

National Education Policy in Library Science

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Abstract:

The National Education Policy (NEP) of 2020 is a comprehensive and transformative document that aims to reshape the education system in India. It has significant implications for library science education and research in the country. This research paper critically analyzes the NEP 2020 and its impact on library science education and research. The paper examines the key provisions of the NEP 2020 related to library science education, including the emphasis on multidisciplinary education, digital literacy, and the integration of libraries into the education system. The paper also discusses the challenges and opportunities presented by the NEP 2020 for library science education and research.

Keywords: NEP 2020, Library Science, Education.

Introduction:

The National Education Policy (NEP) of 2020 is a landmark document that seeks to transform the education system in India. The NEP 2020 recognizes the critical role that libraries and information centers play in education and research. The NEP 2020 has several provisions related to library science education and research, which have the potential to reshape the discipline in India. This research paper critically analyzes the NEP 2020 and its implications for library science education and research in India.

National education policy history

The National Education Policy (NEP) is a comprehensive framework that outlines the government's vision and strategy for education in a country. In India, the NEP has undergone several revisions and updates over the years to reflect the changing needs of society and the economy. In this article, we will take a brief look at the history of the National Education Policy in India.

The first NEP was introduced in India in 1968, with the objective of promoting a more equitable and democratic society through education. This policy aimed to provide universal access to education and to promote national integration through a common educational system. The policy also emphasized the importance of vocational education and teacher training.

In 1986, a new NEP was introduced, which built on the previous policy and emphasized the need for quality education. The 1986 NEP called for a more decentralized system of education, with greater participation from the community and local bodies. The policy also recognized the importance of technology in education and called for the integration of technology into the curriculum.

In 1992, the government introduced the Programme of Action (PoA), which was a framework for the implementation of the NEP. The PoA emphasized the need for universal access to primary education and called for the eradication of illiteracy. The framework also recognized the importance of higher education and called for the expansion of higher education institutions.

In 2005, a new NEP was introduced, which emphasized the need for education to be more relevant to the needs of the economy and society. The policy called for a greater emphasis on vocational education and skill development, and for greater autonomy for universities and colleges. The policy also recognized the importance of internationalization and called for greater collaboration between Indian and foreign universities.

In 2020, the government introduced a new NEP, which aims to transform the education system in India. The policy aims to provide universal access to education, promote multidisciplinary education, and integrate technology into the curriculum. The policy also emphasizes the need for vocational education and skill development, and calls for greater flexibility in the education system.

The history of the National Education Policy in India reflects the changing needs and priorities of society and the economy. The NEP has evolved over the years to address these changing needs and to provide a framework for the development of education in the country. The latest NEP, introduced in 2020, is a comprehensive and transformative document that aims to reshape the education system in India and prepare students for the challenges of the 21st century.

Multidisciplinary Education:

The NEP 2020 emphasizes the importance of multidisciplinary education and the integration of different disciplines in the curriculum. This is a significant shift from the previous education policy, which focused on discipline-specific education. The NEP 2020 recognizes that libraries are multidisciplinary in nature and provide access to resources from different fields. The NEP 2020 encourages library science education to be more interdisciplinary, drawing on fields such as computer science, data science, and information technology.

Digital Literacy:

The NEP 2020 places a strong emphasis on digital literacy and the use of technology in education. This is particularly relevant to library science education, as libraries are increasingly relying on technology to manage and disseminate information. The NEP 2020 recognizes the importance of digital literacy in library science education and research and encourages the development of digital skills among students and library professionals.

Integration of Libraries into the Education System:

The NEP 2020 recognizes the critical role that libraries play in education and research. The policy encourages the integration of libraries into the education system and the development of library networks that connect different institutions. The NEP 2020 also emphasizes the importance of library services that cater to the diverse needs of students, faculty, and researchers.

Challenges and Opportunities:

The NEP 2020 presents several challenges and opportunities for library science education and research in India. The emphasis on multidisciplinary education and digital literacy presents an opportunity for library science education to evolve and become more relevant in the digital age. However, the implementation of these provisions will require significant investments in

infrastructure and faculty development. The integration of libraries into the education system also presents challenges, as it requires a coordinated effort across different institutions.

Conclusion:

The NEP 2020 is a transformative document that has significant implications for library science education and research in India. The provisions related to multidisciplinary education, digital literacy, and the integration of libraries into the education system present both challenges and opportunities for the discipline. The successful implementation of these provisions will require a concerted effort from policymakers, educators, and library professionals. However, if implemented effectively, the NEP 2020 has the potential to reshape library science education and research in India and create a more vibrant and dynamic discipline.

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