EFFECT OF AI-FED DATA ON KNOWLEDGE INCLUSION OF YOUTH READING CULTURE

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Abstract

AI has a larger role to play in influencing the way information is distributed today, especially among youth in this digital age. Expanding this line of research, examining the impact AI-informed data on knowledge sharing as part of a youth reading culture can help to determine how algorithm-mediated publishing practices shape both content consumption and the enculturation into an information ecosystem. This is in line with a growing fear that the use of AI algorithms to personalize content recommendations could increasingly filter what we read and create knowledge silos. In order to investigate this issue, a quantitative research design was used and the data were collected through a survey questionnaire from 140 respondents within the age range of 18-25. As such, the survey was designed to capture information of reading practices as well as types of content consumed and how AI-curated recommendations affected knowledge acquisition. Using responses as data points, this study investigates whether AI algorithms promote more heterogeneous knowledge or amplify current preferences and reduce the exposure to new diverse perspectives. The study's results are expected to shed light on the relationships between AI-fed data and youth reading cultures, by examining misinformation in particular as an example of the possible boons and banes behind algorithmic content curation. The researchers hope that the results will inform educators, policymakers and tech developers on AI interventions in either encouraging or destroying knowledge diversity and cultural reading literacy among a younger audience.

Keywords:
AI-Fed Data, Knowledge Inclusion, CONTENT Curation, Reading Habits, Cultural Literacy

1. INTRODUCTION

Youth reading behaviors are being influenced by AI-driven data, providing more opportunities for knowledge inclusion through personalized book recommendations based on user preferences and behavior. For young readers, such platforms can open worlds of content not traditionally available to them and help reinforce what they have learned through interactive storytelling. AI ensures that different views and specializations are reflected as well, to view a more diversified digital reading attitude.

It is motivating to know how AI abolished geography, finance and social status differences. It provides the resources to suit everyone's individual preference and learning styles i.e., a more complete reading culture. Still, this change gives rise to issues of ethics about data privacy, algorithmic discrimination and the commercialization of personal information that need close regulation.

Through observational research and case studies coupled with critical analysis, this report centers itself around how AI is transforming youth reading culture while driving knowledge inclusion. This book explores trends in education and society; how external influences such as economic status or technology availability affect reading development and success for young readers. The report, targeted at educators, policymakers, librarians and parents alike who are faced with a tricky balance of benefits weighed against ethical considerations for fostering both inequality-minimizing AI technology as well as broad-minded future readers in the next generation.

2. RESEARCH OBJECTIVES

Research objectives describe what your research project intends to accomplish. They guide every step of the research process, including how you collect data, build your argument, and develop your conclusions. The purpose of research objectives is to create a path for the researcher to achieve further goals. The steps get defined with a clear research objective i.e. data collection, analysis and interpretation. It enables the researcher to narrow down the research and focus on key variables thus enabling the entire research in a better light. Following below are the research objectives with regards to our Research: (1) To promote reading habits and culture. (2) To reduce the dependency on AI. (3) To understand the change in intellectual ability with reading habits. (4) To avoid repetition of data. (5) To promote authentic data collection.

3. RESEARCH METHODOLOGY

3.1 HYPOTHESIS

The hypothesis for the study can be noted as follows:

- Null Hypothesis: Ho = There is a significant effect of AI fed data on reading culture of the youth.
- Alternate Hypothesis: Ha = There is no significant effect of AI fed data on reading culture the youth.

The hypothesis will be examined on aspects like how AI has reduced the interest of the youth reading culture and has increased the dependency on AI. It will in detail examine the relationship between AI and reading habits of the youth.

3.2 RESEARCH APPROACH

A research approach refers to the systematic and organized plan or strategy that researchers follow to conduct their investigation, gather relevant information, analyze data, and draw meaningful conclusions. The choice of a research approach depends on the nature of the research question, the objectives of the study, the type of data required, and the overall research design. Several research approaches exist, each with its own set of methods and techniques.

In our research we have used a mixed approach which is both quantitative and qualitative methods to provide a comprehensive understanding. This approach offers the strengths of both approaches, triangulation of data. In this research the methods that

are used are integration of surveys, interviews, experiments, and observations.

3.3 SAMPLING METHOD

Sampling methods in research refer to the techniques used to select a subset of individuals or items from a larger population for the purpose of study. Proper sampling is crucial for ensuring the generalizability and validity of research findings.

The sampling method that we are using in our research is 'Stratified Sampling'. In this method the population is divided into subgroups based on certain characteristics, and then random samples are taken from each stratum. This method ensures representation from different subgroups, which allows us to compare between different subgroups.

3.4 DATA COLLECTION METHOD

The process of gathering and analyzing accurate data from various sources to find answers to research problems, trends and probabilities, etc., to evaluate possible outcomes is known as Data Collection. Data collection is the process of collecting and evaluating information or data from multiple sources to find answers to research problems, answer questions, evaluate outcomes, and forecast trends and probabilities. As is well known, gathering primary data is costly and time intensive. The main techniques for gathering data are observation, interviews, questionnaires, schedules, and surveys.

Following are types of Data Collection method that we have used in our Research Project:

- *Questionnaire*: A questionnaire is a structured research instrument that consists of a series of questions designed to gather information from respondents. In our questionnaire we have included types of questions like Dichotomous questions, Opinion oriented questions (Likert scale questions), Behavioural based questions, Frequency based questions, Rating based questions, Ordinal rating-based questions and gathered responses based on it and analyzed the data to find out the results.

3.5 DATA VALIDITY

Data validity in research methodology refers to the extent to which the research instruments (like tests, questionnaires, surveys, and other measurement tools) accurately measure what they are intended to measure. It is a crucial aspect of research design and analysis, ensuring that the conclusions drawn from the study are trustworthy and reflective of reality. Validity is about the correctness and appropriateness of the inferences, conclusions, or propositions resulting from the research process. With respect to our data validity, we have distributed 146 questionnaire forms and have got all of them filled completely with accurate data.

4. LITERATURE REVIEW

4.1 DEVELOPING MIDDLE SCHOOL STUDENTS' AI LITERACY

Lee et al. [1] presents an AI summer workshop that aims to cultivate AI literacy among middle school students, primarily

from underrepresented STEM groups. Employing the 30-hour daily curriculum, grounded in child development, ethics, and career research, we delivered the program online to 10-14 year-olds. This report outlines the curriculum, its implementation, and preliminary student outcomes, concluding with a discussion of opportunities and challenges in broadening AI education access.

4.2 CULTIVATING A READING CULTURE: DESIGN INTERVENTION TO INCULCATE READING HABITS

Given a decrease in the propensity of Casual readers towards reading as previously noted, it was decided to develop an user centered design intervention targeting what were believed to be some primary sources of pain; time constraints for lack of Asian vocabulary and comprehension difficulties from not being able read complex pieces with ease. Rao et al. [2] conducted research on foldable reading variety with concluded translations and audio visual techniques for impulse mixing. This iterative design process, informed by our stakeholders feedback led us to a final product that looked at rekindling the reading habit. Results of this study can inspire new design solutions that improve accessibility to reading and therefore, support literacy

4.3 IMPROVING READING AND COMPREHENSION IN K-12: EVIDENCE FROM A LARGE-SCALE AI TECHNOLOGY INTERVENTION IN INDIA

Srinivasan [3] studied the effect of a multisensory platform with AI on English literacy in Indian government schools. This intervention was integrated into the curriculum in a way that did not distract from teaching practices and proved to be highly effective for increasing both teacher capacities and student learning. According to the study AI-powered tools can knee-cap low literacy rates and similar problems in India or elsewhere. Moreover, their global acceptance is a great testament to how relevant and beneficial they have been in the improvement of educational results over varied landscapes.

4.4 READING CULTURE, BENEFITS, AND THE ROLE OF LIBRARIES IN THE 21ST CENTURY

Historically, libraries have been one of the great engines for reading and their concomitant promotion. Nmecha & Horsfall [4], the role of reading culture in the 21st century was discussed, and libraries are expected to cater for diverse materials that will meet with changing time. The report stressed the need for efforts, including World Book Day in encouraging and favoring reading. The authors also mentioned that libraries must develop collection readers, do campaigns for reading, create reading circles and participate in such programs to achieve a strong culture of book readership.

4.5 READING WITH ALGORITHMS

As Sacks and Brouillete [5] have revealed the increasing influence of algorithmic decision-making on reading practices, especially with regards to automation and instantaneity than before, it seems harder practically far from a digital utopia. While algorithms may promise to optimize and simplify our experiences, a major point the authors make is that this convenience often hides

all of the human work involved in developing these systems. The research serves as a poignant reminder to not get carried away with the narrative of an entirely algorithmic world.

4.6 DEPENDING ON AI

A rise in dependence on artificial intelligence (AI) in numerous applications has highlighted the fragility nature of these intricate systems. For instance, Findlay [6] explored the dependencies of AI on electricity and energy infrastructure. The study underscored how this dependency tied into larger societal ramifications in a world facing political instability, resource depletion and economic apocalypse. The study, which will be published in the journal PLOS ONE on June 2nd, highlights the importance of developing AI systems with more robust and sustainable deployment.

4.7 INFLUENCE OF SOCIAL MEDIA ON THE READING CULTURE IN DIGITAL ERA

The reader culture has been deeply rooted with the expansion of social media, especially in the era of digital. Discussion on the evolution of reading by Kumar and Bhakar [7], touching upon internet led digital challenges, they began with a discussion about how we read it today. These possibilities have increased accessibility of educational resources while also influencing traditional reading modes. Print books have long been a part of the author's lives and this comes through his/her work as he discusses that despite ebooks, print still has real value when it comes to supporting critical thinking ability, vocabulary acquisition, knowledge etc. The study recommends taking a balanced view of reading that includes both digital and paper texts.

4.8 IMPACT OF INTERNET AND THE WAY IT INFLUENCE STUDENTS READING CULTURE

According to Muhammad [8] the internet is keeping students from reading as they should, making free time increasingly a matter of screen time. The research pointed to the struggles of young people with our collective ability, or inability (and whatever we decide counts as reading), to keep up and adapt in a constantly-evolving digital world while books become viewed as homework for academic progress rather than entertainment. They also suggest the need for emphasizing a foundation of lifelong reading habits independent from format.

4.9 ROLE OF NATIONAL LIBRARY OF INDIA IN PRESERVATION AND PROMOTING READING HABIT

Kaur and Chakravarty [9] discussed The National Library of India as the bastion where a reading habit was instigated especially among younger audiences. It drew specific attention to the cognitive values of reading how it reduces stress, improves memory and increases intellectual growth and suggested libraries have a role in promoting such activity. In our tech-savvy environment, the authors maintained that libraries are playing a larger role in creating an atmosphere of literary lifestyle in society.

4.10 READING HABITS AMONG STUDENTS IN DIGITAL ERA

Yusof [10] investigated the effect of technology-driven revolution on reading habits, focusing heavily on students in developed countries. The study found that fast moving technological advancements resulting in vacillating cultural attitudes and reading habits have gone on a downward slide. The results indicate the importance of interventions that can respond to such shifts, whilst remaining focused on signing children into reading.

4.11 INVESTIGATING READING CULTURE AMONG STUDENTS IN HIGHER LEARNING INSTITUTION IN TANZANIA

Evans [11] conducted a survey of Tanzanian university students to explore their extracurricular reading habits. Findings indicate that students actively consume print and digital news, novels, and magazines, while also engaging with social media to discuss various topics. This suggests a desire for knowledge acquisition and exploration beyond academic pursuits.

4.12 READING HABITS OF SENIOR SECONDARY STUDENTS AT ALLAHABAD CITY, UTTAR PRADESH, INDIA

The school library serves as a dynamic hub for learning and discovery, shifting the focus from traditional teaching to empowering students as independent learners. According to Kumar et al. [12] rather than passively receiving information, students should be equipped with the skills to actively seek and evaluate knowledge. The teacher-librarian plays a pivotal role in cultivating a vibrant reading culture by fostering a love of reading and instilling lifelong learning habits. By creating engaging spaces, curating diverse collections, and offering guidance on information literacy, libraries can inspire students to become passionate readers and critical thinkers.

4.13 DIGITAL READING HABITS OF CHILDREN

This study by Natalie Kucirkova [13] investigates the impact of digital media on early childhood reading experiences. As children and families increasingly navigate a digital landscape, understanding how these devices influence reading behaviors and perceptions is crucial. By examining the diverse reading platforms available to young children, this research aims to provide parents with insights into fostering literacy development in the digital age.

4.14 A REVIEW OF AI IN EDUCATION FROM 2010 - 2020

Zhai et al. [14] analyzed 100 research papers (2010-2020) on AI in education. Findings reveal three primary AI applications in education: development (classification, matching, recommendation, deep learning), application (feedback, reasoning, adaptive learning), and integration (affective computing, role-playing, immersive learning, gaming). Emerging trends include IoT, swarm intelligence, deep learning, and neuroscience.

4.15 KNOWLEDGE ABOUT AI AMONG YOUTH: A CROSS-SECTIONAL ONLINE SURVEY

Aleena Jacob et al. [15] conducted a study analyzing scholarly literature across healthcare, science, and social sciences. Their focus on healthcare students revealed generally positive attitudes toward AI but also highlighted significant disparities in knowledge and skills. These findings underscore the need for comprehensive AI education to prepare healthcare professionals for the evolving healthcare landscape.

4.16 IMPACT OF AI ON LEARNER-INSTRUCTOR INTERACTION IN ONLINE LEARNING

Seo et al. [16] investigated AI's potential to improve learner-instructor interactions in online learning using a Speed Dating simulation. Findings from 12 students and 11 instructors indicated that AI can foster personalized interactions and support, but also raised concerns about accountability, surveillance, and transparency. The study underscores the importance of carefully designed AI systems that prioritize human agency and ethical considerations. By balancing AI benefits with safeguards, online learning environments can be optimized for both learners and instructors.

4.17 PLACE OF READING AND WRITING IN DIGITAL CULTURE

Elkatamis and Usluoglu [17] highlight the significant evolution of jotting from traditional pen and paper to digital media. This shift marks a pivotal moment in knowledge preservation and transmission. In today's digital era, jotting has become a cornerstone of education and innovation. Digital jotting empowers us to create rich, multi-dimensional content, facilitating more effective and efficient idea expression compared to traditional methods. This transformation echoes the historical role of jotting in safeguarding knowledge for posterity.

4.18 INFLUENCE OF NEW MEDIA TECHNOLOGY ON THE READING HABITS OF CONTEMPORARY COLLEGE STUDENTS

Ding [18] highlights the profound impact of rapid advancements in new media technology on the reading habits of college students. While acknowledging the new opportunities presented by this shift, Ding also emphasizes the accompanying challenges. To fully leverage the benefits and address potential drawbacks, a comprehensive evaluation of new media's influence on college reading is crucial. By effectively harnessing new media, we can significantly enhance the quality and efficacy of student reading experiences.

4.19 EFFECT OF READING ACTIVITIES ON CHILDREN'S MENTAL HEALTH UNDER THE ENVIRONMENT OF AI AND DEEP LEARNING

Yang's [19] thesis delves into the influence of picture book reading on children's psychological well-being, examining how AI and deep learning can enhance this experience. Picture books provide a rich visual and narrative platform, fostering emotional and cognitive development. By integrating AI, Yang aims to deepen children's engagement with stories and explore the potential benefits for their overall psychological health.

4.20 INCLUSION IN PRACTICE: A MATTER OF SCHOOL CULTURE

Tjernberg [20] conducted research exploring effective inclusive reading and writing instruction. Teachers valued diverse classrooms and employed various approaches to accommodate student differences. Strong pedagogical knowledge and practical experience were essential for successful implementation. Teachers emphasized individualized challenges, building student confidence, and a committed approach to the teaching process. Mentorship emerged as a crucial factor in their success.

4.21 TRANSFORMING THE READING PREFERENCE OF TODAY'S YOUTH IN THE DIGITAL AGE

Shatunova et al. [22] examine the evolution of reading habits, particularly among youth, from the late 20th to early 21st centuries. The shift from print to digital formats, the declining role of libraries, and the need for enhanced literacy instruction are highlighted. A comparative study across Russia, the US, and the Czech Republic explores socio-cultural factors influencing these changes.

4.22 NEW READING TYPES OCCURRING AS A RESULT OF CHANGING YOUTH CULTURES

Hikmet Asutay, ATIK Oktay, Meryem Demir et al. (2016) [23] highlights the significant impact of rapid technological and media evolution on youth culture, including reading habits. The "screen age" has emerged as the dominant reading culture, with young people increasingly relying on digital devices for both leisure and academic purposes. These devices enable them to develop screen literacy and access vast amounts of information. This shift in reading behavior is evident in the growing reliance on smartphones, tablets, and computers for educational materials.

4.23 IN THE BLACK MIRROR: YOUTH INVESTIGATIONS INTO AI

Over the past two decades, AI has profoundly reshaped our world. Lee et al. [25] delve into how young people perceive and engage with this ubiquitous technology. Despite AI's prevalence, their research reveals a gap in understanding its inner workings and its implications for individual agency. To bridge this knowledge gap, they partnered with YR Media to explore how young people conceptualize AI through media creation. Their research aims to illuminate young people's AI literacy while developing pedagogical frameworks that promote ethical AI engagement and foster STEM interest.

4.24 AN ANALYSIS OF CHILDRENS' INTERACTION WITH AN AI CHATBOT AND ITS IMPACT ON THEIR INTEREST IN READING

Book talks have proven effective in stimulating student interest in reading, but individual attention is often limited. To address this, researchers Liu et al. [27] investigated the potential

of an AI-powered chatbot as a book discussion companion. The study found that students developed a strong social connection with the chatbot, and those interacting with it exhibited increased interest in reading, particularly in terms of exploring the book's value and significance.

4.25 FACTORS THAT PROMOTE READING CULTURE AND ITS IMPACT ON SOCIETY

Books and human life have always been very closely related from the beginning of time. As Nizam and Badri [28] point out, books and reading habits go hand in hand, with books being seen as a representation of civilization. This is so because the habit is an attempt to add information in order to maximize human potential. Researching the book industry is fascinating because of how well it has developed in tandem with technology. For instance, the global community is becoming more and more interested in reading content in the form of audiobooks these days. However, physical books continue to rule the global market and hold sentimental importance in the hearts of readers. Furthermore, elements that support a culture of reading were also found.

4.26 AN INVESTIGATION OF THE READING CULTURE: THE ROLE OF LIBRARIES TO PROMOTE READING CULTURE

Asif and Yang [29] explore the potential of AI to revolutionize society, impacting sectors from industry to government. While the full extent of AI's societal influence remains uncertain, its impact on various domains, including economics, ethics, and law, is anticipated to be significant. This research focuses on identifying potential threats AI poses to children and teenagers. To comprehensively understand these risks, the study investigates different AI forms, their current applications, and associated dangers.

4.27 DIGITAL YOUTH CULTURES IN SMALL TOWN AND RURAL GUJARAT, INDIA

Pathak-Shelat and DeShano [30] investigate the potential dangers posed by AI to children and adolescents. By examining various AI forms and their applications, they aim to uncover privacy risks associated with internet-connected devices. Given the widespread use of AI among young people, this study underscores the importance of public education on AI's responsible use. By understanding both the benefits and drawbacks of AI, individuals can better protect themselves from potential harms.

4.28 TREND OF READING NEWSPAPERS AMONG THE YOUTH IN 21ST CENTURY

Sumit Kumar Pandey [31] investigates the potential of AI to enhance student engagement in reading through interactive book discussions. Recognizing the challenges of providing individualized attention to all students during traditional book talks, he developed an AI-powered chatbot capable of engaging in conversations about 157 novels.

By allowing students to freely select books and interact with the chatbot, Pandey aims to assess the chatbot's efficacy in stimulating reading interest and fostering a deeper connection to literature.

4.29 READING CULTURE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

Egong [33] points out that reading has historically been a fundamental pillar of education, cultivating critical thinking and knowledge acquisition. Traditionally, students were immersed in a reading-centric culture, engaging with diverse texts across various subjects. However, a notable shift has transpired in recent times. The ascendancy of visual media and digital technology has overshadowed the appeal of printed materials. As a result, the reading culture among both young people and adults is waning, engendering concerns about literacy rates and overall intellectual growth.

4.30 SURVEY OF THE LITERATURE READING HABITS AND PREFERENCES OF ADOLESCENTS: A STUDY OF A PUBLIC SCHOOL IN INDIA

Ahmad and Refhat [34] found that adolescent reading preferences vary by gender. Fiction is popular, especially romance and poetry for girls, and crime/detective, horror, and realistic teen fiction for boys. Nonfiction, particularly self-help and personality development, is also preferred, with boys leaning towards biographies. Authors often employ sensational elements like violence, romance, explicit content, and slang to appeal to teen readers.

4.31 ANALYSIS OF IMPLICATION OF AI ON YOUTH

Pandoi [35] argues that AI is poised to revolutionize society across various domains. However, its rapid development raises concerns about potential negative impacts, particularly on vulnerable populations such as children and adolescents.

This study focuses on understanding the risks associated with AI technologies, especially concerning privacy issues arising from the widespread use of internet-connected devices. By examining AI's functionalities and its growing presence in children's lives, we aim to inform strategies for mitigating potential harms and promoting responsible AI use.

4.32 DETAILED EXPLORATION OF AI AND DIGITAL EDUCATION AND ITS SUSTAINABLE IMPACT ON THE YOUTH OF SOCIETY

Tongkachok et al. [36] argue that the COVID-19 pandemic accelerated the integration of AI into education. As schools and universities closed, AI-powered digital platforms became essential for continued learning. While these tools enabled remote education, they also significantly impacted student life, transforming communication patterns and learning experiences for a generation reliant on technology.
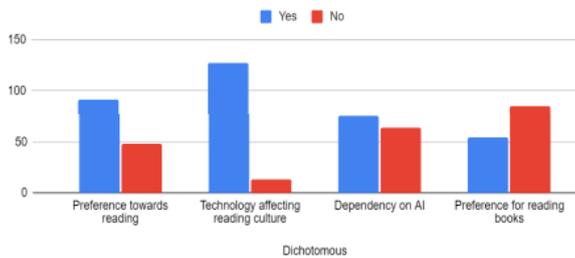
5. DATA ANALYSIS

Fig.1. Dichotomous Questions

Dichotomous questions are the questions which are answered in Yes or No. We asked our respondents whether they like reading or not and other few questions related to book reading according to which they have chosen their preferences. From the responses that we collected, 92 respond, AI is a software-based modern technology that improves communication systems. As a result, certain digital educational applications have been launched using AI.

As a result, the usage of AI and digital applications in education has risen during the COVID-19 epidemic. Because all institutions, universities, and schools were closed for a period of time owing to the epidemic, the interruption in studies had an influence on student productivity. As a result, digital applications and AI enable students to continue their education using these tools. Aside from that, digital education applications and platforms have a significant impact on society's youth. Students must stay at home and use digital tools to continue their education, which has an impact on their communication abilities and positively about their liking towards reading while the other 48 said that they didn't enjoy reading as much. The ratio is slightly high towards the dependency on AI part as 76 respondents have said yes while the other 64 said no. The importance of physical books can be seen as 85 respondents among the 140 responses have preferred reading offline/physical books than online/e-books.
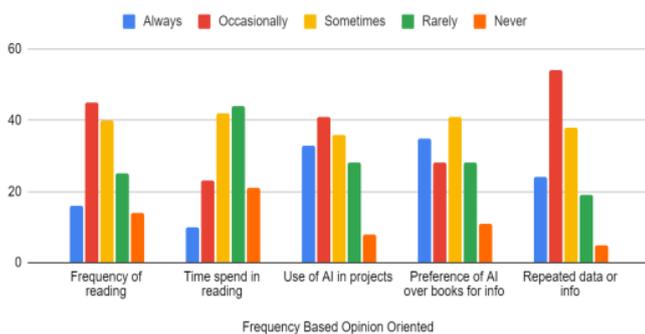

Fig.2. Frequency based questions

Frequency based questions are inquiries that revolve around the occurrence, repetition, or distribution of events, actions, or phenomena within a certain timeframe or context. For our research, we asked a few questions like 'how much time does the respondent spend reading?' 'using AI for projects' and etc. From which we got to know that there are people who like reading but never read and the people who do, don't do it on a daily basis. There are 16 people out of 140 who read on a daily basis for a time span of 2-3 hours. From this research we understand that the use of AI is slightly higher than referring to physical books for any project or educational purpose. The graph of data being repeated if extracted from AI is what most of the people have agreed upon. We did get to know that people rarely spend time reading.
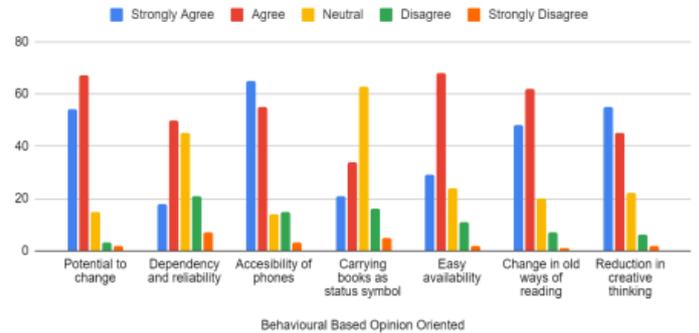

Fig.3. Behavioral-based opinion-oriented questions

Behavioral-based opinion-oriented questions delve into understanding individuals' attitudes, preferences, and opinions through their observed actions or behaviors. They help us understand why people behave in a certain way and what factors influence their opinions. From this research we understood that people accept the fact that AI has potential to change the way today's youth perceive reading but there are only few people who depend and rely on the data completely. In today's world carrying a book has become a status symbol to which 21 respondents strongly agree while the others are agreeing and also have neutral thoughts about the same. Phones are more accessible and handy now-a-days but high use of them does reduce people's creativity.
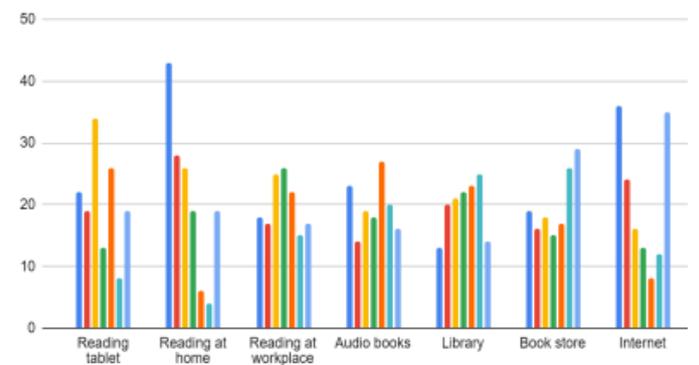

Fig.4. Rating based on Question

Rating based questions are a method of gathering quantitative data by asking participants to assess or evaluate items, experiences, or concepts based on a predetermined scale. In this research we asked our respondents about how they like to read? Maximum number of people responded that they like reading at home. Few of them like reading from the internet and the others like reading from various other platforms like audio books, reading tablets, in the library or in the book store.
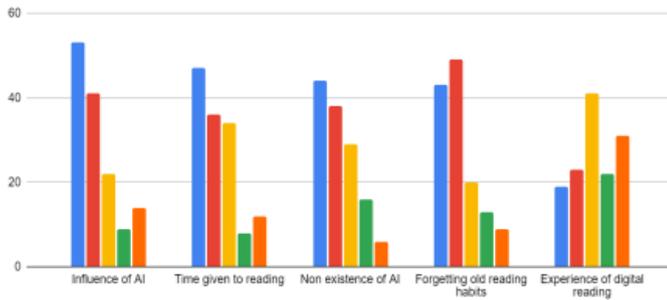
Fig.5. Ordinal Rating Questions

Ordinal Rating Questions in research involve asking respondents to rank or rate items, experiences, or concepts based on a predetermined order or scale. This research made us understand that there is a high influence of AI on people and their reading ability. Due to AI driven data people have forgotten their old reading habits. Now-a-days, people prefer gathering information from online sites or AI apps rather than referring to physical books.
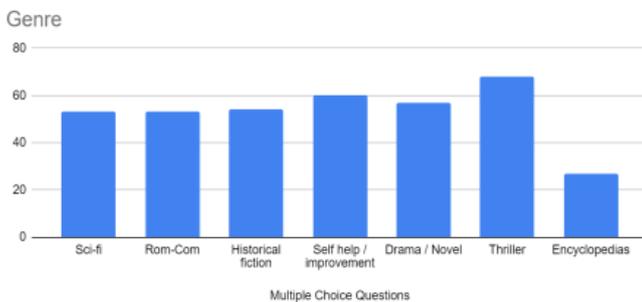

Fig.6. MCQs

Multiple choice questions (MCQs) are a common type of assessment tool used in various fields, including education, research, and evaluation. They present respondents with a question or statement followed by several options, of which only one is correct or the best fit according to the question. In our research ,we found out that the genre that excites people to read is "Thriller" , following it is "Self-help or improvement". Then comes "drama/novel" where 57 people like either of them. Next genres are "Historical" , "Sci-fi" and "Rom-com". People mostly do not like to read "Encyclopedias", which is what we have found out from our research.

5.1 RECOMMENDATIONS

Recommendation in research includes the summary of every subjective/open-ended question. The researchers should carefully examine the questionnaire and gather the information mentioned in the last subjective question.

In our case , we asked our respondents to write about the book that got them into reading. Majority of the people mentioned the book name "Rich Dad Poor Dad" by Robert T. Kiyosaki and Sharon Lechter, the other book was "Ikigai" by Hector Garcia and Miralles Francesc. The genre of both books is different from each other's.

The genre that 'Rich Dad Poor Dad" revolves around is completely different from the genre of "Ikigai". The book "Rich dad Poor dad" is a 1997 book written by Robert T. Kiyosaki and Sharon Lechter. It advocates the importance of financial literacy (financial education), financial independence and building wealth through investing in assets, real estate investing, starting and owning businesses, as well as increasing one's financial intelligence genre is finance non- fiction. Ikigai; Genre: self help. Ikigai is a Japanese concept that means your "reason for being." 'Iki' in Japanese means life and 'gai' describes value or worth. That is, Ikigai tells us to know our worth or value of life and the ways or methods through which Japanese people live a longer and peaceful life and what all ways and methods we can adapt.

6. CONCLUSION

AI has a varied impact on juvenile reading culture, with both positive and bad implications. While AI technologies provide unparalleled access to knowledge and individualized reading experiences, they also introduce risks such as information overload and the loss of critical thinking skills. As we traverse this changing landscape, it is critical to promote a balanced approach that capitalizes on the benefits of AI while protecting the intrinsic value of traditional reading habits and fostering critical interaction with digital content. The emergence of AI has significantly impacted several aspects of human existence, including how information is consumed and digested, particularly among youth. The convergence of AI and reading culture in the younger age presents both intriguing chances for improved learning and obstacles that may impede knowledge inclusion. This conclusion summarizes the effects of AI-fed data on teenage reading culture, highlighting the consequences for knowledge inclusion.

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