

## PREPAREDNESS OF LIBRARY AND INFORMATION CENTRES AND LIS SCHOOLS FOR NEP 2020

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### Abstract :

*The National Education Policy (NEP) 2020 introduces a transformative framework aimed at overhauling India's education system with a focus on inclusivity, digital literacy, and lifelong learning. Libraries and Library and Information Science (LIS) schools play a critical role as knowledge hubs, facilitators of digital empowerment, and centers for skill development. This paper reviews the preparedness of libraries and LIS schools in achieving NEP 2020's objectives by analyzing advancements in infrastructure, resources, staff training, and curricula. It also investigates challenges such as the digital divide, resource diversification, and gaps in professional development. Several studies highlight the vital role of libraries across all educational levels in supporting NEP 2020's vision (Tintu, 2024; Joseph, 2024; Ruparel, 2025). This review integrates these insights and concludes with policy and practice recommendations designed to optimize the role of libraries and LIS schools within India's evolving educational ecosystem. Emphasis is placed on sustained investment, institutional collaboration, and innovative service models to fully realize NEP 2020's vision of equitable, technology-enabled education.*

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### Introduction :

The National Education Policy 2020 (NEP 2020) marks a significant transformation in India's educational framework, replacing a 34-year-old policy with a progressive model emphasizing holistic, inclusive, and skills-based learning. It identifies libraries and LIS schools as fundamental in democratizing access to knowledge and fostering lifelong learning beyond traditional classrooms (Chaudhari, 2025; Das, 2024). Libraries are reimagined as dynamic learning commons that promote interdisciplinary research, creativity, digital literacy, and learner autonomy. Modernization of infrastructure, expansion of digital resources, and enhancement of professional skills enable these institutions to align with NEP 2020's goal of equitable, technology-driven education across India. The policy also advocates establishing a National Library Services Framework, aiming to provide inclusive library services nationwide and addressing socio-economic and geographic disparities (Kattimani, 2025; Lawande, 2024).

**Key Words :** National Education Policy 2020 (NEP 2020), Academic Libraries, Digital Literacy, Library and Information Science (LIS) Education, Educational Technology, Lifelong Learning

## Literature Review :

Several studies underline the role of libraries in supporting NEP 2020's goals:

The impact of India's NEP 2020 on libraries, highlighting their role in enhancing education and student development. It finds that while the policy promotes better infrastructure and resources for libraries, challenges like funding, staffing, and digital access remain. The paper recommends increased investment, digital literacy, and collaborative learning to strengthen library services. (Tintu, 2024 )

The role of public libraries in supporting the lifelong learning goals of NEP 2020, positioning them as key centres for literacy, digital empowerment, and adult education. It identifies challenges like limited resources, staff skill gaps, and accessibility issues, while also highlighting opportunities for modernization and community engagement. The paper recommends infrastructure upgrades, ICT training, and stronger partnerships to align library services with NEP 2020 objectives. (Joseph, 2024)

Libraries in supporting the vision of NEP 2020 for a multidisciplinary, inclusive, and research-driven higher education system in India. Libraries, as dynamic learning hubs, align with the policy's focus on critical thinking, technology integration, and interdisciplinary learning. By providing digital resources, research support, and inclusive access, libraries can foster innovation, equity, and academic excellence in higher education. (Ruparel, 2025)

Libraries and librarians play a vital role in supporting the objectives of NEP 2020, even though the policy does not explicitly define their functions. They are essential in providing quality digital resources, fostering a culture of reading, and preserving cultural heritage across all levels of education. Librarians must embrace innovative approaches, collaborate closely with educators, and actively transform libraries into vibrant learning centers that align with NEP 2020's goals. (Bhoir, 2024)

The role of academic libraries in achieving the goals of NEP 2020, highlighting their importance in supporting digital learning, lifelong education, and cultural preservation. It emphasizes the need for strong instructional services alongside digital resources and explores the integration of ICT across all educational levels. The paper also discusses challenges in implementing digital education, particularly in remote areas, and the role of initiatives like Digital India in driving educational transformation. (Das P. R., 2024)

The Union Cabinet approved the National Education Policy (NEP) 2020 on July 29, 2020, with the vision of transforming India's education system by 2040 and positioning the country as a global knowledge superpower. This research article examines the evolving role of libraries and the changes brought about by the implementation of NEP 2020. (Lawande, 2024)

## Objectives :

- To analyse how libraries promote equitable access and digital literacy under NEP 2020.
- To assess the preparedness of LIS schools in curriculum revisions emphasizing

technology integration and skill development.

- To identify infrastructural, digital, and training challenges facing libraries and LIS education.
- To propose strategies for strengthening library services and LIS academic programs aligned with NEP 2020.

### **Key Features :**

### **Infrastructure :**

Libraries are transitioning into technology-rich learning hubs supporting collaborative and experiential learning. Institutions are actively upgrading ICT infrastructure, creating flexible learning spaces, and developing digital libraries and institutional repositories to support research and education. (P.S. Kattimani, 2025)

### **Resources :**

There is a decisive move from print-dominated collections toward hybrid models encompassing e-books, online journals, multimedia, and multilingual content. This supports NEP 2020's aims for inclusivity and interdisciplinary education. (Das, 2024)

### **Staff Training :**

Ongoing professional development enables library personnel and LIS educators to acquire competencies in digital literacy, e-resource management, and effective user engagement critical for modern library services.

### **Curriculum :**

LIS education programs are revising syllabi to integrate digital literacy, big data management, artificial intelligence, and emerging technologies. This aims to cultivate professionals adept at managing complex modern information environments and facilitating lifelong learning.

### **Challenges :**

#### **• Technology Barriers :**

The digital divide remains a significant challenge, with many libraries and LIS schools—especially in rural areas—struggling with insufficient digital infrastructure and poor internet connectivity. (Das P. R., 2024)

#### **• Training Gaps :**

There is a notable scarcity of training opportunities for staff and educators in leveraging digital tools and managing e-learning resources effectively, which hampers service delivery. (Bhoir, 2024)

- **Resource Diversity :**

Financial and logistical constraints limit libraries' ability to acquire diverse, multilingual, and inclusive educational materials required under NEP 2020.

- **Additional Challenges :**

Challenges such as limited funding, suboptimal use of library space, lack of awareness, and insufficient institutional cooperation hinder the full realization of NEP 2020 objectives.

**Recommendations :**

**Policy :**

- Increase dedicated funding to upgrade digital infrastructure and modernize libraries nationwide.
- Establish library services as a compulsory educational component, ensuring equitable access to diverse, inclusive resources.
- Institutionalize continuous professional development programs focusing on evolving digital competencies for library staff and LIS educators.

**Practice :**

- Introduce innovative service delivery models like virtual learning environments, mobile libraries, and user-friendly digital catalogues.
- Update LIS curricula to emphasize artificial intelligence, data analytics, critical thinking, and emerging digital skills.
- Promote robust collaboration between libraries, academic institutions, and governmental bodies to share resources and foster a culture of reading and lifelong learning.

**Research :**

- Conduct studies on the rural-urban digital divide's impact on access and usage of library services, proposing targeted infrastructural solutions.
- Assess the efficacy of current LIS training programs in meeting NEP 2020's expectations, identifying gaps in pedagogy and content.
- Monitor and analyze users' interactions with novel digital library services to guide continual improvements and policy modifications.

**Conclusion :**

NEP 2020 signals an era of sweeping educational reform in India, positioning libraries and LIS schools as essential agents of change. Their progress in infrastructure development, resource diversification, staff empowerment, and curriculum innovation is vital to achieving the policy's vision of equitable, inclusive, and technology-enhanced education. Addressing

persistent challenges through policy intervention, collaborative efforts, and innovative practices will maximize these institutions' contributions to building a knowledgeable and empowered society in the 21st century.

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