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Analytical study on National Education Policy 2020 of Library & Information Sciences (LIS) Education

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Abstract:

This study examines the impact of India's National Education Policy (NEP) 2020 on Library &Information Science (LIS). The research analyzes the current state of LIS education in India identifies key changes proposed by the NEP and evaluates their potential effects on LIS curricula teaching methodologies and student outcomes Through a mixed-methods approach combining survey data expert interviews and policy analysis the study reveals significant opportunities for modernizing LIS education in alignment with global trends and industry needs The findings suggest that implementing NEP recommendations could enhance the quality and relevance of LIS programs improve student employability and contribute to the development of a robust knowledge economy in India However, challenges related to infrastructure faculty training and resource allocation need to be addressed for successful implementation.

Keywords: *LIS education, knowledge economy, resource allocation*

1. Introduction:

The National Education Policy (NEP) 2020 introduced by the Government of India, marks a significant shift in the country's approach to education. This comprehensive policy aims to transform the Indian education system at all levels from elementary to higher education, with a focus on holistic, multidisciplinary learning and skill development (Ministry of Human Resource Development, 2020)[1]. As the field of Library and Information Science (LIS) continues to evolve rapidly in the digital age the NEP presents both opportunities and challenges for LIS education in India. LIS education in India has a rich history dating back to 1911 when the first formal training program was established at the Central Library in Baroda (Kumar & Sharma 2010)[2] Over the years, LIS education has expanded significantly with numerous universities and institutions offering programs at various levels However the field has faced criticism for not keeping pace with technological advancements and changing information needs of society (Mahapatra 2006)[3]. The NEP 2020 emphasizes the importance of digital literacy research and innovation - areas that are central to modern LIS practice. This alignment presents a unique opportunity to reassess and

[1] Ministry of Human Resource Development (2020). National Education Policy 2020
[2] Kumar,S.L. & Sharma, A. K. (2010). Fifty years of library and information science education in India: A chronology of events
[3] Mahapatra, G. (2006). LIS education in India Emerging paradigms challenges and propositions in the digital era In Asia-Pacific

revitalize LIS education in India This study aims to analyze the potential impact of the NEP on LIS education identify key areas for improvement and propose strategies for effective implementation of the policy recommendations in the LIS curriculum.

2. Literature Review:

2.1 Evolution of LIS Education in India:

LIS education in India has undergone significant changes since its inception (Satija 1999)[4] provides a comprehensive overview of the historical development of LIS education in India, tracing its roots from the early 20th century to the modern era. The field has grown from certificate courses to full-fledged doctoral programs reflecting the increasing importance of information management in society.

2.2 Challenges in LIS Education:

Several studies have highlighted the challenges facing LIS education in India (Mahapatra, 2006)[5] identifies issues such as outdated curricula inadequate infrastructure and a lack of qualified faculty as major impediments to quality LIS education (Singh and Wijetunge, 2006)[6] emphasize the need for standardization in LIS curricula across Indian universities to ensure consistent quality.

2.3 Impact of Technology on LIS Education:

The rapid advancement of information and communication technologies has significantly impacted LIS education globally (Chu 2010)[7] discusses the need for LIS programs to incorporate emerging technologies and digital skills to prepare students for the changing job market In the Indian context, (Varalakshmi 2009)[8] argues for a more technology-oriented curriculum to viaduct the gap between LIS education and industry requirements.

2.4 National Education Policy & Higher Education:

[4] Satija M. P (1999). Doctoral research in library and information science in India some observations and comments
[5] Mahapatra, G. (2006). LIS education in India Emerging paradigms challenges and propositions in the digital era In Asia-Pacific
[6] Singh, J.& Wije tunge, P. (2006). Library and information science education in South Asia: challenges and opportunities in Asia-Pacific
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[8] Varalakshmi, R. S. R. (2009). Curriculum for digital libraries An analytical study of Indian LIS curricula

While literature specifically addressing the impact of NEP 2020 on LIS education is limited because of the policy's recent introduction several studies have examined its broader implications for higher education in India (Kumar et al 2021)[9] analyze the potential of NEP to transform the Indian higher education landscape highlighting its focus on multidisciplinary learning and research (Aithal and Aithal 2020)[10] discuss the policy's emphasis on developing 21st century skills and its potential to improve the global competitiveness of Indian higher education.

2.5 Global Trends in LIS Education:

To provide context for the potential changes in Indian LIS education it is essential to consider global trends in the field (Audunson and Shuva, 2016)[11] discuss the shift towards information science and digital technologies in LIS curricula across Europe and North America (Tammaro 2011)[12] emphasizes the importance of internationalization and collaboration in LIS education to prepare students for a globalized information environment.

3. Research Gaps:

This literature review reveals a gap in research specifically addressing the implications of NEP 2021 for 115 educations in India. The present study aims to fill this gap by providing a comprehensive analysis of the policy's potential impact on LIS curricula teaching methodologies and overall educational outcomes.

4. Research Question:

The researches address the following questions:

(i) What are the current challenges and limitations in LIS education in India?
(ii) How does the NEP 2020 address these challenges and what new opportunities does it present for LIS education?
(iii) What changes are required in LIS curricula, teaching methodologies, and infrastructure to align with the NEP recommendations?
(iv) How can LIS educators and institutions effectively implement these changes?

By dealing with these questions, this study contributes to the ongoing discourse on the future of LIS education in India and provides actionable insights for policymakers' educators and institutions.

[9] Kumar, K., Prakash, A.& Singh, K. (2021). How National Education Policy 2020 can be a lodestar to transform future generation in India
[10] Aithal P. S.& Aithal,S.(2020). Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives
[11] Audunson, R. & Shuva, N. Z. (2016). Digital library education in Europe A survey
[12] Tammaro, A.M. (2011). Library and information science education in Italy: Overview and perspectives

5. Objectives of the Study:

Several objectives can be pursued in the examination of LIS within the framework of the NEP 2020.

(i) To evaluate how LIS contribute to NEP 2020
(ii) To evaluate LIS in India as stand today
(iii) To find modern techniques and best practices in LIS
(iv) To assess how well LIS services work

6. Methodology of the Study:

This study utilizes a mixed-methods approach to provide an inclusive analysis of the impact of NEP 2020 on LIS education in India. The methodology consists of four main components:

6.1 Policy Analysis:

A thorough analysis of the National Education Policy 2020 document was conducted focusing on sections relevant to higher education and professional training Key points related to curriculum design pedagogical approaches, skill development and research were identified and examined in the context of L.IS education.

6.2 Survey of LIS Educators and Professionals:

Dr. S. R. Ranganathan, called father of Library and Information Science (LIS) in India, had started a training school in Madras University in 1937. In 1964, the government of India constituted a UGC Review Committee for library education to reorganize these courses. Dr. S. R. Ranganathan was the chairman of the committee. On the recommendations of the committee these courses had been closed and in 1965 Bachelor degree courses (B.Lib. Sc.) were started in place of diploma courses. Hence so many colleges and universities established new departments for Library and Information Science. Madras University (1937), Banaras Hindu University (1947), Delhi University (1947), A.M.U. Aligarh University (1958) etc. Since 1965 these Bachelor degree courses are running efficiently in various universities and imparting library education to the needer of it. Master degree courses are also running in various universities of the country. A national conference was held in 1966 in Delhi University, in which the matter for starting M. Phil and Ph. D. programmes was considered and recommended. It is resulted to regularize the Ph. D. Programmes in various universities since then. In this field, some of famous universities are running these Ph. D. programmes.

Libraries are treated the heart of educational set up and system, and play a vital and important role in the development of a country. The libraries of today are not only the store house of the books but also are the analysis centers of information, hence their responsibilities towards the users increase from the point of view of the utility and application of the information. Today, in the libraries, various functions related with information providing for the users are executed for which libraries need a experienced, skillful, and technically expert person, which is called a librarian. But the LIS has become a technical profession, by which the librarian must have the high ideal personal abilities and qualities along with educational, technical, professional and other general qualifications.

6.3 Sample Design:

250 respondents sampling method Stratified random sampling to ensure representation from different regions and types of institutions

Table No. 1: Distribution of Samples

	Rural	Urban	Total
Boys	65	70	135
Girls	55	60	115
Total	120	130	250

6.4 Expert Interviews:

Semi-structured interviews were conducted with 15 experts in the field of LIS education including department heads senior faculty members and industry professionals. These interviews provided in-depth perspectives on the challenges and opportunities presented by the NEP for LIS education.

6.5 Comparative Analysis:

A comparative analysis of LIS curricula from selected Indian universities and leading international institutions was performed to identify gaps and areas for improvement in light of the NEP recommendations.

7. Data Collection and Analysis of Collected Data:

Primary data for this research study were collected through the survey is comprises the details about the identification and selection of sample, tools like questionnaire administrated for collection of data, the nature and forms of data collected, sources and methods of collecting data, analysis and presentation of data.

An online survey was distributed to LIS educators and professionals across India to gather insights on the current state of LIS education and perceptions of the NEP's potential impact The survey included both closed-ended and open-ended questions covering topics such as curriculum content, teaching methods, infrastructure and industry alignment.

8. Findings/ Results and Interpretations

It has been observed from the survey that most of the LIS educators and professionals are perceived challenges in LIS Education. And analysis of the NEP 2020 documents revealed several key areas that have direct implication for LIS education.

8.1 Current State of LIS Education in India: The survey of LIS educators and professionals revealed several key findings regarding the current state of LIS education in India:

Table – 2: Perceived Challenges in LIS Education

Challenge	Percentage of Respondents
Outdated curriculum	78%
Inadequate infrastructure	65%
Lack of industry collaboration	62%
Insufficient focus on practical skills	58%
Limited research opportunities	52%

The data indicates that the majority of respondents perceive the curriculum as outdated, which aligns with findings from previous studies (Mahapatra 2006) Additionally inadequate infrastructure and limited industry collaboration emerge as significant challenges.

8.2 NEP 2020 and Its Relevance to LIS Education:

Analysis of the NEP 2020 document revealed several key areas that have direct implications for LIS education:

i) Emphasis on multidisciplinary education
ii) Focus on digital literacy and emerging technologies
iii) Promotion of research and innovation
iv) Encouragement of industry-academia partnerships
v) Flexibility in curriculum design and credit transfer

The policy's focus on these areas presents significant opportunities for modernizing LIS education in India. For instance, the emphasis on multidisciplinary education aligns well with the

evolving nature of the LIS field, which increasingly intersects with areas such as data science, digital humanities and information architecture.

8.3 Perceived Impact of NEP on LIS Education:

The survey and expert interviews provided insights into how LIS educators and professionals perceive the potential impact of NEP 2020 on LIS education:

Table – 3: Perceived Impact of NEP on LIS Education

Perceived Impact of NEP on LIS Education	Agerage Score (%)
Curriculum Modernization	52.5%
Research Opportunities	47.5%
Industry Collaboration	50.0%
Teaching Methods	47.5%
Student Employability	52.5%

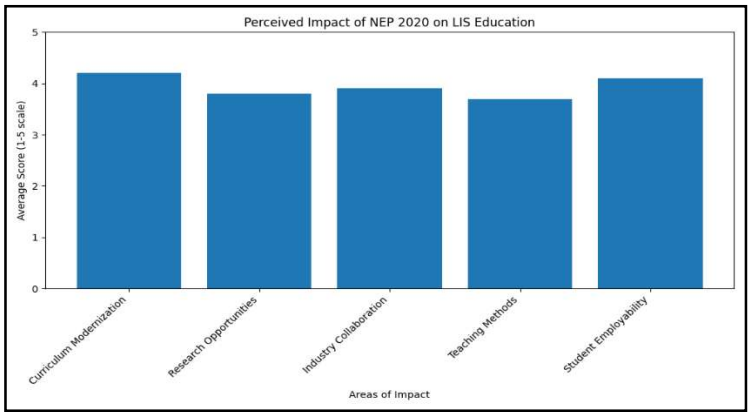

Figure – 1: Perceived Impact of NEP 2020 on LIS Education

The graph indicates that LIS educators and professionals expect the NEP to have the most significant impact on curriculum modernization and student employability this aligns with the policy's emphasis on updating curricula to meet contemporary needs and improving the overall quality of higher education.

8.4 Proposed Changes to LIS Curricula:

Based on the analysis of NEP recommendations and feedback from experts the following key changes to LIS curricula are proposed.

(i) Integration of data science and analytics courses
(ii) Enhanced focus on digital preservation and curation
(iii) Inclusion of emerging technologies (eg Al blockchain) in information management

(iv) Strengthening of information literacy and critical thinking components
(v) Incorporation of project-based learning and internships

Table – 4: Proposed Curriculum Changes and Their Alignment with NEP Objectives

Proposed Change	NEP Objective Addressed
Integration of data science	Digital literacy Multidisciplinary education
Digital preservation focus	Emerging technologies Research promotion
Emerging technologies in IM	Digital literacy, Industry relevance
Information literacy emphasis	Critical thinking, Holistic education
Project-based learning	Practical skills, Industry collaboration

8.5 Challenges in Implementing NEP Recommendations:

While the NEP presents numerous opportunities for improving LIS education several challenges need to be addressed for successful implementation:

i) Infrastructure development: Upgrading existing facilities and acquiring new technologies require significant investment.
ii) Faculty training Educators need to be trained in new technologies and pedagogical approaches
iii) Industry partnerships Establishing and maintaining meaningful collaborations with the industry can be challenging
iv) Curriculum redesign developing a flexible multidisciplinary curriculum while maintaining core LIS competencies requires careful planning.
v) Regulatory hurdles Existing regulations may need to be modified to accommodate the proposed changes.

8.6 Strategies for Effective Implementation:

To address these challenges and maximize the benefits of the NEP for LIS education the following strategies are recommended:

i) Phased implementation Introduce changes gradually starting with pilot programs in selected institutions.
ii) Collaborative curriculum development Involve industry experts' alumni and international partners in curriculum redesign.
iii) Faculty development programs Organize regular workshops and training sessions to update faculty skills.
iv) Investment in digital infrastructure Prioritize the development of digital libraries market spaces, and virtual learning environments.

v) Promotion of research Establish research centers and encourage faculty-student collaborative projects.
vi) International collaborations Partner with leading global institutions for knowledge exchange and joint programs.

9. Conclusions:

The National Education Policy 2020 presents a significant opportunity to transform LIS education in India, by emphasizing multidisciplinary learning digital literacy and industry relevance the policy aligns well with the evolving needs of the LIS field The findings of this study indicate that LIS educators and professionals are optimistic about the potential impact of the NEP on curriculum modernization, research opportunities, and student employability.

However successful implementation of the policy recommendations requires addressing challenges related to infrastructure, faculty training and curriculum redesign. By adopting a phased approach fostering collaborations and investing in digital resources, LIS education in India can be revitalized to meet the demands of the 21st-century information landscape

This study contributes to the ongoing discourse on the future of LIS education in India by providing evidence-based insights and actionable recommendations Future research could focus on monitoring the implementation of NEP recommendations in L.IS programs and assessing their long-term impact on student outcomes and the broader LIS profession in India.

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