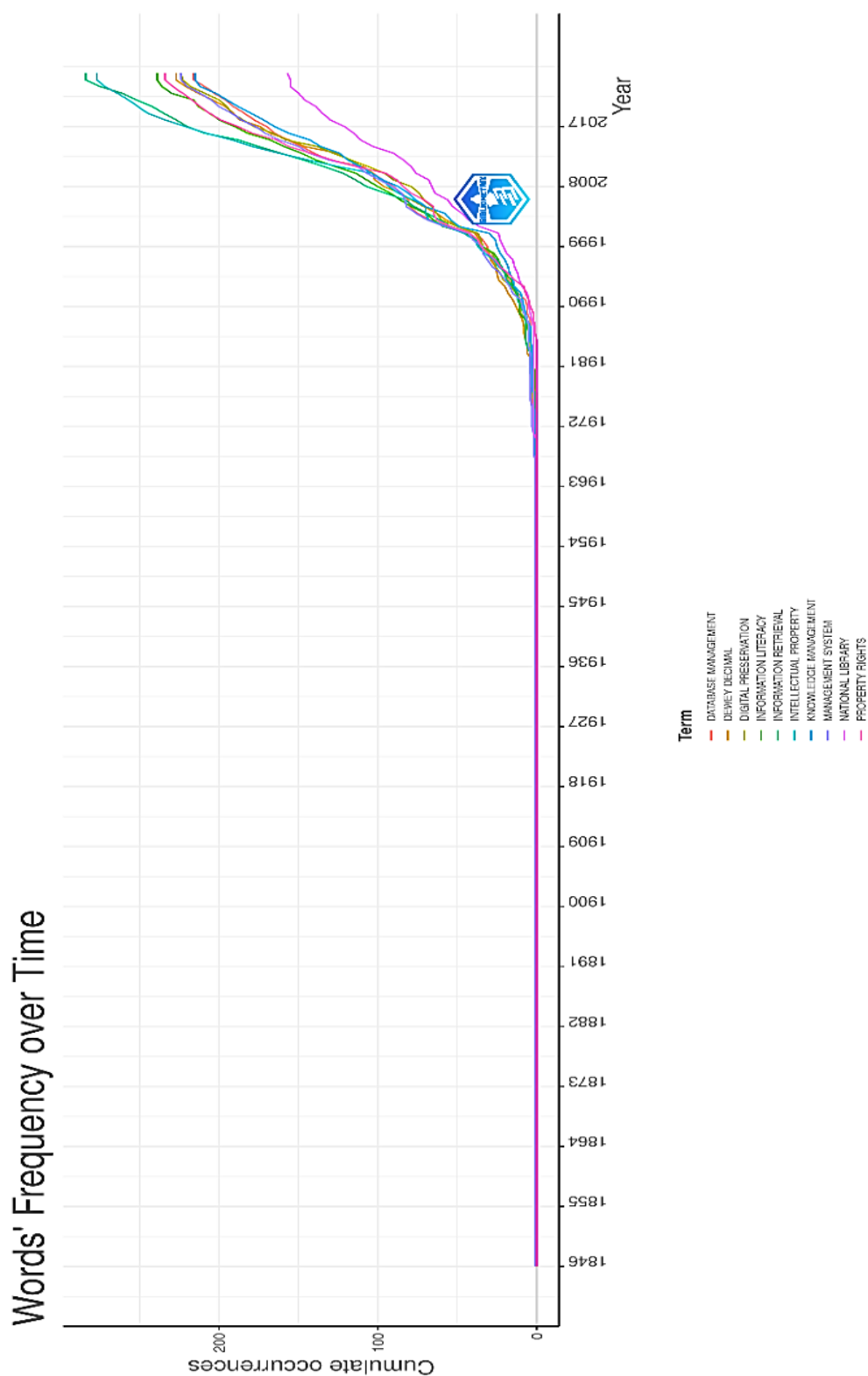


Figure 17. Word frequency over time

Figure 17 shows the graph titled "Words' Frequency over Time" illustrates the cumulative occurrences of various information and library science-related terms from the year 1846 to 2019. For more than a century, until around the 1970s, the usage of most of these terms was minimal or non-existent. However, from the early 1990s, a sharp upward trend is visible, indicating a significant increase in the frequency of these terms in scholarly or professional literature. This rise coincides with the digital revolution, the expansion of the internet, and a growing global focus on managing and preserving information in digital formats. Among the terms analyzed, "Information Retrieval" and "Information Literacy" stand out with the highest cumulative occurrences, suggesting they have become central topics in the field. Terms such as "Knowledge Management", "Intellectual Property", and "Database Management" also show a steady and notable rise, reflecting their growing relevance in academic, technological, and organizational contexts. Meanwhile, more traditional or narrower terms like "Dewey Decimal" and "Property Rights" show relatively lower usage, possibly indicating a shift in focus from classical library classification systems and legal terminology to more dynamic, digital-oriented concepts.

4.3.23 Commonly used word in video title

Table 23. Commonly used word in video title

S.N.	Bigram Words	Frequency
1	Digital Libraries	306
2	Semantic Web	299
3	Linked Data	264
4	Digital Library	252
5	Information Retrieval	144
6	Special Reference	79
7	Library Notes	78
8	Knowledge Management	72
9	Amp Queries	70
10	Cultural Heritage	70
11	Notes Amp	70
12	Information Science	64
13	Knowledge Organization	55
14	Natural Language	41
15	Library Services	36

16	Management System	36
17	Knowledge Base	35
18	Information Systems	33
19	Library Resources	33
20	Semantic Interoperability	32

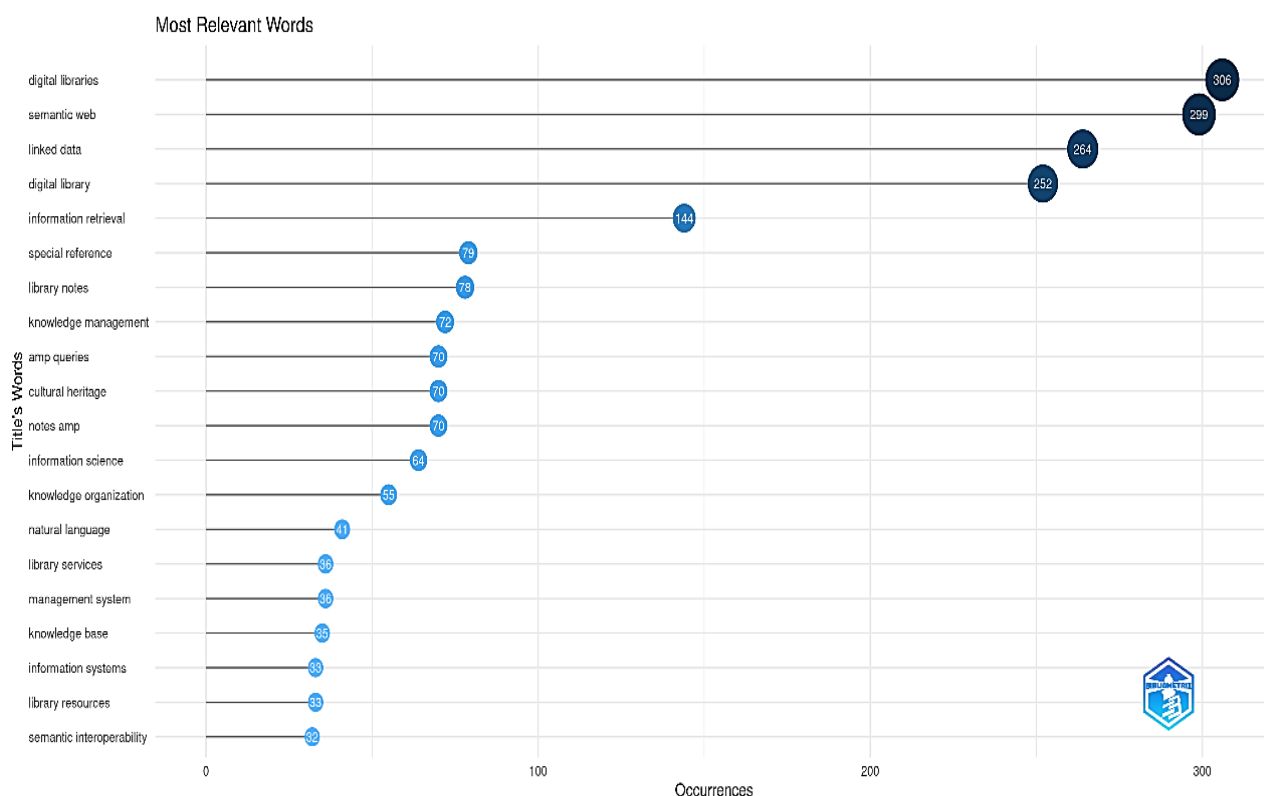


Figure 18. Commonly used word in video title

Table 23 and Figure 18 shows 20 bigram phrases commonly associated with digital libraries, information science, and knowledge management, each accompanied by its frequency of occurrence. Among these, "Digital Libraries" is the most frequent term, appearing 306 times, closely followed by "Semantic Web" with 299 occurrences. The third most common bigram is "Linked Data", which occurs 264 times, while "Digital Library" and "Information Retrieval" have frequencies of 252 and 144, respectively. The frequencies generally decline after these top five terms, with phrases like "Special Reference" and "Library Notes" appearing around 78 to 79 times. Notably, "Amp Queries," "Cultural Heritage," and "Notes Amp" share the same frequency of 70 occurrences each

4.3.24 Sentiment Analysis

Figure 19 illustrates the sentiments of viewers by analysing a total of 57,101 attached comments across all of the retrieved videos in the field of Library and information Science. It was determined that the overwhelming majority of audience comments (32.86 percent) were positive toward the videos uploaded in the same field. 19.30 percent of attached viewer comments were related to the emotion of trust. However, 12.08 percent of the viewers' remarks were related to anticipation, followed by 10.50 percent negative comments, 6.08 percent fear-related comments, etc.

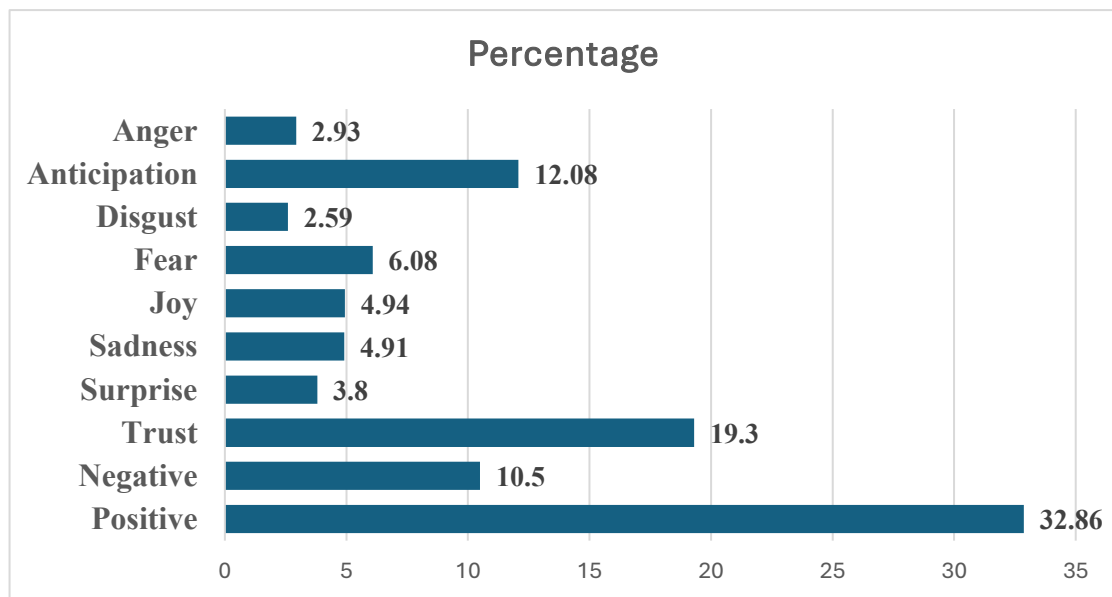


Figure 19. Sentiment Analysis

4.3.25 Word cloud of commented word



Figure 20. Word cloud of commented word

The word cloud as shown in Figure 20 places “video” at its heart in the largest, boldest type, immediately signalling it as the dominant topic. Orbiting this central term are slightly smaller yet prominent words such as “sir,” “thank,” and “thanks,” indicating frequent polite address and expressions of gratitude. Encircling these are mid-sized words like “copyright,” “can,” and “please,” which broaden the thematic field toward permissions and requests. A rich Dark2 palette greens, purples, blues, and oranges—paints the terms, providing lively visual variety without overwhelming the eye. Sizes diminish gradually from the centre outward, producing a smooth visual gradient that guides attention naturally. The scattered, free-form layout lends the cloud an airy, informal feel, avoiding rigid alignment. Among the mix, courtesy markers such as “help” and “appreciate” reinforce a respectful tone, while technical nouns like “audio,” “music,” and “link” hint at multimedia discussions. Even the smallest edge words remain readable, ensuring every one of the top seventy terms is visible. Altogether, the design conveys a conversation steeped in gratitude and multimedia references, presented through a clear, hierarchical visual structure.

4.3.25 Testing of hypothesis

H₁: There is no significant difference between the year of the videos with the viewership of the videos.

Table 24: Testing of hypothesis (H₁)

Statistic	Value	Df	Asymptotic.Significance.2. sided.
Pearson Chi-Square	14.852	12	0.2497

*Significance at 0.05

Table 24 shows the testing of hypothesis 1. The p-values is above 0.05, it is concluded that there is no significant relationship between publication year and view-count. This means the year of publication of videos do not affect the viewership of the videos.

H2: There is no correlation between the duration of videos and the viewership of the videos.

Table 25: Testing of hypothesis (H2)

Method	Value
Pearson Correlation	0.0185
Sig. (2-tailed)	0.1689
N	5510

*Significance at 0.05

Table 25 represent the testing of second hypothesis. The coefficients value is zero and the p-values is above 0.05, indicating no significant linear relationship between the duration of videos and its view count. Which means duration of videos in library and information science does not correlate with the total views they received.

4.4 Conclusion

The chapter on Data Analysis and Interpretation has underscored the critical role these processes play in transforming raw data into meaningful insights. Through systematic analysis, patterns, trends, and relationships within the data are revealed, enabling informed decision-making and validation of research hypotheses. Effective interpretation bridges the gap between numbers and real-world implications, ensuring that conclusions drawn are both accurate and contextually relevant. Furthermore, the chapter highlighted various analytical techniques and tools that aid in extracting valuable information, emphasizing the importance of selecting appropriate methods based on the nature and type of data. Challenges such as data quality, bias, and complexity were also addressed, reinforcing the need for rigorous validation and critical thinking during analysis. Ultimately, mastery of data analysis and interpretation not only enhances the credibility and reliability of research findings but also empowers researchers and professionals to make data-driven decisions that can positively impact their fields. As data continues to grow in volume and importance, these skills will remain indispensable in unlocking its full potential.

By giving details information of methodology used and type of data sets associated in this research, the next chapter focuses the findings, conclusion and suggestions of this study.

Chapter 5

Findings, Conclusion and Suggestions

5.1 Introduction

Based on the comprehensive data analysis and interpretation presented in the previous sections, this chapter delves into the core findings of our study. It synthesizes the observed trends in video production, audience engagement, licensing, duration, and thematic coverage within the library and information science domain. Furthermore, this chapter will draw meaningful conclusions from these findings, highlighting their implications and significance. Finally, it will offer practical suggestions and recommendations derived from the insights gained, aiming to inform future strategies and initiatives in the field.

5.2 Findings according to the objectives of the study

Objective 1: Investigate how things like year wise growth, license and definition are used in videos.

- The period between 2019 and 2023 witnessed a substantial growth in video production within the library and information science domain. Starting with 520 videos in 2019, representing 9.44% of the total, production more than doubled to 1,116 videos (20.25%) by 2020. The peak year for video creation was 2021, with 1,393 videos, accounting for 25.28% of the total output. While there was a slight decline in 2022 to 1,172 videos (21.27%), a strong recovery was observed in 2023 with 1,310 videos (23.77%). Overall, a total of 5,511 videos were produced, marking a 152% increase from 2019, underscoring the growing importance of video as a communication and educational medium. This consistent growth, despite minor fluctuations, highlights the dynamic nature of content creation environments and the need for adaptability in production strategies.
- A clear and overwhelming preference for High Definition (HD) content was observed in video production. A staggering 91.87% of all videos (5,063 videos) were produced in HD, indicating a widespread adoption of HD as the industry standard. Conversely, Standard Definition (SD) videos constituted a minimal 8.13% (448 videos) of the total. This dominance of HD content reflects

advancements in technology, rising audience expectations for visual quality, and the capabilities of modern digital platforms. The minimal presence of SD videos suggests a gradual phasing out of lower-quality formats or their limited use for specific, non-critical purposes. This trend aligns with broader shifts in digital media, where high-quality visual experiences are increasingly prioritized.

- The analysis of total views based on video quality further solidified the preference for HD content. Out of a total of 148,383,869 views, HD videos garnered an impressive 145,757,053 views, accounting for 98% of the total. SD videos received only 2,626,816 views, making up a mere 2%. This distribution unequivocally demonstrates that HD content not only dominates in production but also in viewer engagement, suggesting that audiences expect and actively seek out higher visual quality. The minimal share of SD video views indicates that lower-quality content is becoming increasingly obsolete or is relegated to niche scenarios where visual fidelity is not paramount.
- Similar trends were observed in total likes based on video quality. HD videos received the vast majority of likes, totaling 3,339,180, which represents 98% of the overall count. SD videos, on the other hand, attracted only 54,335 likes, accounting for just 2%. This strong preference for HD videos in terms of audience appreciation mirrors the findings for views and production volume.
- The significant number of likes on HD content suggests that viewers not only prefer high-quality visuals but are also more inclined to positively interact with such content, reflecting a higher perceived value, professionalism, and overall user satisfaction associated with HD video.
- Regarding total comments, HD videos continued to lead in user interaction, receiving 121,486 comments, which constitutes 95% of the total. SD videos received significantly fewer comments, with only 6,209, accounting for 5% of the total comment activity. This distribution indicates that HD videos not only attract more views and likes but also foster greater viewer engagement through comments. The higher volume of comments on HD content can be attributed to enhanced visual and audio quality, which can improve the viewer experience and encourage more interaction. Conversely, the relatively low number of comments on SD videos might reflect limited audience interest or reduced engagement due to lower production quality.

- The data concerning video licensing revealed a strong preference for the YouTube Standard License. The vast majority of videos (94.89%, or 5,229 videos) were published under this license, while only 282 videos (5.11%) were released under the Creative Commons (CC) license. This distribution suggests that most content creators opted to retain standard copyright protections offered by YouTube's default licensing model, possibly due to concerns about content ownership, monetization rights, or brand control. This preference for standard licensing also correlated with viewership. Videos published under the YouTube Standard License received an overwhelming 146,776,439 views, accounting for 99% of the total. In contrast, Creative Commons licensed videos received only 1,607,430 views, representing a mere 1%. This overwhelming preference for standard-licensed videos in terms of viewership suggests a possible correlation between licensing type and audience reach, with standard-licensed content potentially benefiting from broader promotion or monetization options. The trend continued with likes based on license usage.
- Videos under the YouTube Standard License garnered a dominant share of user engagement in terms of likes, totaling 3,339,943 (98% of the overall count). Creative Commons licensed videos received only 53,572 likes, making up just 2%. This strong preference indicates that viewers are significantly more engaged with standard-licensed content, potentially due to higher production quality, greater visibility, or more active promotion.
- Similarly, audience interaction through comments was predominantly associated with videos under the YouTube Standard License, which received 124,540 comments, accounting for 97% of the total. Creative Commons licensed videos received only 3,155 comments, or 3% of the total. This distribution further reinforces the strong viewer engagement trend favoring standard-licensed content, possibly due to broader visibility, more active channels, or more professionally produced content typically found under the YouTube Standard License.
- The duration-wise distribution of videos revealed a strong preference for short-form content, with nearly half of all videos (45.56%) falling within the 1 to 10 minutes range. This trend is likely influenced by audience attention spans and the growing popularity of concise, easily consumable videos. The next most

common durations were 10 to 20 minutes (17.89%) and 50+ minutes (16.37%), indicating that while short videos dominate, there is still a significant share of longer content aimed at more in-depth coverage or educational purposes. Videos between 20 and 50 minutes collectively accounted for a smaller portion, each individually comprising less than 10% of the total.

- Analyzing total views based on video duration, videos in the 1 to 10 minutes range received the highest number of views, accounting for 54.60% of the total (over 81 million views). This suggests that shorter videos are more likely to attract and retain viewers due to their accessibility and time efficiency. Interestingly, videos between 30 to 40 minutes also performed well, gaining over 26 million views (17.90%), followed by the 50+ minutes category with 13.81% of total views. This indicates that while short videos dominate, there is still strong viewer interest in longer, in-depth content. Conversely, videos in the 10 to 20 minute range received the fewest views, only 1.25%, suggesting this middle-range duration might be less favored.
- Regarding total likes based on video duration, videos with a 1 to 10 minute duration received the highest number of likes, accounting for 52.63% of total engagement. This further confirms that short-form videos are most effective at attracting audience appreciation. Videos in the 30 to 40 minute range also received a substantial share of likes (18.86%), followed by the 50+ minute category with 14.49%. This suggests that while short videos are popular, longer videos still engage viewers and earn considerable positive feedback. Videos lasting 10 to 20 minutes received the least number of likes (0.91%), potentially indicating a lower viewer preference for this mid-length range.
- For total comments based on video duration, videos lasting between 1 to 10 minutes received the largest share of comments, with 63,166 comments accounting for 49.47% of the total. This indicates that shorter videos not only attract more views and likes but also drive more interaction in the form of comments, likely due to their accessible and easily consumable format. Videos in the 30 to 40 minute range also garnered a significant portion of comments (15.65%), reflecting that longer content can still stimulate meaningful viewer interaction. Similarly, videos in the 50+ minutes category attracted 14.58% of the comments, highlighting that extended videos remain engaging enough to

encourage audience participation. Videos with durations between 10 to 20 minutes received the least number of comments (1.14%), suggesting this mid-length range may be less effective in encouraging viewer interaction.

Objective 2: Find out the popular YouTube channels in the area of library and information science based on the number of videos, likes, views, and comments.

- The analysis of top-viewed videos highlighted a diverse range of topics. "AP CM Jagan Review Meet to Set up Digital Libraries in Villages | NTV" led with 17.86 million views in 2021, indicating strong public interest in government initiatives related to digital libraries. Educational and awareness programs also performed well, such as "Information Management & Information System | NSJ Online Academy" (12.11 million views) and "International Literacy Day Celebration @Myfledge Bhopal" (10.58 million views), both uploaded in 2023. Other popular videos included academic content like "Introduction to Evidence-Based Practice: Literature Searching" (8.85 million views) and specialized discussions like "SEM Talks: Music Copyright, Rights Clearance & Music Sync Licensing (PART 2: Q&A)" (2.67 million views), showcasing the variety in viewer preferences.
- In terms of likes, "AP CM Jagan Review Meet to Set up Digital Libraries in Villages | NTV" again led with 563,782 likes, demonstrating its significant positive impact. "Information Management & Information System | NSJ Online Academy" followed with 255,299 likes, indicating strong viewer engagement with information systems topics. Educational videos like "Introduction to Evidence-Based Practice: Literature Searching" (144,816 likes) and "Class 11 Informatics Practices Chapter 7 | Database Management System- Database Concepts" (107,598 likes) also received substantial positive feedback.
- For comments, "Information Management & Information System | NSJ Online Academy" from 2023 led with 9,456 comments, indicating strong viewer interaction. Educational videos like "Introduction to Evidence-Based Practice: Literature Searching" (5,323 comments) and "Leaders and Libraries I S2E20 I Megha Gupta - HR Director, Fiserv" (4,320 comments) also attracted significant

discussion. A more casual video, "Itni Bari free public library in the heart of Mumbai", garnered 3,873 comments, likely due to its viral nature.

- Regarding top YouTube channels by video count, "ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES" led with 40 videos (0.73% of total uploads), serving as a key resource for college and research libraries. "E-PG PATHSHALA" was another prominent channel with 39 videos (0.71%), focusing on educational resources. Other significant channels included "EXLIBRISLTD" (34 videos), "LIBRARY SCIENCE BY TARGET ABHI" (32 videos), and "WIKIPEDIA TTS" (29 videos), covering various aspects of library science and information technology. When ranked by view count, "NTV TELUGU" led with 17,864,560 views from a single video, showcasing its strong audience reach. "NSJ ONLINE ACADEMY" and "MYFLEDGE" also had impressive viewership from single videos. "NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM]" stood out with 8,883,297 views across 12 videos since 1986, reflecting its lasting presence.
- For likes, "NTV TELUGU" again held the top position with 563,782 likes from just 1 video, demonstrating high impact. "NSJ ONLINE ACADEMY" followed with 255,299 likes, also from 1 video. Channels like NNLM and Magnet Brains achieved engagement through more consistent content creation. Finally, by comment count, "NSJ ONLINE ACADEMY" ranked first with 9,456 comments from a single video, highlighting extremely high interaction. "NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM]" and "THE LEADERSHIP ELEMENTS TLE INDIA" also showed strong engagement through multiple uploads.

Objective 3: Measure the prominent areas of library and information science where majority of videos are uploaded.

- The distribution of topics covered in the videos revealed a significant focus on "Technology and Innovation in Libraries," which accounted for the largest share at 24.55%. This was followed by "Intellectual Property and Copyright" (12.17%) and "Digital Preservation and Archiving" (10.96%). These percentages highlight the growing emphasis on technological advancements and the need to address evolving issues in copyright, digital preservation, and innovation within the library science field. Other notable topics included

"Classification and Cataloging" (9.19%), "Information Retrieval and Search" (7.83%), and "Database Management and SQL" (5.79%), which are foundational aspects of library science and data management.

- In contrast, topics like "Information Ethics and Policy" (0.31%) and "Digital Scholarship and Communication" (0.02%) represented a very small portion of the content, suggesting these areas might be less discussed or have fewer resources available in the video collection. Overall, the data reflects a broad focus on practical technological skills and systems that support library functions, with some topics being less frequently covered.

Objective 4: Determine the sentiment of viewers by analyzing their comments

- While analyzing the sentiment, it was discovered that the overwhelming majority of audience comments (32.86 percent) were positive toward the videos uploaded in the same field. 19.30 percent of attached viewer comments were related to the emotion of trust. However, 12.08 percent of the viewers' remarks were related to anticipation, followed by 10.50 percent negative comments, 6.08 percent fear-related comments, etc.
- The "Words' Frequency over Time" graph illustrated the cumulative occurrences of various information and library science-related terms from 1846 to 2019. For over a century, until around the 1970s, the usage of most terms was minimal. However, from the early 1990s, a sharp upward trend indicated a significant increase in their frequency, coinciding with the digital revolution and the expansion of the internet. "Information Retrieval" and "Information Literacy" showed the highest cumulative occurrences, suggesting their central role. Terms like "Knowledge Management," "Intellectual Property," and "Database Management" also showed a steady rise, reflecting their growing relevance. More traditional terms like "Dewey Decimal" showed relatively lower usage, indicating a shift towards more dynamic, digital-oriented concepts.
- The analysis of bigram phrases further emphasized key areas. "Digital Libraries" was the most frequent term, appearing 306 times, followed by "Semantic Web" (299 occurrences) and "Linked Data" (264 occurrences). "Digital Library" and "Information Retrieval" also had high frequencies. This distribution highlights a strong emphasis on digital libraries and semantic web

technologies, with other related areas like knowledge management, cultural heritage, and information retrieval also receiving notable attention.

5.3 Future Avenues

Based on the findings presented, several avenues for future research emerge to deepen our understanding of video content in library and information science. Future studies could investigate the specific reasons behind fluctuations in video production, such as the decline in 2022 and subsequent recovery, potentially through surveys of content creators or analysis of external factors like policy changes or economic shifts. It would also be valuable to explore the implications of the overwhelming preference for HD content, particularly concerning accessibility for users with limited bandwidth, and to conduct qualitative studies to pinpoint the specific characteristics of HD videos that drive higher viewer engagement. Further research could also delve into the reasons for low engagement with Standard Definition content and mid-length videos (10-20 minutes), potentially using user surveys or A/B testing of content structures.

Additionally, future research could explore content creators' motivations for their licensing choices (YouTube Standard vs. Creative Commons) and analyze how these choices impact video discoverability and reach. There is also an opportunity to identify optimal video durations for various types of library and information science content to maximize engagement. Furthermore, investigating the demand and potential impact of creating more video content on underrepresented thematic areas, such as "Information Ethics and Policy" and "Digital Scholarship and Communication," would be beneficial. Finally, conducting in-depth case studies of top-performing videos and channels could identify best practices in content creation and promotion, while extending the temporal analysis of terminology to include more recent data could reveal emerging trends and shifts in the field's conceptual landscape, and how these linguistic shifts influence professional practices and educational curricula.

5.4 Limitations of the Study

The study has some potential limitations. The software was not analyzing comments in languages other than English because it can only analyze English-language comments.

5.4 Conclusion

Based on the results, it can be said that YouTube has a large number of videos related to library and information science and may be regarded as a reliable source of information for these fields. Since library science is evolving and moving toward more advanced fields, YouTube needs additional films that integrate different cutting-edge expertise, such as artificial intelligence (AI), expert systems, and the multidisciplinary character of library science. However, as library and information science is a practical and professional field, more professional channels are needed to provide consumers with high-quality videos.

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BRIEF BIO-DATA OF THE CANDIDATE

Name : Lulu Rout

Date of Birth : 07th July, 1997

Gender : Male

Father's Name : Shri Niranjan Rout

Mother's Name : Smt. Kamala Rout

Email : lulurout62@gmail.com

ACADEMIC QUALIFICATIONS:

Examination	Year of Passing	Board/University
Ph. D.	Pursuing	Mizoram University
M. Phil	2022	Sambalpur University
M.Li.Sc.	2019	F. M. University
B.Sc.	2017	F. M. University
Class XII	2014	CHSE
Class X	2012	BSE

List of Publications

Journal Publication:

1. Acharya, S., & **Rout, L. (2025)**. YouTube's role in raising awareness about predatory publishing practices. *Quality & Quantity*, 1-13.
2. Acharya, S., & **Rout, L. (2025)**. YouTube's role in raising awareness about predatory publishing practices. *Quality & Quantity*, 1-13. **(Indexed in Scopus/WoS)**
3. Acharya, S., & **Rout, L. (2025)**. Can Drug Addiction be Overcome with the Help of YouTube? A Content and Sentiment Analysis of YouTube Videos Through Global Perspective. *Journal of Drug Issues*, 0(0). <https://doi.org/10.1177/00220426251359223> **(Indexed in Scopus/WoS)**
4. **Rout, L., & Acharya, S. (2025)**. Does YouTube assist in mitigating global warming? A content analysis of YouTube videos and sentiment analysis through viewers' comments. *Transactions in Earth, Environment, and Sustainability*, 0(0). <https://doi.org/10.1177/2754124X251343744> **(Indexed in Scopus/WoS)**
5. **Lulu Rout**, Shubhasmita Acharya; Does YouTube help to reduce plagiarism? A content analysis of YouTube videos and sentiment analysis through viewers comments. *Global Knowledge, Memory and Communication* 2024; <https://doi.org/10.1108/GKMC-09-2023-0357> **(Indexed in Scopus/WoS)**
6. **Rout, L., & Acharya, S. (2024)**. Is YouTube an informational source for Indian educational resources? Analysis of YouTube videos with particular reference to e-GyanKosh and e-Pgpathshala. *Open Learning: The Journal of Open, Distance and e-Learning*, 1–21. <https://doi.org/10.1080/02680513.2024.2427815> **(Indexed in Scopus/WoS)**
7. **Rout, L., Khilar, P. P., & Rout, B. (2023)**. Does YouTube promote research ethics and conduct? A content analysis of Youtube Videos and analysis of sentiments through viewers comments. *Accountability in*

Research, 31(8), 1024–1043.
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8. **Rout, L.**, Acharya, M. K., & Acharya, S. (2023). Content analysis of YouTube videos regarding natural disaster in India and analysis of users sentiment through viewers comment. *Natural Hazards*. Scopus/WoS Indexed/ UGC Care List. **(Indexed in Scopus/WoS)**
9. **Rout, L.**, Acharya, M.K., & Acharya, S. (2023). Application of Social Media in Library and Information Science Area: A Bibliometric Study. *Qualitative and Quantitative Methods in Libraries*, 12(2), 265-288. Scopus/WoS Indexed/ UGC Care List. **(Indexed in WoS)**
10. **Rout, L.**, & Acharya, S. (2022). Identification and Evaluation of Library and Information Science (LIS) Teacher based on Students' Opinions. *Qualitative and Quantitative Methods in Libraries*, 11(4), 635-645. Scopus/WoS Indexed/ UGC Care List. **(Indexed in WoS)**
11. Acharya, S., & **Rout, L.** (2022). Use Analysis of Various LIS Open Access Resources in Pandemic Situation in Odisha State: A Survey Include LIS User's Opinion. *Qualitative and Quantitative Methods in Libraries*, 11(3), 429-454. WoS Indexed/ UGC Care List. **(Indexed in WoS)**
12. Acharya, S., & **Rout, L.** Use of Institutional Library by Using Social Media in Central Universities of North-East India. **(Peer Reviewed)**

Conference/Seminar Paper: International

1. Attended and presented a paper entitled “**A Content Analysis of YouTube Videos on Cloud Computing**” at International Conference on “**Marching Beyond the Libraries: Leadershi, Creativity and Innovation**” organized by Department of Library and Information Science & Central Library, KIIT Deemed to be University, Bhubaneswar, Odisha, during 20th-21st December, 2024.

Conference/Seminar Paper: National

1. Attended and presented a paper entitled “**Integration of Social Media in Libraries and Information Centres**” at National seminar on “Digitizing

Library Services Using Modern Technology” organized by Central Library,
Pachhunga University College, Aizwal, held during 27th -28th June, 2023

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE	LULU ROUT
DEGREE	Ph.D.
DEPARTMENT	LIBRARY AND INFORMATION SCIENCE
TITLE OF THE THESIS	YOUTUBE AS A SOURCE OF INFORMATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION: A CONTENT ANALYSIS ON GLOBAL PERSPECTIVE
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EXTENSION (IF ANY	NIL

Head

Department of Library and Information Science

Application of Social Media in Library and Information Science Area: A Bibliometric Study

Lulu Rout¹, Manoj Kumar Acharya² and Shubhasmita Acharya³

^{1,3}Mizoram University, Mizoram, India

²Fakir Mohan University, Odisha, India

Abstract: The report shows the 17-year growth of social media research in library and information science. The goal of the study was to determine the annual growth rate in the field of social media research, the most prominent writers in the field of social media research, and the highest keywords picked by prominent authors when publishing their publications. The Scopus database was utilized to retrieve the raw data of the chosen field of research from 2006-October-4 to 2022. Vosviewer and Biblioshiny were utilized in order to do an analysis on the raw data. Research on social media in relation to library and information science emerged for the first time in the year 2006, and it has progressively increased over the years, reaching its maximum annual growth rate of 400% in 2007. It was discovered that the number of citations does not proportionally increase with the number of publications, and Library Philosophy and Practice was the publication with the largest number of citations overall. The United States of America had the largest total number of publications in the subject of study that was chosen, with India coming in second and the United Kingdom taking the third spot.

Keywords: Social-media in library; SNS in library; social media research; Relative growth rate; Doubling time.

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Identification and Evaluation of Library and Information Science (LIS) Teachers based on Students' Opinions

Lulu Rout¹ Shubhasmita Acharya²

¹Department of Library and Information Science
Fakir Mohan University, Balasore, Odisha, 756020.
E-mail- lulurout62@gmail.com

²Department of Library and Information Science
Mizoram University (a Central University), 796001.
E-mail- shubhasmitaacharya898@gmail.com

Abstract

This paper explores the intrinsic qualities of library and information science teachers that convert a normal teacher into a favorite one. This study focuses on the current status of LIS education in Odisha, India. The students who belong to regular departments and the students who belong to self-financing departments are compared concerning their understanding level of LIS-related concepts. The research method is descriptive. An online questionnaire was designed with three major sections and distributed among sample students. Four departments of various universities were selected for this study. Two departments from regular and two were self-financing. A total of 112 students provided their responses, which was subjected to analysis. Major analyses like the students' reason for choosing a library and information science course, number of teachers available in their departments, and number of classes students attended per day were analyzed. In addition, the materials used by the teachers for delivering knowledge, positive characteristics of teachers, and the negative characteristics were analyzed.

Keywords: LIS teachers, LIS students, students' opinion, Teacher quality

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Can Drug Addiction be Overcome with the Help of YouTube? A Content and Sentiment Analysis of YouTube Videos Through Global Perspective

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Shubhasmita Acharya¹ and Lulu Rout² 

Abstract

As social media becomes an effective awareness tool, this study examines how YouTube acts as a source of information for drug-addicted patients through the publishing of numerous videos on drug addiction. Raw data from YouTube was collected using the program “Webometric Analyst,” along with a search term and an already-created YouTube API Key. On 10 May 2023, 546 videos and 25,196 comments were collected for analysis. R-studio was used, with the “syuzhet” package installed in order to analyze the sentiment of the viewers comments. Drug addiction videos mostly cover concepts and cases, with few coverings therapy, prevention, and causes. YouTube channels that uploaded drug addiction videos favored 1–20-min lengths. The majority of responses were positive, indicating that viewers are delighted with drug addiction-related videos. YouTube has some basic drug addiction information, however patients looking for treatment or prevention information may be disappointed because YouTube has few such videos.

Keywords

drug addiction, drug abuse, drug addiction videos, YouTube, sentiment analysis, content analysis

Introduction

Substance use disorder, often known as drug addiction, is an illness that affects a person’s brain and behaviour and leads to an inability to manage the use of legal or illicit drugs or medicines. Experimental use of a recreational drug in social contexts can lead to drug dependence in certain individuals, who then engage in more frequent drug use. For others, especially those abusing

¹Department of Library and Information Science, Berhampur University, Brahmapur, India

²Department of Library and Information Science, Utkal University, Bhubaneswar, India

Corresponding Author:

Lulu Rout, Library and Information Science, Utkal University, Bhubaneswar 751004, India.

Email: lulurout62@gmail.com



Does YouTube promote research ethics and conduct? A content analysis of Youtube Videos and analysis of sentiments through viewers comments

Lulu Rout , Praliva Priyadarsini Khilar , and Bijayalaxmi Rout 

Department of Library and Information Science, Fakir Mohan University, Odisha, India

ABSTRACT

More commonly today, research ethics and misconduct are ideas that are frequently violated. The availability of information sources and the dissemination of awareness among researchers can help to reduce this kind of violation. This study highlights how YouTube can be used to promote discussions of research misconduct and ethics. The study looked into how many videos there are on research ethics and misconduct, which colleges actively provide such videos, and how satisfied viewers are with the available videos by analyzing comments. Various software tools, including Webometric Analyst, R-studio, and Microsoft Excel, were applied for data collection and analysis. On 01-24-2023, 515 videos and 6984 comments were retrieved using the correct search queries that is "Research ethics" OR "Research misconduct" OR "Research conduct" OR "Scientific integrity" OR "Research integrity" OR "Scientific misconduct." Results indicate that 2020 was the most significant year, since the most videos (241) were posted in this year. The channels titled "PPIRCPSC, ABRIZAH A, and ALHOORI H" upload 10, 9, and 8 videos respectively, placing them in the first, second, and third positions. By analyzing viewer comments, it was determined that the majority of comments were favorable, indicating that viewers are generally pleased with the available videos.

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KEYWORDS

Research ethics; research misconduct; content analysis; sentiment analysis; violation of research

Introduction

In layman's terms, research ethics refers to the observance of moral standards in all stages of the research process, from planning to execution. By contrast, the most serious allegations that may be brought against a researcher or scientist are those of research misconduct, which include fabrication, falsification, and plagiarism (Yusof, Teo, and Ng 2022). Researchers frequently combine the terms research ethics and conduct, despite the fact that research ethics refers to the moral principles that researchers must adhere to when conducting research and research misconduct is when researchers fabricate,

Does YouTube help to reduce plagiarism? A content analysis of YouTube videos and sentiment analysis through viewers comments

Lulu Rout

*Department of Library and Information Science, Mizoram University,
Aizawl, India, and*

Shubhasmita Acharya

*Department of Library and Information Science, Berhampur University,
Berhampur, India*

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Abstract

Purpose – Plagiarism can occur in research in various ways, whether intentionally or unintentionally. This study aims to assess the role of YouTube in providing information and creating awareness about plagiarism through videos. It also investigates the topics related to plagiarism covered in YouTube videos and evaluates viewer satisfaction with the content provided.

Design/methodology/approach – Using the software Webometric Analyst and various search strings, a total of 526 YouTube videos and 18,050 comments were retrieved on April 23, 2023. The “syuzhet” package has been installed on R-studio to comprehend the sentiment associated with the videos.

Findings – The greatest number of videos (184) were submitted describing plagiarism software-related information, followed by 122 videos describing examples of plagiarism. The sentiment analysis of viewers’ associated comments revealed that the majority (111.36 %) were positive, indicating that viewers are satisfied with the available videos.

Research limitations/implications – This study has potential limitations. The number of videos assigned to each content category may be biased to some extent because the videos were not fully viewed and the content categories were assigned manually by analyzing the video title. While analyzing comments for

Scope for further studies: More research can be done in the other areas of research methodology.

Human and animal rights: Not applicable.

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Consent for publication: Not applicable.

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The authors would like to thank YouTube, as they have collected the data from YouTube free of cost. The authors would also like to acknowledge the software used in this study, which are available free of cost.

Authors’ contributions: Lulu Rout and Shubhasmita Acharya substantially contributed to the planning of the paper, critical revision of the draft and final approval of the manuscript. Lulu Rout provided the ideas for this study, collecting and analyzing the data. All authors have read and approved the final manuscript.

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Availability of data and materials: Raw data can be available after approval of all authors. The corresponding author will be the responsible for providing the data.





Is YouTube an informational source for Indian educational resources? Analysis of YouTube videos with particular reference to e-GyanKosh and e-Pgpathshala

Lulu Rout and Shubhasmita Acharya

Library and Information Science, Mizoram University, Aizawl, India

ABSTRACT

The COVID-19 pandemic created the opportunity for various educational resources to be more widely used by learners studying remotely, including in India. This study examines the availability and type of content offered by two of the most prominent Indian educational sites on YouTube. This study included content analysis, sentiment analysis, and text mining to determine the sentiment of viewers, the trend of videos, the growth of videos, and the regions where the majority of videos were generated and uploaded, among other things. This study made use of two well-known general domain educational resources, namely eGyanKosh and E-PGpathshala. Using the channel ID of each channel, Webometric Analyst software was used to collect raw data, and R-Studio was used to analyse audience sentiments on the accessible videos. Compared to subject-specific videos, the channel e-GyanKosh uploads more generic videos, such as memorials, lectures, and professors' talks. On the other hand, more subject-specific videos are being added to e-PGpathshala. The majority of user responses were positive, indicating that viewers are satisfied with the YouTube videos made available by these two educational resources.

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KEYWORDS

Educational resources;
YouTube; sentiment analysis;
eGyanKosh; E-PGpathshala

Introduction

Educational videos on YouTube play a crucial role in enhancing students' learning experiences. Research has shown that YouTube videos are valuable tools for developing foreign language skills, particularly in English, with students showing a positive attitude towards using videos to improve speaking proficiency (Toleuzhan et al., 2022). Online educational resources deliver knowledge to students worldwide. They provide academic resources and notes to students, instructors, and researchers (Harsasi, 2015). In recent years educational resources have proliferated, notably in India. Several Indian organisations and universities have lately adopted and established educational materials using sophisticated technology, recognising the necessity to develop quality content and share it with learners (M. V. Kumar, 2009). Following the success of this effort, organisations and institutions are encouraging others to embrace and deliver online educational

Use Analysis of Various LIS Open Access Resources in Pandemic Situation in Odisha State. A Survey Include LIS User's Opinion

Shubhasmita Acharya¹ and Lulu Rout²

¹Research scholar
Department of Library and Information Science
Mizoram University (a central university)
shubhasmitaacharya898@gmail.com

²Assistant Professor
Department of Library and Information Science
Fakir Mohan University
lulurout62@gmail.com

ABSTRACT

This study looks at how students and researchers in Library and Information Science in the Indian state of Odisha use Open Access Resources (OARs) and how much they know about them. We used an online questionnaire to get the information we needed, and then we used SPSS V.22 and MS Excel to analyse the information. In this study, a number of Open Access resources, Open Educational Resources (OERs), and Open Course Wares (OCWs) were described, and the level of users' awareness of these resources was also looked at. What are the main factors that encourage students and researchers in Odisha to use open access resources as much as possible? These factors were also brought up in the study. Pearson's correlation was used to find out if there was a link between knowing about open access resources and using them. What are the main ways that people in Odisha found out about open access resources? This study also looked at the things that make people less likely to use open access resources, such

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Does YouTube assist in mitigating global warming? A content analysis of YouTube videos and sentiment analysis through viewers' comments

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**Lulu Rout** 

Fakir Mohan University, India

Shubhasmita Acharya 

Mizoram University, India

Lulu Rout is now affiliated to Utkal University, India.

Shubhasmita Acharya is now affiliated to Berhampur University, India.

Abstract

To mitigate the effects of global warming, there is a need to increase public awareness and knowledge as the global temperature continues to rise. In this regard, the purpose of this study is to evaluate how YouTube facilitates the dissemination of information and awareness about the notion of global warming. This study also shows the types of information available in global warming-related YouTube videos and the types of channels that upload these videos most regularly. In total, 443 videos and 25,993 comments were collected from the YouTube platform using the “Webometric Analyst” software and various search strings using the YouTube API key. The attributes of videos were evaluated with MS-Excel, while the sentiment of comments was analyzed with R-Studio. In 2006, only one video was submitted, however in 2022, 108 videos were uploaded, indicating that the demand for video uploads is steadily increasing. Two hundred and sixty-six videos (60.05 percent of the total) were uploaded with a focus on the meaning and concepts of global warming, whereas just 24 videos highlighted the causes of global warming. While uploading videos about global warming, developers also use phrases such as “climate change” and “greenhouse impact.” By analyzing the comments, it was discovered that the majority were favorable, indicating that viewers were content with the accessible videos. To understand the idea and concept of global warming, YouTube has a sufficient number of videos, however to know the causes or reasons for global warming, YouTube has a very limited number of videos. Therefore, additional videos on the causes and reasons for global warming are required.

Corresponding author:

Lulu Rout, Department of Library and Information Science, Utkal University, Bhubaneswar, Odisha 751004, India.

Email: lulurout62@gmail.com

Use of Institutional Library by Using Social Media in Central Universities of North-East India

Shubhasmita Acharya

Department of Library and Information Science,
Mizoram University,
Mizoram-796004, India
E-mail:shubhasmitaacharya898@gmail.com

Lulu Rout

Department of Library and Information Science,
Fakir Mohan University,
Balasore-756001, Odisha, India
E-mail: lulurout62@gmail.com

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Abstract-*The paper explores the use of social media among the students of north-east central universities for accessing and availing services provided by the institutional libraries. Where, an analysis was undertaken to highlight some key factors like the frequency of using and social media devices they use for using institutional library. The research conducted to know the time spent by both the students and research scholars of the selected universities, how many times they spent per day and how many times they spent in a week for using social media. The purpose of using social media in the selected universities is being analyzed in this paper. The SNS's which impact majorly on social media and how frequently students, research scholars use social media for using SNSs, what were the top SNSs used by using social media are described. Lastly the pros and cons of social media are also explained with their support level.*

Keywords: Social Media, MZU, NEHU, Social Media and Students, SNSs, Social Media Awareness.

Introduction

With the advancement of World Wide Web (WWW), people around the globe are demanding various types of services by using the internet. People have revealed that by using internet services they achieve their objectives easily and efficiently. People use different



Content analysis of YouTube videos regarding natural disasters in India and analysis of users sentiment through viewer comments

Lulu Rout¹ · Manoj Kumar Acharya¹ · Shubhasmita Acharya²

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Abstract

This research investigates the ease with which people in India can access natural disaster videos on YouTube with the goal of raising awareness and empowering the general populace to take action for their own safety. The article describes the most common category of calamity for which videos were produced in India. The comments added by viewers in each video's comment area are analyzed in order to determine the viewers' intentions and feelings in relation to the available videos. This is done so in order to analyze viewers' sentiments. For this reason, study makes use of Webometric analyzer to retrieve the pertinent information from YouTube by utilizing the YouTube API key. Furthermore, the R-studio environment was utilized in order to do the sentiment analysis. After the raw data have been collected, they go through a process of manual verification so that the legitimacy and accuracy of the data may be confirmed. Following the application of the criteria for elimination, there were a total of 467 relevant movies and 20,689 comments that were retrieved for further examination. Following a comprehensive investigation, it was discovered that the majority of films were published between the years of 2008 and 2010. When looking at the total amount of videos released on the topic of natural disasters in India, the most notable channels are INDIA TODAY, WION, and NDTV, among others. These channels have the most footage available online. Using the keyword analysis that was performed on the videos' titles, it was discovered that the majority of the movies in the collection were about cyclones, rather than any of the other kinds of natural disasters that can be found in India.

Keywords Natural disaster · Cyclone in India · YouTube · Sentiment analysis · Source of information

✉ Lulu Rout
lulurout62@gmail.com

¹ Department of Library and Information Science, Fakir Mohan University, Balasore, India

² Mizoram University, Aizawl, India



YouTube's role in raising awareness about predatory publishing practices

Shubhasmita Acharya¹ · Lulu Rout²

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Abstract

This study focused on how YouTube plays a crucial role in raising awareness of predatory publishing, which is currently a major concern in the fields of research and scholarly communication. In this investigation, the raw metadata of YouTube Videos were retrieved using the Webometric Analyst software. For this study, a total of 432 videos and 1932 comments were gathered and examined. RStudio and MS Excel were used for data analysis. The results indicate that the majority of videos, 93, or 21.53%, were released in 2021, and the majority, 28.92%, were about identifying predatory journals among other publications. According to the sentiment analysis, 28.18 percent of the comments were positive, indicating that most viewers were happy with the available videos. Although YouTube covered the most of the topics related to predatory publishing, there are some regions where relatively few videos have been posted; therefore, content providers should concentrate on these areas in order to draw in more viewers.

Keywords Predatory publishing · Predatory journals · Content analysis · YouTube

1 Introduction

Predatory publishing refers to the unethical practice of exploiting authors by charging publication fees without providing proper editorial and peer-review services (Beall 2012). These publishers often prioritize profit over scholarly integrity and lack transparency in their operations (Shamseer et al. 2017). Predatory journals typically solicit articles aggressively and may provide false impact factors to mislead authors (Cobey et al. 2018). Although preda-

✉ Lulu Rout
lulurout62@gmail.com
Shubhasmita Acharya
shubhasmita.acharya@kiss.ac.in

¹ Department of Library and Information Science, Kalinga Institute of Social Science, A Deemed to be University, Bhubaneswar, Odisha, India

² Department of Library and Information Science, Utkal University, Bhubaneswar, Odisha, India



NATIONAL CONFERENCE DIGITAL LIBRARIES AND INFORMATION SYSTEMS: BUILDING UNIVERSAL OPPORTUNITIES FOR LEARNING AND ACCESS (DLISBUOLA)

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during 27th - 28th June, 2023.

Presentation Topic : Integration of Social Media in Libraries
and Information Centres

Dr. Lalthanmawii Sailo
Programme Co-ordinator



Professor H. Lalthanzara
Principal

ABSTRACT

YOUTUBE AS A SOURCE OF INFORMATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION: A CONTENT ANALYSIS ON GLOBAL PERSPECTIVE

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

LULU ROUT

MZU REGISTRATION NO: 2207521

Ph. D. REGISTRATION NO: MZU/ Ph.D./2150 of 22.08.2022



**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE**

SEPTEMBER, 2025

**YOUTUBE AS A SOURCE OF INFORMATION FOR LIBRARY AND
INFORMATION SCIENCE EDUCATION: A CONTENT ANALYSIS ON GLOBAL
PERSPECTIVE**

**BY LULU ROUT
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**SUPERVISOR
PROF. PRAVAKAR RATH**

Submitted

**In partial fulfillment for the requirement of the Degree of Doctor of
Philosophy in Library and Information Science of Mizoram University,
Aizawl**

1. Introduction

With the advent of technology and the internet, conventional education has evolved into different non-traditional forms. Prior to a few decades ago, individuals would visit the classroom to read and gain knowledge. Where it was feasible for students and teachers to interact directly. With the advancement of information and communication technology social media tool in particular which allow students to read and clear their concepts while sitting in the same room, regardless of location. Multiple online education platforms and distant education platforms are now accessible, enabling students and learners to read from any location. Regarding these online platforms, there are also social media platforms that actively involve students or learners to facilitate their reading and learning. Now, social media platforms are not just awareness tools, but also oceans of information that can be dubbed information sources. YouTube is the social media platform with the most active engagement for the storage and dissemination of information. YouTube was once viewed as a platform for entertainment, but with the growth of technology, it has become a source of information where users can create videos containing a variety of information and viewers can quickly study the videos regardless of their location.

With specific reference to the educational objective, it was revealed that following the pandemic, YouTube's growth in terms of channels, videos, and views increased significantly (Ozduran and Büyükçoban 2022). There are numerous additional benefits for learners when using the YouTube platform for education. Learners can freely access the videos, view and read them at their convenience, view them from any location in the world, and have the ability to choose the video's content quality, as there are numerous channels that produce such learning videos. On the other hand, library and information science education is currently expanding globally with the addition of numerous new and advanced ideas. Numerous concepts related to information, research, and technology have recently been added to the field of library and information science; therefore, it is crucial that students have access to sufficient information sources in order to master these new topics. As a portion of this degree is comprised of numerous technically and practically oriented classes, library and information science students prefer YouTube to learn new ideas and concepts. YouTube is the sole platform that makes it feasible to provide visual instructions for installing library and information center-related software. If a sufficient number of videos were available in the field of library and information science, it would be beneficial for library and information science students to better understand their concepts.

2. Significance of the Study

YouTube is one of the social media platforms that is gaining popularity in many facets of society. Information available on YouTube has a substantial impact on society and spreads rapidly. The study has more significance and importance for online educators who use YouTube to disseminate library and information science-related educational videos. This study will aid them by allowing them to determine the level of user satisfaction and feedback regarding the currently accessible videos, as well as where the bulk of videos have been posted and where none or few have been uploaded. After this study, any online YouTube-based educator will be able to identify the video gap and fill it by adding related videos. By analyzing the connected comments to each video, this study will also show the level of satisfaction of the users or students.

3. Scope of the Study

In contrast, the scope of this study is not limited to a certain location or population; it includes all movies uploaded between 2019 and 2023. The videos uploaded throughout these five years will be collected and analysed. This means that all library and information science-related YouTube videos between this time period will be gathered and analyzed. Videos with titles containing at least one English term relevant to libraries and information science will be retrieved and analyzed. Restrictions, such as location, year, etc., will not be enforced while getting the results from YouTube, which will be gathered using a variety of search strings. Therefore, all available videos as of the date of the search will be collected and analyzed.

4. Objectives of the Study

This study's primary objective is to determine whether YouTube has a sufficient amount of library and information science-related videos, where the bulk of videos were uploaded, and whether users are satisfied with the existing videos. The other specific objectives of the present research problem are to:

- 1) Investigate how things like year wise growth, license and definition are used in videos.
- 2) Find out the popular YouTube channels in the area of library and information science based on the number of videos, likes, views, and comments.
- 3) Measure the prominent area of library and information science where majority of videos are uploaded.
- 4) Determine the sentiment of viewers by analyzing their comments

5. Research Design

The current research problem covers all the YouTube videos on Library and Information Science which were uploaded during the year 2019-2023. While collecting the raw data from YouTube no other criteria such as country, language, etc., were imposed. Data were collected from globally within the said time frame.

Data collection techniques

In this research, multiple software tools, packages, and platforms were utilized for the systematic collection of raw data from YouTube. The primary software used for this purpose was Webometric Analyst, a free tool designed for collecting and analyzing web-based data, including YouTube content. To ensure the relevance of the retrieved videos, various search strings were applied, incorporating Boolean operators to filter results specific to the field of Library and Information Science (LIS). During the data retrieval process, a YouTube API key was generated through the Google Console platform, which served as an essential input for enabling access to YouTube's data. This API key facilitated efficient querying and retrieval of videos directly from YouTube, ensuring that data collection was streamlined and aligned with the study's objectives.

Data analysis and interpretation:

The data collected from Webometric Analyst were initially saved in .txt format and subsequently converted to .xlsx format for easier handling and analysis. Following the conversion, the data underwent manual cross-verification and cleaning to ensure accuracy and relevance. Microsoft Excel, a widely used Windows-based application, was employed to perform various preliminary analyses and organize the dataset. Sentiment analysis of the video content was conducted within the R-Studio environment, leveraging its statistical and analytical capabilities to interpret the data effectively. For hypothesis testing, SPSS software was utilized, allowing for rigorous statistical analysis to validate the study's research questions and ensure the reliability of findings.

6. Hypothesis of the Study

H₁: There is no significant difference between the year of the videos with the viewership of the videos.

H₂: There is no correlation between the duration of videos and the viewership of the videos.

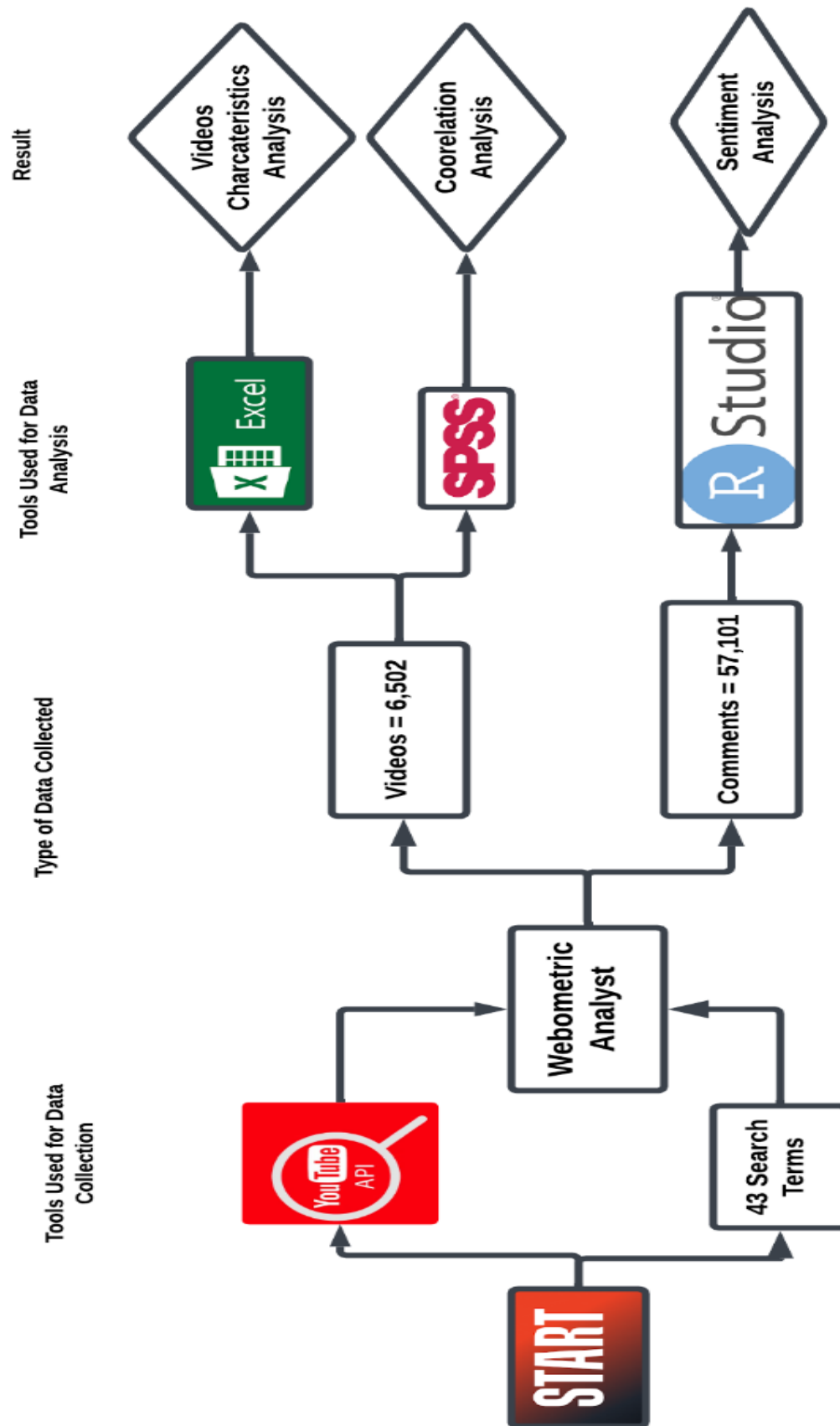


Figure 1. Flowchart of Methodology Used

7. Findings according to the objectives of the study

Objective 1: Investigate how things like year wise growth, license and definition are used in videos.

- The period between 2019 and 2023 witnessed a substantial growth in video production within the library and information science domain. Starting with 520 videos in 2019, representing 9.44% of the total, production more than doubled to 1,116 videos (20.25%) by 2020. The peak year for video creation was 2021, with 1,393 videos, accounting for 25.28% of the total output. While there was a slight decline in 2022 to 1,172 videos (21.27%), a strong recovery was observed in 2023 with 1,310 videos (23.77%). Overall, a total of 5,511 videos were produced, marking a 152% increase from 2019, underscoring the growing importance of video as a communication and educational medium. This consistent growth, despite minor fluctuations, highlights the dynamic nature of content creation environments and the need for adaptability in production strategies.
- A clear and overwhelming preference for High Definition (HD) content was observed in video production. A staggering 91.87% of all videos (5,063 videos) were produced in HD, indicating a widespread adoption of HD as the industry standard. Conversely, Standard Definition (SD) videos constituted a minimal 8.13% (448 videos) of the total. This dominance of HD content reflects advancements in technology, rising audience expectations for visual quality, and the capabilities of modern digital platforms. The minimal presence of SD videos suggests a gradual phasing out of lower-quality formats or their limited use for specific, non-critical purposes. This trend aligns with broader shifts in digital media, where high-quality visual experiences are increasingly prioritized.
- The analysis of total views based on video quality further solidified the preference for HD content. Out of a total of 148,383,869 views, HD videos garnered an impressive 145,757,053 views, accounting for 98% of the total. SD videos received only 2,626,816 views, making up a mere 2%. This distribution unequivocally demonstrates that HD content not only dominates in production but also in viewer engagement, suggesting that audiences expect and actively seek out higher visual quality. The minimal share of SD video views indicates that lower-quality content is becoming increasingly obsolete or is relegated to niche scenarios where visual fidelity is not paramount.
- Similar trends were observed in total likes based on video quality. HD videos received the vast majority of likes, totaling 3,339,180, which represents 98% of the overall count.

SD videos, on the other hand, attracted only 54,335 likes, accounting for just 2%. This strong preference for HD videos in terms of audience appreciation mirrors the findings for views and production volume.

- The significant number of likes on HD content suggests that viewers not only prefer high-quality visuals but are also more inclined to positively interact with such content, reflecting a higher perceived value, professionalism, and overall user satisfaction associated with HD video.
- Regarding total comments, HD videos continued to lead in user interaction, receiving 121,486 comments, which constitutes 95% of the total. SD videos received significantly fewer comments, with only 6,209, accounting for 5% of the total comment activity. This distribution indicates that HD videos not only attract more views and likes but also foster greater viewer engagement through comments. The higher volume of comments on HD content can be attributed to enhanced visual and audio quality, which can improve the viewer experience and encourage more interaction. Conversely, the relatively low number of comments on SD videos might reflect limited audience interest or reduced engagement due to lower production quality.
- The data concerning video licensing revealed a strong preference for the YouTube Standard License. The vast majority of videos (94.89%, or 5,229 videos) were published under this license, while only 282 videos (5.11%) were released under the Creative Commons (CC) license. This distribution suggests that most content creators opted to retain standard copyright protections offered by YouTube's default licensing model, possibly due to concerns about content ownership, monetization rights, or brand control. This preference for standard licensing also correlated with viewership. Videos published under the YouTube Standard License received an overwhelming 146,776,439 views, accounting for 99% of the total. In contrast, Creative Commons licensed videos received only 1,607,430 views, representing a mere 1%. This overwhelming preference for standard-licensed videos in terms of viewership suggests a possible correlation between licensing type and audience reach, with standard-licensed content potentially benefiting from broader promotion or monetization options. The trend continued with likes based on license usage.
- Videos under the YouTube Standard License garnered a dominant share of user engagement in terms of likes, totaling 3,339,943 (98% of the overall count). Creative Commons licensed videos received only 53,572 likes, making up just 2%. This strong

preference indicates that viewers are significantly more engaged with standard-licensed content, potentially due to higher production quality, greater visibility, or more active promotion.

- Similarly, audience interaction through comments was predominantly associated with videos under the YouTube Standard License, which received 124,540 comments, accounting for 97% of the total. Creative Commons licensed videos received only 3,155 comments, or 3% of the total. This distribution further reinforces the strong viewer engagement trend favoring standard-licensed content, possibly due to broader visibility, more active channels, or more professionally produced content typically found under the YouTube Standard License.
- The duration-wise distribution of videos revealed a strong preference for short-form content, with nearly half of all videos (45.56%) falling within the 1 to 10 minutes range. This trend is likely influenced by audience attention spans and the growing popularity of concise, easily consumable videos. The next most common durations were 10 to 20 minutes (17.89%) and 50+ minutes (16.37%), indicating that while short videos dominate, there is still a significant share of longer content aimed at more in-depth coverage or educational purposes. Videos between 20 and 50 minutes collectively accounted for a smaller portion, each individually comprising less than 10% of the total.
- Analyzing total views based on video duration, videos in the 1 to 10 minutes range received the highest number of views, accounting for 54.60% of the total (over 81 million views). This suggests that shorter videos are more likely to attract and retain viewers due to their accessibility and time efficiency. Interestingly, videos between 30 to 40 minutes also performed well, gaining over 26 million views (17.90%), followed by the 50+ minutes category with 13.81% of total views. This indicates that while short videos dominate, there is still strong viewer interest in longer, in-depth content. Conversely, videos in the 10 to 20 minute range received the fewest views, only 1.25%, suggesting this middle-range duration might be less favored.
- Regarding total likes based on video duration, videos with a 1 to 10 minute duration received the highest number of likes, accounting for 52.63% of total engagement. This further confirms that short-form videos are most effective at attracting audience appreciation. Videos in the 30 to 40 minute range also received a substantial share of likes (18.86%), followed by the 50+ minute category with 14.49%. This suggests that while short videos are popular, longer videos still engage viewers and earn considerable

positive feedback. Videos lasting 10 to 20 minutes received the least number of likes (0.91%), potentially indicating a lower viewer preference for this mid-length range.

- For total comments based on video duration, videos lasting between 1 to 10 minutes received the largest share of comments, with 63,166 comments accounting for 49.47% of the total. This indicates that shorter videos not only attract more views and likes but also drive more interaction in the form of comments, likely due to their accessible and easily consumable format. Videos in the 30 to 40 minute range also garnered a significant portion of comments (15.65%), reflecting that longer content can still stimulate meaningful viewer interaction. Similarly, videos in the 50+ minutes category attracted 14.58% of the comments, highlighting that extended videos remain engaging enough to encourage audience participation. Videos with durations between 10 to 20 minutes received the least number of comments (1.14%), suggesting this mid-length range may be less effective in encouraging viewer interaction.

Objective 2: Find out the popular YouTube channels in the area of library and information science based on the number of videos, likes, views, and comments.

- The analysis of top-viewed videos highlighted a diverse range of topics. "AP CM Jagan Review Meet to Set up Digital Libraries in Villages | NTV" led with 17.86 million views in 2021, indicating strong public interest in government initiatives related to digital libraries. Educational and awareness programs also performed well, such as "Information Management & Information System | NSJ Online Academy" (12.11 million views) and "International Literacy Day Celebration @Myfledge Bhopal" (10.58 million views), both uploaded in 2023. Other popular videos included academic content like "Introduction to Evidence-Based Practice: Literature Searching" (8.85 million views) and specialized discussions like "SEM Talks: Music Copyright, Rights Clearance & Music Sync Licensing (PART 2: Q&A)" (2.67 million views), showcasing the variety in viewer preferences.
- In terms of likes, "AP CM Jagan Review Meet to Set up Digital Libraries in Villages | NTV" again led with 563,782 likes, demonstrating its significant positive impact. "Information Management & Information System | NSJ Online Academy" followed with 255,299 likes, indicating strong viewer engagement with information systems topics. Educational videos like "Introduction to Evidence-Based Practice: Literature

Searching" (144,816 likes) and "Class 11 Informatics Practices Chapter 7 | Database Management System- Database Concepts" (107,598 likes) also received substantial positive feedback.

- For comments, "Information Management & Information System | NSJ Online Academy" from 2023 led with 9,456 comments, indicating strong viewer interaction. Educational videos like "Introduction to Evidence-Based Practice: Literature Searching" (5,323 comments) and "Leaders and Libraries I S2E20 I Megha Gupta - HR Director, Fiserv" (4,320 comments) also attracted significant discussion. A more casual video, "Itni Bari free public library in the heart of Mumbai", garnered 3,873 comments, likely due to its viral nature.
- Regarding top YouTube channels by video count, "ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES" led with 40 videos (0.73% of total uploads), serving as a key resource for college and research libraries. "E-PG PATHSHALA" was another prominent channel with 39 videos (0.71%), focusing on educational resources. Other significant channels included "EXLIBRISLTD" (34 videos), "LIBRARY SCIENCE BY TARGET ABHI" (32 videos), and "WIKIPEDIA TTS" (29 videos), covering various aspects of library science and information technology. When ranked by view count, "NTV TELUGU" led with 17,864,560 views from a single video, showcasing its strong audience reach. "NSJ ONLINE ACADEMY" and "MYFLEDGE" also had impressive viewership from single videos. "NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM]" stood out with 8,883,297 views across 12 videos since 1986, reflecting its lasting presence.
- For likes, "NTV TELUGU" again held the top position with 563,782 likes from just 1 video, demonstrating high impact. "NSJ ONLINE ACADEMY" followed with 255,299 likes, also from 1 video. Channels like NNLM and Magnet Brains achieved engagement through more consistent content creation. Finally, by comment count, "NSJ ONLINE ACADEMY" ranked first with 9,456 comments from a single video, highlighting extremely high interaction. "NETWORK OF THE NATIONAL LIBRARY OF MEDICINE [NNLM]" and "THE LEADERSHIP ELEMENTS TLE INDIA" also showed strong engagement through multiple uploads.

Objective 3: Measure the prominent areas of library and information science where majority of videos are uploaded.

- The distribution of topics covered in the videos revealed a significant focus on "Technology and Innovation in Libraries," which accounted for the largest share at 24.55%. This was followed by "Intellectual Property and Copyright" (12.17%) and "Digital Preservation and Archiving" (10.96%). These percentages highlight the growing emphasis on technological advancements and the need to address evolving issues in copyright, digital preservation, and innovation within the library science field. Other notable topics included "Classification and Cataloging" (9.19%), "Information Retrieval and Search" (7.83%), and "Database Management and SQL" (5.79%), which are foundational aspects of library science and data management.
- In contrast, topics like "Information Ethics and Policy" (0.31%) and "Digital Scholarship and Communication" (0.02%) represented a very small portion of the content, suggesting these areas might be less discussed or have fewer resources available in the video collection. Overall, the data reflects a broad focus on practical technological skills and systems that support library functions, with some topics being less frequently covered.

Objective 4: Determine the sentiment of viewers by analyzing their comments

- While analyzing the sentiment, it was discovered that some comments fell under more than one sentiment category; consequently, the overall percentage of sentiment could not be limited to 100 percent. The results indicated that 112.36 percent of responses on videos about the preservation of manuscripts were favorable. It indicates that users have appended favorable or contented comments to the available videos.
- However, 77.11 percent of comments expressed feelings of trust, followed by 52.89 percent of comments expressing feelings of anticipation. Additionally, 52.60 percent of comments were negative, indicating that viewers were also attached to negative words such as no, do not, never, etc.
- The "Words' Frequency over Time" graph illustrated the cumulative occurrences of various information and library science-related terms from 1846 to 2019. For over a century, until around the 1970s, the usage of most terms was minimal. However, from the early 1990s, a sharp upward trend indicated a significant increase in their frequency, coinciding with the digital revolution and the expansion of the internet. "Information Retrieval" and "Information Literacy" showed the highest cumulative occurrences, suggesting their central role. Terms like "Knowledge Management," "Intellectual Property," and "Database Management" also showed a steady rise, reflecting their

growing relevance. More traditional terms like "Dewey Decimal" showed relatively lower usage, indicating a shift towards more dynamic, digital-oriented concepts.

- The analysis of bigram phrases further emphasized key areas. "Digital Libraries" was the most frequent term, appearing 306 times, followed by "Semantic Web" (299 occurrences) and "Linked Data" (264 occurrences). "Digital Library" and "Information Retrieval" also had high frequencies. This distribution highlights a strong emphasis on digital libraries and semantic web technologies, with other related areas like knowledge management, cultural heritage, and information retrieval also receiving notable attention.

8. Chapterisation

Chapter 1: This chapter introduces the basic concept of social media, its features, the benefits of various types of social media tools, the role of social media in the higher educational sector, the impact of social media etc. This chapter also narrates the scope and significance of the study, the objective of the study, the research design, and review of the literature.

Chapter 2: This chapter describes an overview of the impact of social media on higher education, along with the impact of social media on students, and on the higher education system.

Chapter 3: This chapter highlights the use of social media tools by postgraduate students of library and information science

Chapter 4: This part presents an overview of academic and professional development using social media tools.

Chapter 5: Research methodology is very important for research of all levels. This chapter briefly provides details about the objective of the study, a statement of the problem, various drawn hypotheses, a suitable method for data collection, details of analysis and interpretation of collected data, and major findings.

Chapter 6: This chapter includes suggestions for effective utilization of social media sites for academic exercises, direction for further studies and concluding remarks.