

ROLE OF THE COLLEGE LIBRARY IN PROMOTING USER ENGAGEMENT AND FUTURE LEARNING: A STUDY OF DELHI NCR COLLEGES

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ABSTRACT

This study aims to use services on electronic and digital platforms. User engagement of the college libraries in the present scenario use of the digital divide for the future college libraries in Delhi/NCR colleges. The aim of this study is to explore how college libraries in the Delhi/NCR region contribute to user engagement by providing access to diverse digital services and resources, integrating digital technologies, and creating collaborative learning environments. The study also explores issues including resource accessibility, the digital divide, and changing user expectations in the digital era. Using a mixed-methods approach that includes surveys and interviews with college students and librarians, the program aims to assess the effectiveness of current library technologies and offer innovative ideas to increase user involvement. The findings will show how college libraries are improving students' academic achievement, digital literacy, and lifetime use of digital libraries and services.

Keywords: Digital Libraries, Electronic Resources, User Engagement and Academic Libraries.

INTRODUCTION

In the present scenario, user engagement is the most important role of college libraries. In the contemporary knowledge-driven society, college libraries play a pivotal role in supporting college excellence, intellectual growth, and future learning. the use of new technologies in the college libraries of higher education, due to digital technologies, evolving pedagogical practices, and changing user expectations, the traditional role of academic libraries has expanded beyond being repositories of books. In the present, modern college libraries now function as dynamic learning hubs that actively promote user engagement and information literacy for future-orientated skills.

User engagement in the area of college libraries refers to the active involvement of students, staff and faculty in utilizing library services, resources and spaces for academic, research and personal development purposes. Throughout the development of libraries, in the just described history, three elements play an essential role; the

books, readers and staff (Barbieri, 1994). Demonstrated that user education influences library use as well as the user perceptions (Kibo, Nkoro, & Kerandi, 2025). According to Manuwa, Agboola, and Aduku, library orientation is a core activity of academic libraries that “entails educating, enlightening, guiding and helping the users to identify, understand and utilize the library information resources and services effectively.” (Manuwa, Agboola and Aduku, 2018). User engagement is not a one-time process but it is something that requires constant vigilance, surveillance, and maintenance as users do not always remain engaged and there are several factors contributing to it. Once the engagement is attained, the following concern is to keep the user engaged (O’Brien and Toms, 2008)

LITERATURE REVIEW

Krishnaiah, A. (2021). In college libraries, user satisfaction is a crucial metric for assessing in different caliber and usefulness of college library's services. the emphasis on the thought and experience of researchers, students, teachers and staff this study investigated the change affecting user satisfy in college libraries services across India. Data was collect using the mixed-methods technique. The survey by questionnaire and interviews in order to evaluate user satisfaction levels. The pinpoint important factors influencing satisfaction and look into areas that need improvement. Most of the results emphasize how user happiness is area by staff proficiency, flexibility, library amenities and access to digital resources. Different for library area are covered in the books, along with methods for latest knowledge literacy initiatives, change services delivery, and using technology to adapt to changing user demands. These elements can help university libraries better align. Future perspective the critical role of user satisfaction in libraries, particularly in how well the meet the information needs of their library users through effective resources management and service quality for future learning.

Zhu, Whitaker, Cho & Zhang (2025) The idea of "student engagement" is widely discussed in college libraries. The change was not thoroughly examined from a conceptual and theoretical perspective by research scholars in the LIS field. In this paper, we present the findings of qualitative research on user engagement in academic libraries. Through the depth interviews conducted at some college libraries, and use the flexible coding data analysis. the use of library resources and services by the library users. Users' use of digital library services in the college library. We propose a conceptual framework with antecedents, dimensions and outcomes. The light on the nature of student engagement in college libraries. The process model can direct user engagement planning, communication, and evaluation efforts in academic libraries.

Kuh, & Gonyea (2003) The author examines the nature and value of user experience with the academic library. The college student experiences the use of e-resources in the library and the new technologies used in a single place in the library. Although library use did not appear to make independent contributions to the desirability of the college library, such librarians should redouble their collaborative efforts to promote the value of library services in the library. It is hard to imagine a college without a library. The use of users in physical as well as online resources in the library platforms. A required stop on campus tours, the library is the physical manifestation of the central role of the academic library. It is almost heretical to ask, but just the library contribution for the users. Three major trends demand an answer. They are (1) unfettered asynchronous access to an exponentially expanding information base; (2) a shift in the focus of colleges and universities from teaching to learning; and (3) the expectation that all university functions and programmes demonstrate their effectiveness.

Zhao, Luo, Sabina, & Pillon, (2023). Library orientation programmes can thus serve as the most important to the user of academic library services. The use of academic library resources, one of the main methods for information literacy training in college libraries, involves librarians visiting colleges to teach students about library resources and research skills. User of the academic library is the main function of the college library. The use of the library services in the library platform of the college library. User engagement in the curriculum and the teaching of critical information by the librarian.

TA, Kumar, & Ihejirika, (2025). The integration of user engagement into college libraries has become a popular in the world trend, offering the potential to improve services and increase user participation. This literature review explores the benefits challenges, and difficulties of experienced by libraries during digital library integration. A comprehensive search was literature was synthesized by breaking it down in to various titles, finding and keywords. User engagement of the library is the relevant of the social media engage the number of user are different task for the library users. A conceptual framework for successfully integrating college libraries into proposed that involves four steps: 1. Study, 2. adpotion,3. implementation, and 4. interaction that comprehend identifying library goals, assessing resources, developing a library service for the users in college libraries. Creating a policy and evaluating performance that will lead to enhanced user engagement

O'Brien, & Toms, (2008). This article's goal is to critically examine the idea of engagement in relation to people's technology experiences. We both conceptually and operationally defined engagement through a thorough, critical, multidisciplinary literature analysis and an exploratory study of users of Webcasting, online buying, Web searching, and gaming apps. Expanding on previous studies, we interviewed users of four applications in semi-

structured interviews to find out how they felt about using the technology. The moment of engagement, the duration of sustained engagement, disengagement, and reengagement are the four different phases that make up the engagement process, according to the results. Additionally, characteristics of engagement that relate to the system, the user, and user-system interaction define the process. Additionally, we found proof of the variables that lead to non-engagement. This study has led to a definition of engagement, that has not been frequently defined in previous research, as a feature of the user experience that includes perceived control by the user, challenge, positive effect, educability, aesthetic and sensory appeal, attention, feedback, variety/novelty, and interactivity. The conceptual model is going to be tested in a variety of application areas, and methods to gauge engaging user experiences will be developed as a result of this exploratory work.

OBJECTIVES

- Assess the present practices adopted by academic libraries to promote user engagement.
- To identify the tools, technologies, and services that contribute to active user and academic involvement of users.
- Evaluate the impact of library initiatives on users' self-directed learning, research capabilities, and digital literacy.
- Explore the participants perceptions and satisfaction levels regarding library online/offline resources and services.
- Transfer strategies to the number of the role of college libraries in fostering a culture of continuous learning and knowledge sharing.

NEED OF THE STUDY

- Understand the evolving role of college libraries in conferences (Meeting) the dynamic learning needs of the users.
- Bridge the gap between students, faculty expectations and the actual services provided by libraries.
- Lighting innovative practices and user engagement initiatives undertaken by libraries to promote active learning.
- Provide data-driven insights for policymakers, administrators office, and library in charge to enhance library services and infrastructure.

- Encourage the integration of AI (Digital) tools, learning spaces, and outreach programs that align with future academic and professional demands.

RESEARCH METHODOLOGY

For the study a comprehensive research methodology may include the following components. A structured questionnaire was created and gathered by going to the different colleges and institutions, students, and library users and using the Google form questionnaire approach.

The data was collected among the students in colleges libraries at all selected colleges, institutes, and universities, and that was limited to students and library users. For this study, a total of 50 students different colleges and institutions academic libraries each received 50 questionnaire. A total of 50 questionnaires were returned, representing a 100% response rate of this study.

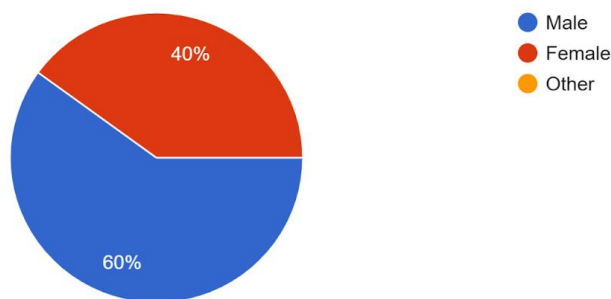
DATA ANALYSIS AND INTERPRETATION

The Data analysis of the survey on "Role of The College Library In Promoting User Engagement and Future Learning: A Study of Delhi NCR Colleges" is presented in the succeeding paragraphs.

Table 1.1: Gender Distribution Table

Gender	Number of Respondent	Percentage
Male	30	60%
Female	20	40%
Other	0	0%
Total	50	100%

2. Gender:-
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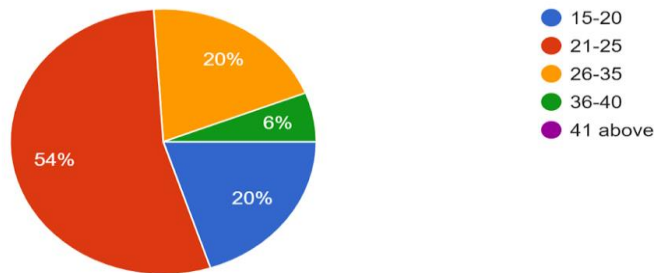
Observation and Interpretation of Data Analysis

The Preceding Table No. 1.1 and Chart No. 1.1 clearly depicts the sample respondents gender profile comprises of 60% (30 respondents) male and 40% (20 respondents) female. No participants selected the "Other" gender category. Hence the study is primarily influenced by the responses from male respondents. This indicates a higher participation of males compared to females in the survey sample.

Table 1.2: Age Group-wise Classification of Respondents

Age Group	Number of Respondent	Percentage
15-20	10	20%
21-25	27	54%
26-35	10	20%
36-40	3	6%
41 & Above	0	0%
Total	50	100%

3. Age:-
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Observation and Interpretation of Data Analysis

The Preceding Table No. 1.2 and Chart No. 1.2 clearly depicts that of the sample respondents 54% (27 respondents) fall within the 21-25 age group, indicating that young adults form the largest segment of the sample. Two 15-20 and 26-35 age groups for 20% each, showing a balanced represent of early youth and mature adults and tiny percentage (6%) are in the 36-40 age group. There are no responders who are 41 age above. Hence this study is majority influenced by the age group of 21-25 years.

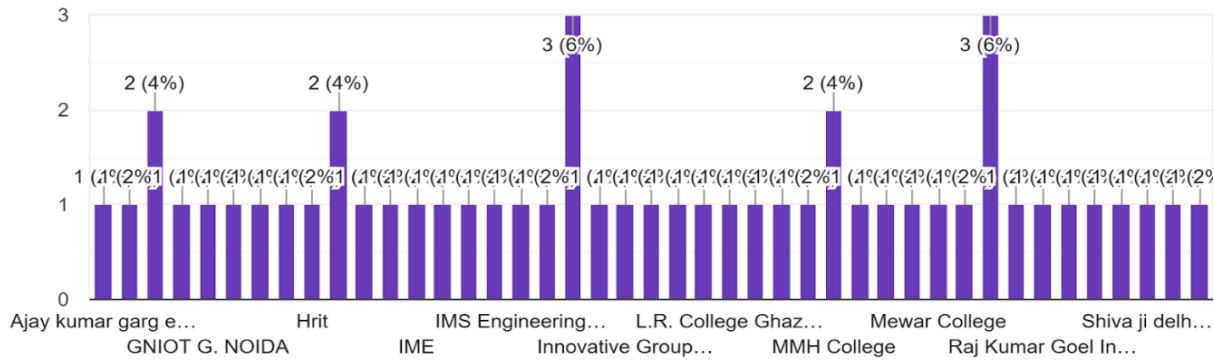
Table 1.3: Colleges With Higher Representation (Visible In Chart)

Colleges Name (As Visible)	Number of Responses	Percentage
IMS Engineering College	3	6%
Mewar College	3	6%
GNIOT Noida	2	4%
HRIT Ghaziabad	2	4%
M M H College	2	4%

Other Individual College	1 each	2%
Total	50	100%

4. College Name:

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Observation and Interpretation of Data Analysis

The Preceding Table No. 1.3 and Chart No. 1.3 clearly depicts that of the sample respondents. The bar chart represents 50 total responses collected for the question " College Name". The data shows high diversity, with the majority of colleges contributing only one response (2%) the 2 colleges reached the highest frequency of 3 responses (6%), show the single dominant institution. Three colleges have 2 responses (6%), while the rest are scattered across many colleges. Some of colleges 1 responses (2%), 3 colleges are most highly responses show in this bar chart.

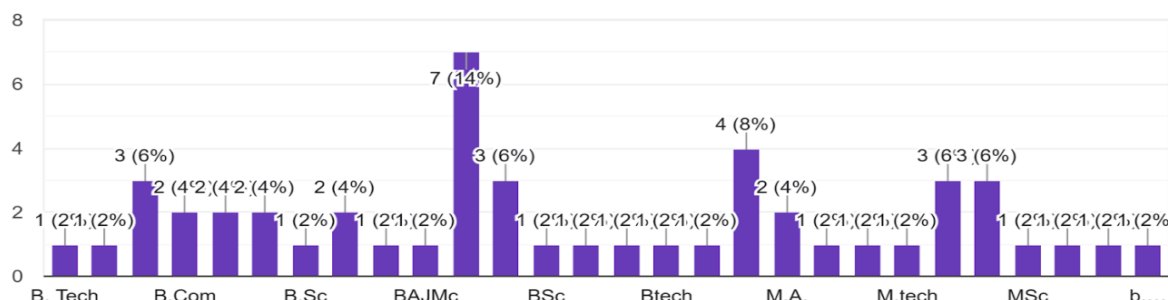
Table 1.4: Distribution of Respondents by Course/Program

Course/Program	Number of Responses	Percentage %
B.Sc	7	14%
M.A.	4	8%
BAJMC	3	6%
B.Com	3	6%
M.Tech	3	6%
B.Tech	2	4%
B.Sc (Other Variations)	2	4%
M.Sc	2	4%
Other Individual Courses	1 each	2%
Total	50	100%

Chart 1.4: Bar Char Representation of Course/Program

5. Course/Program:

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Observation and Interpretation of Data Analysis

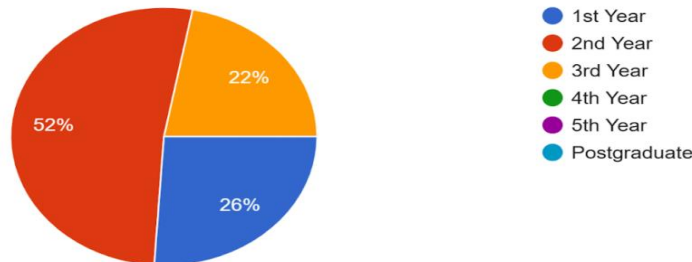
The Preceding Table No. 1.4 and Bar Chart No. 1.4 clearly depicts that of the sample respondents from 50 students across various courses and academic program. B.Sc is the most common course, with 7 respondents (14%), indicating a strong representation from science background. M.A. follows with 4 respondents (8%), showing participation from P.G. arts students. BAJMC, B.Com and M.Tech each frequency for 3 response (6%), reflecting a balanced mix of humanities, commerce, and technical programs. Several other courses such a B.Tech, M.Sc and related variants have 2 responses (4%) each. A big range of additional course appear only 1 (2%), highlighting diversity in academic discipline. Both U.G. and P.G. students across multiple streams.

Table 1.5: Year of Study Distribution

Year of Study	Number of Students	Percentage %
1st Year	13	26%
2nd Year	26	52%
3rd Year	11	22%
4th Year	0	0%
5th Year	0	0%
Postgraduate	0	0%
Total	50	100%

Chart 1.5: Diagrammatic Representation of year of Study Distribution

6. Year of Study:
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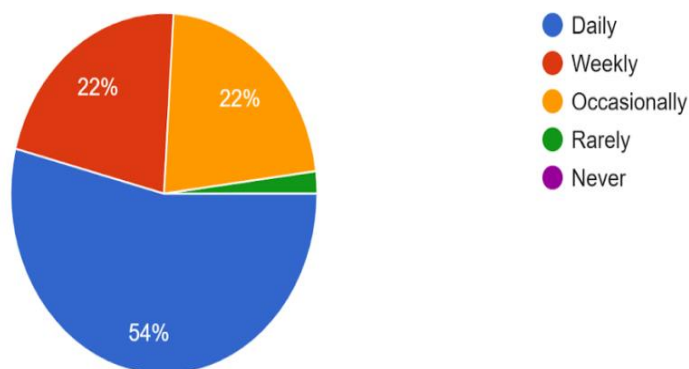
Observation and Interpretation of Data Analysis

The Preceding Table No. 1.5 and Chart No. 1.5 clearly depicts that of the sample respondents the first significant strata is 52% (26 respondents) are 2nd-year students of the total sample. 1st-year students represent 26% (13 respondents), while 3rd-year students represent 22% (11 respondents). There were no respondents from 4th, 5th year and postgraduate programs, the survey primarily captured responses from students in the early year of study.

Table 1.6: Frequency of Visiting the College Library

Frequency	Number of Students	Percentage
Daily	27	54%
Weekly	11	22%
Occasionally	11	22%
Rarely	1	2%
Never	0	0%
Total	50	100%

7. How often do you visit the college library?
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Observation and Interpretation of Data Analysis

The preceding Table No. 1.6 and Chart No. 1.6 clearly depicts that of the sample respondents the first significant strata is 54% (27 students) who visit the daily college library. 22% (11 students) students weekly and 22% (11) Occasionally visit the library. Only 2% of the students rarely visit the library, highlighting the library is the important as an academic and reading purpose and use of resources for the student community.

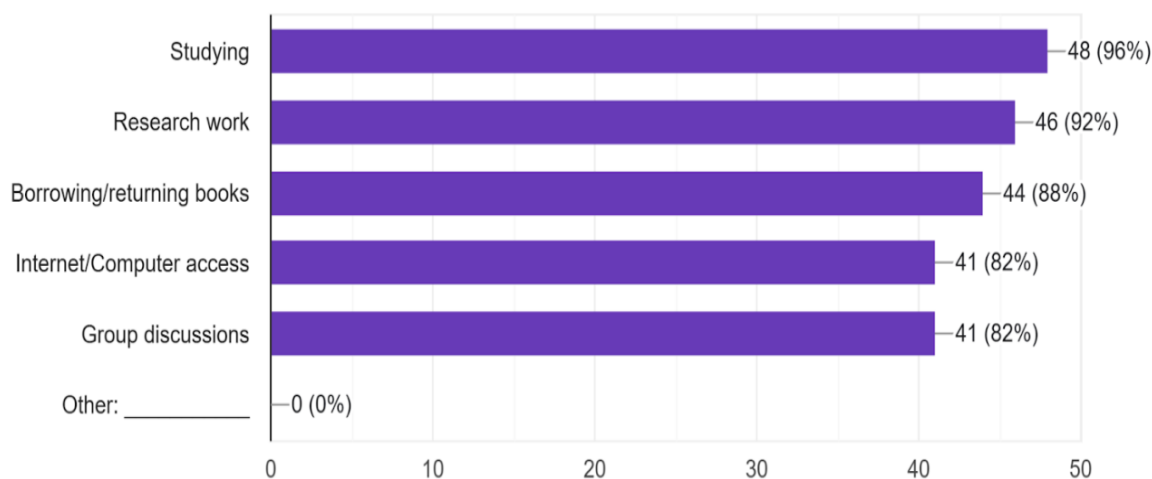
Table1.7: Primary Purpose for Visiting the Library

Purpose	Number of Respondents	Percentage
Studying	48	96%
Research Work	46	92%
Borrowing/ returning books	44	88%
Internet/Computer access	41	82%
Group Discussions	41	82%
Others	0	0%

Chart 1.7: Bar Chart Representation primary purpose of Visiting the Library

8. What is your primary purpose for visiting the library? (Select all that apply)

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Observation and Interpretation of Data Analysis

The Bar chart indicate the primary purpose for visiting the library based on responses from 50 participants. The preceding Table No. 1.7 and Chart No. 1.7 clearly depicts that of the sample respondents 96% (48 respondents)

studying is the most common reason for the library visits. Research work for the library 92% (46 respondents), borrowing/return books are 88% (44 respondents). and Internet/Computer access and Group discussions are the same user visit the library 82% (41 respondents) are both. No respondents selected the "other" category.

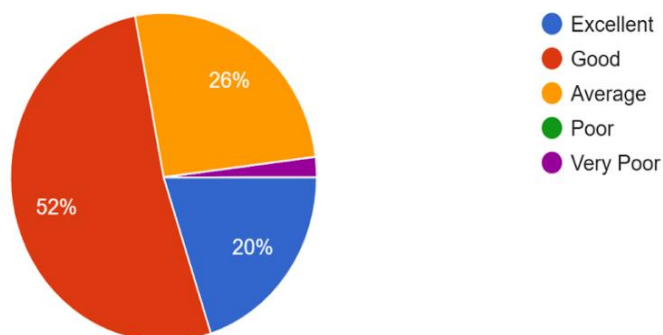
Table 1.8: Rating of the Library's Efforts to Engage Users

Rating	Number of Responses	Percentage
Excellent	10	20%
Good	26	52%
Average	13	26%
Poor	0	0%
Very Poor	1	2%
Total	50	100%

Chart 1.8: Based on the chart of rating of the library's Efforts to Engage users

12. How would you rate the library's efforts to engage users?

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Observation and Interpretation of Data Analysis

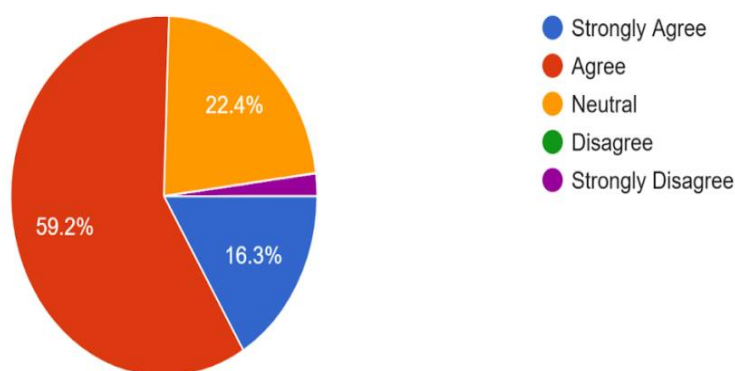
The preceding Table No. 1.8 and Chart No. 1.8 clearly depicts that of the sample respondents 52% (26 respondents) over half of respondents rated the efforts as Good, while an additional 26% (13 respondents) about a quarter of 26% felt the engagement efforts were Average, 20 % (10 respondents) rated them as Excellent, few respondents expressed dissatisfaction, with only 2% rating the efforts as Very Poor and none rating them as Poor.

Table 1.9 User' Academic Motivation After Using Library Resources

Response Options	Number of Respondents	Percentage %
Strongly Agree	8	16.3%
Agree	29	59.2%
Neutral	11	22.4%
Disagree	0	0%
Strongly Disagree	1	2%
Total	49	100%

13. Do you feel more academically motivated after using the library resources?

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Observation and Interpretation of Data Analysis

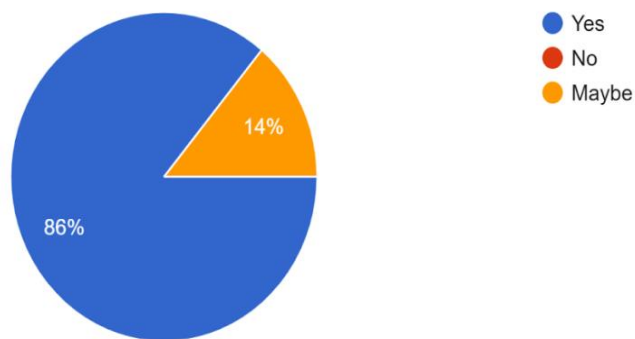
The preceding Table No. 1.9 Chart No. 1.9 clearly depicts that of the sample respondents 59.2% (29 respondents) are agree using the library resources, Neutral is the 22.4% of the total percentage of the users, 16.3% are strongly agree show in the table and chart and 2% Strongly Disagree. Indicating that very few people had negative opinions. Overall the result sign the value of library resources in raising users motivation for their studies.

Table 1.10 Responses on the Role of Digital Libraries in Future Education

Response Option	Number of Respondents	Percentage %
Yes	43	86%
No	0	0%
Maybe	7	14%
Total	50	100%

15. Do you believe digital libraries will play a greater role in future education?

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Observation and Interpretation of Data Analysis

The preceding Table No. 1.10 and Chart No. 1.10 clearly depicts that of the sample respondents 86% (43 respondents) out of 50 respondent, a large majority. A small group 14% (7 respondents) are uncertain and select "Maybe". As the "No" option received 0 responses by the users.

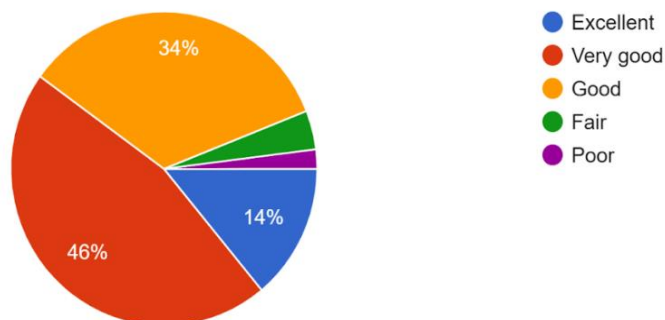
Table 1.11: Overall Rating of the College Library

Rating	Number of Responses	Percentage %
Excellent	7	14%
Very Good	23	46%
Good	17	34%
Fair	2	4%
Poor	1	2%
Total	50	100%

Chart 1.11: Diagrammatic Representation of implementation of the study of rate of your college library basis

17. Overall, how would you rate your college library?

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Observation and Interpretation of Data Analysis

The preceding Table No. 1.11 and Chart No. 1.11 clearly depicts that of the sample respondents 46% (23 respondents) rated the highest proportion of students rated the library Very Good, followed by 34% (17 respondents), small group rated the library as Excellent 14%. The small percentage of students expressed dissatisfaction, with fair 4% (2 respondents) and Poor 2% (1 respondents) rating.

CONCLUSION

In conclusion of the study reveals that college libraries in Delhi NCR play a pivotal participation in fostering user engagement and shaping future learning outcomes. New function as repositories of books, these libraries are evolving into future learning hubs. support of academic success, lifelong learning, and critical thinking. The use of digital resources, user-friendly services, collaborative area, and information literacy programs, workshop, library activities etc. respond to the diverse needs of contemporary library users. The students who frequently engage with library services higher levels of academic confidence. Better new research skills and a greater propensity for self-study learning. User use of integration of technology-such as online database, e-journals, e-books, and digital catalogues. The accessibility and encourages continuous self engagement, even beyond regular library hours. Faculty and staff involvement and structured orientation and how user utilize library resources, with the support of college libraries' staff . In the challenges of for the user engagement institutional support in maximizing library impact. Some college uses limited resources in the library subscription and some college/institute use of advance technology in the library for future perspectives and active promotional strategies can significantly elevate the role of libraries for future-ready users. The college libraries is not a merely a support service but use of new strategic academic users. User needs and emerging or new educational trends. Use of the

learning ecosystem, empowering library user to adapt, innovate, and knowledge landscape. User engagement is the most important part in the college libraries.

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