Editorial

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This issue explores a range of technology-oriented services and content that have become integral to the academic world and to libraries that support scholarly research. The library community can contribute by being more aware of how to exploit these resources for the benefit of their readers.

The article by S. I. Bakhshi, S. A. Dar, M. Amees, and H. Buarki on 'Literature Trend on Massive Open Online Courses Through Bibliometric Investigation' addresses a popular topic and "explores the bibliometric analysis of scholarly literature on MOOCs, covering all the countries' publications indexed on the Web of Science." [2] One goal was to "to find the most-productive authors who produced significant research on MOOCs." [3] The authors emphasize the educational importance of MOOCs for developing countries.

The goal of 'Knowledge Graph Construction for Digital Repositories' by S. Saha, S. Malik, and S. Mandal "is to demonstrate how to leverage the resource description framework to integrate static and dynamic data sources to speed-up data integration, unification, analytics, and sharing in any database."[4] The authors make the point that knowledge graphs allow authors to "capture diverse, potentially sophisticated interactions between domain components in knowledge graphs which provide a clear and intelligible representation for a wide variety of domains."

Dr A. Kaushik wrote an article on 'Literature on Data Science and Library and Information Science Domain' in which the author discusses "a study dedicated towards mapping the published literature on data science and library and information science through EBSCO library and information science source till December 2021."[5] The number of articles on this subject has grown substantially. The author recommends that "professionals [who] belong to the library and information science area must think seriously about how they can connect with the data science concept and contribute enough in

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different ways in the library and information science domain, especially producing more scholarly articles and research." [6]

The article 'Content-based Retrieval of Video Information Resources in Select Media Libraries in India' by S. Vats, and S. Kumar discusses how to allow the easy acquisition of video content and " focuses on the storage and retrieval of video information resources in 12 media libraries that includes [a] survey of 293 users involved in retrieval of video information resources."[7] The authors admit that "the using, handling and retrieval of videos are challenging tasks but at the same time with the advent of some of the very popular content-based video-retrieval systems have made the task easier not only for the researchers or curious minds but also for the library professionals."[8]

R. K. Jha, S. Mishra, V. S. P. Sinha, and S. Ganguly wrote an article about 'Open Educational Resources and Creative Commons Progress in Developing Countries: a study of Indian higher educational institutes' that looks at "the perception of the academic community on open educational resources and creative commons in India."[9] The survey found that stakeholders would like India to develop a strong Open Educational Resources policy and "agree with the need for technology and financial support." [10]

As always, I hope you enjoy reading this issue and will learn from the articles.

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