



NEW EDUCATION POLICY: ROLE OF LIBRARIES AND LIBRARIANS

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Abstract :

The National Education Policy (NEP) in India, implemented in 1968, aims to provide primary education through higher education to all citizens. The policy emphasizes equity, accessibility, quality, affordability, and accountability. It includes reforms in school education, early childhood care and education, and the use of technology in education. Librarians play a crucial role in implementing the NEP, developing libraries and utilizing technology to enhance teaching, learning, and research. The NETF supports the use of technology in education, ensuring all stakeholders, including librarians, are involved. The NEP's substantial impact on the education system requires active participation from all stakeholders, including librarians.

Keywords: National Education Policy, Education Policy, Accessibility, Education

Introduction :

Every individual has the right to an education. Education serves as a tool for an individual's growth and development. This promotes equality and is a critical component in the growth of a society or nation. To ensure same, the government has implemented the National Education Policy (NEP) in 1968, with the goal of providing primary education through higher education to all citizens. The government revises the national education policy (NEP) on a regular basis. These revisions ensure that the country's education level is in line with global norms and needs. The most recent reform occurred in 2020, when the 34-year-old (1986) education policy was replaced with the core pillars of Access, Equity, Quality, Affordability, and Accountability.

The New Education Policy (NEP) is a comprehensive document outlining the government's strategy for the education sector. The strategy was developed following extensive talks with education stakeholders, and it strives to give a holistic and complete approach to education. The National Education Policy (NEP) is likely to have a substantial impact on the education system, and its implementation would necessitate the active participation of all stakeholders, including librarians. This article looks at India's New Education Policy and what it means for librarians.^[1]

Overview of New Education Policy :

The Government of India released the New Education Policy on July 29, 2020. The policy supersedes the previous National Policy on Education, which was last changed in 1992. The National Education Policy (NEP) is a comprehensive policy that aims to restructure India's education system and give a more holistic and complete approach to education. The policy is

founded on the ideals of equity, accessibility, quality, affordability, and accountability. The following are some of the NEP's primary features:

1. **Education Universalization:** By 2030, the NEP seeks to give universal access to education from pre-school to high school. This includes ensuring that children from underprivileged backgrounds have access to high-quality education.
2. **Early Childhood Care and Education (ECCE):** The policy recognizes the importance of ECCE in children's overall development and intends to offer access to quality ECCE to all children aged 3-6 years.
3. **School Education Reforms:** The NEP offers various school education reforms, including a new curricular framework that is more flexible, interdisciplinary, and experiential in nature. The policy also calls for the implementation of a 5+3+3+4 curricular and pedagogical structure that includes 12 years of education.
4. **Higher Education changes:** The NEP proposes various higher education changes, including the creation of a single regulating agency for all higher education institutions and the implementation of a multi-disciplinary approach to education.
1. **NEP 2020 – Introduction** - *The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.*
5. **Technology in Education:** The policy emphasizes the use of technology in education and recommends the establishment of a National Educational Technology Forum (NETF) to support its usage.

The elements outlined in the policy are specifically created in accordance with the 2030 agenda for Sustainable Development. This would additionally contribute to the transformation of India into a dynamic knowledge-based society and a global powerhouse of knowledge. The strategy aims to enhance the quality of education in both schools and colleges by making it more comprehensive, adaptable, interdisciplinary, and aligned with the demands of the 21st century.

The policy has placed significant emphasis on integrating technology into education to facilitate online and digital learning, as well as adopting a bilingual approach to deliver education to children in both urban and rural areas of India.

2. What the NEP means for Librarians?

The policy has placed significant emphasis on integrating technology into education to facilitate online and digital learning, as well as adopting a bilingual approach to deliver education to children in both urban and rural areas of India.

The government has introduced a proposal for the establishment of the National Educational Technology Forum (NETF), an independent organization aimed at facilitating the unrestricted exchange of ideas regarding the utilization of technology to improve students' learning experiences^[2]. The NEP 2020 includes several other platforms aimed at promoting education at different stages and for individuals of all ages. In order to achieve this objective and guarantee the accessibility of accurate information to students, the library must assume a significant role.

Both traditional and online libraries play a crucial part in the advancement of society. The library serves as a repository of knowledge, providing accessible information for student's

at all educational levels, from primary school to university. Therefore, libraries must play a significant part in this transformation and in fulfilling the 2030 objective of Sustainable Development, therefore contributing to the success of NEP 2020.

The NEP has various ramifications for librarians in India. Some of them are as:

1. The National Education Policy (NEP) acknowledges the crucial significance of libraries in education and suggests the implementation of libraries in every educational institution, including schools, colleges, and universities. The policy acknowledges libraries as significant educational environments that foster reading, investigation, and analytical reasoning.
2. The NEP prioritizes the incorporation of technology in libraries and suggests the establishment of a National Educational Technology Forum (NETF) to streamline the integration of technology in education. Librarians will be required to incorporate technology into their libraries in order to facilitate and enhance teaching, learning, and research activities.
2. ***Section 23.3 NEP 2020 – Technology use and Integration.***
3. The NEP introduces a novel curricular framework that emphasizes flexibility, interdisciplinary, and experiential learning in collaboration with teachers. Librarians must engage with teachers to create and execute inventive teaching and learning methods that align with the updated curriculum framework.
4. The NEP acknowledges the significance of professional development for teachers and suggests several strategies to improve the abilities and expertise of teachers. Librarians must engage in ongoing professional development to stay updated on advancements in education and technology.
5. The NEP advocates for the utilization of Open Educational Resources (OERs) as a means to foster fairness, excellence, and cost-effectiveness in education. Librarians will have the responsibility to select and promote Open Educational Resources (OERs) in their libraries to facilitate and enhance the processes of teaching, learning, and research.
6. The Digital Infrastructure for Knowledge Sharing (DIKSHA) platform is designed to address any potential language barriers that may exist between teachers and students, hence facilitating effective communication and knowledge transfer. The government intends to implement a national repository using technology to store and provide high-quality resources for foundational reading and numeracy. This is also done to ensure the constant availability and easy access to the resource at any time and from any location. The digital library must have a significant role in the implementation of this.
7. National Book Promotion ^[3] - The creation of information resources with a focus on students and readers. The books will be designed to inspire and entertain pupils at all levels, and will be interactive. They will be available in both local and Indian languages. According to the policy, these books will be accessible in both public and school libraries in order to foster a culture of reading. The initiative also addresses the establishment of libraries in remote locations and villages to enhance readership. This policy also addresses the establishment of diverse digital libraries to enable students, other users, and researchers to access libraries outside of school hours.

The National Book Promotion policy is designed with a focus on the fundamental principles of availability, accessibility, and quality. The purpose of this policy is to guarantee the accessibility of books to readers in different geographical locations, languages, proficiency levels, and genres.

8. **Online and Digital Education** ^[4] - In light of the rise of digital technologies and the growing significance of utilizing technology for educational purposes across all levels of schooling, from primary to tertiary education, this Policy proposes the following essential measures:

3. *Section 2.6-2.8 NEP 2020 - Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning*

4. *Section 23.3 NEP 2020 – Technology use and Integration*

a) **Pilot studies for online education:** Pilot studies will be conducted by appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc., to assess the advantages of incorporating online education and address the associated challenges. These studies will also investigate areas such as student device addiction and the most preferred formats of e-content. The findings of these preliminary investigations will be disseminated to the public and utilized for ongoing enhancement.

b) **Digital infrastructure:** It is necessary to allocate resources towards the development of an open, interoperable, adaptable, and publicly accessible digital infrastructure in the education sector. This infrastructure should be capable of being utilised by many platforms and solutions to address the challenges posed by India's large population, diverse needs, complicated environment, and widespread use of devices. This will guarantee that the technology-driven solutions do not become obsolete due to the swift progress in technology.

c) **Online teaching platform and tools:** The current e-learning platforms like SWAYAM and DIKSHA will be expanded to offer teachers a well-organized, user-friendly, and comprehensive range of supportive resources to track the development of learners. The current pandemic has highlighted the essential need for tools such as two-way video and two-way audio interfaces to facilitate online classes.

d) The project will establish a digital repository for content creation, which will include the development of coursework, learning games and simulations, as well as augmented reality and virtual reality experiences. This repository will also feature a transparent grading system where users can evaluate the effectiveness and quality of the content. Additionally, we will develop student-friendly tools such as applications and gamified platforms that focus on Indian art and culture. These tools will be available in several languages and will come with explicit operating instructions. A dependable backup system will be implemented to distribute e-content to pupils.

e) **Virtual laboratories:** The current e-learning platforms like DIKSHA, SWAYAM, and SWAYAMPRAKASHA will be utilized to develop virtual laboratories. This will ensure that all students have equal opportunities to engage in high-quality practical and hands-on experiment-based learning. The feasibility of ensuring sufficient accessibility for SEDG students and teachers via appropriate digital devices, such as tablets equipped with pre-installed content, will be examined and implemented.

9. **Public Library Spaces for Adult Education** – dedicated to adult education with a focus on achieving 100% literacy rates for both youth and adults. In order to enhance

the curation of knowledge, the construction of a conducive reading atmosphere, and the overall learning experience, it is imperative for libraries to engage in collaborative efforts with both one other and teachers.

3. **Library – An Education Hub :**

To have an education for all, ease out the availability and accessibility of the information resources, schools, institutions and libraries must provide a safe, welcoming place, where the individual can intellectually stimulated and where the Library becomes a Learning Hub.

A library is an educational facility that serves as a hub for learning, offering a diverse range of learning opportunities to pupils. All students shall have access to the relevant resources that promote learning. The librarian should construct the library environment in a manner that not only aids students in developing their abilities, but also assists in fostering their personal growth and preparing them for the future.

The NEP suggests that the Library should have the following collections available:

1. Digital
2. Multi-lingual
3. Multi-leveled books
4. Bi-lingual books
5. Indian literature with global literature
6. Blend of modern and classical literature in all languages
7. Books based on inquiry, critical thinking and problem solving
8. In addition to high-quality offerings in Indian languages and international languages, language learning is encouraged to help students learn about the cultures of the world and enrich their global knowledge.
9. Folklore and stories from different states
10. Resources to include pride in India, and it's diverse, ancient and modern culture and knowledge systems and traditions
11. And resources to lead to Global awareness (we cannot live in isolation)

The librarian's instructional practices and curriculum shall encompass the incorporation of casual situations. These dispositions will additionally aid in guaranteeing that the key principles outlined in NEP 2020 are fulfilled:

1. Achieving Foundational Literacy and Numeracy
2. Multidisciplinary and a holistic education
3. Emphasis on conceptual understanding
4. Creativity and critical thinking to encourage logical decision-making and innovation
5. Ethics and human & Constitutional values
6. Promoting multilingualism and the power of language in teaching and learning
7. Life skills such as communication, cooperation, teamwork, and resilience

8. Extensive use of technology in teaching and learning
9. Access for Divyang students, and educational planning and management
10. Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy
11. Outstanding research

To ensure such deliverables the Librarians shall undergo the reformed and rigorous training program. The librarian lesson plans shall include but not limited to the following skills when planning:

1. Scientific temper and evidence-based thinking
2. Creativity and innovativeness, problem-solving and logical reasoning
3. Sense of aesthetics and art
4. Oral and written communication
5. Collaboration and teamwork
6. Digital literacy and information literacy
7. Ethical and moral reasoning

The NEP 2020 also includes provisions for the concept of a teacher-librarian. Librarians should take use of this opportunity to enhance their career by requesting a minimum of 50 hours of continuous Professional Development per year, as mandated by the NEP 2020.

Conclusion :

Enhanced collaboration between library professionals and teachers is necessary to uphold the essential idea of education. In order to transform the library into an educational service center that offers a wide range of print and digital materials, as well as knowledgeable staff, it is imperative for them to take a leading position. Library professionals must anticipate future needs in order to ensure that the core values and the widespread availability of educational and informational resources, as outlined in the NEP 2020, are met.

The librarians will utilize the teacher education programme to develop curated resource content that is tailored to the readership. The ability to adapt to technology, genre, and other frameworks must be taken into consideration. Librarians should avail themselves of several professional programmes to enhance their skills and transition from the position of accountant to that of a teacher librarian, particularly those working in schools.

It is also noted that there is a need to enhance the shape and services of libraries and establish a learning environment that caters to students from all categories. The enhancement of the libraries will bolster their ability to align with the core tenets of education as outlined in the NEP. The Integrated Library System (ILS) or digital libraries must play a significant role in curating material according to user demands in order to encourage a culture of readership.

The establishment of a relationship between instructors, librarians, and the broad use of technology is necessary. These collaborations can only assist in ensuring that the fundamental principles of Access, Equity, Quality, Affordability, and Accountability are achieved.

The NEP 2020 has presented libraries and librarians with abundant opportunities for



their benefit. The study unequivocally demonstrates the significant role that libraries and librarians must fulfil in order to ensure its success.

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