

TRANSFORMING LIBRARIES: LEADERSHIP AND MANAGEMENT STRATEGIES IN THE ERA OF NEW EDUCATION POLICIES

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Abstract

The National Education Policy (NEP) 2020 positions libraries as pivotal in realizing its goals, transforming them from traditional repositories into dynamic hubs of learning and innovation. This research explores the evolving role of libraries in the digital age, emphasizing the integration of traditional library sciences with modern technologies such as digitization, virtual learning environments, and personalized educational pathways. By fostering a culture of collaborative learning and cross-disciplinary engagement, libraries can significantly contribute to the holistic and multidisciplinary education envisioned by the NEP 2020. This study addresses the practical challenges in implementing the NEP 2020, proposing strategies for libraries to support the policy's objectives. It aims to bridge the gap between policy formulation and effective execution, offering a model for library and information science professionals to identify and overcome implementation challenges. Through comprehensive analysis, the research envisions a future where libraries are central to an education system that promotes lifelong learning and research-driven development.

Keywords: NEP 2020, libraries, digitalization, collaborative learning, multidisciplinary education, lifelong learning, implementation challenges, library sciences, virtual learning environments, personalized education.

1. INTRODUCTION

The function of libraries emerges as a cornerstone for the achievement of the policy's objectives within the larger framework of the National Education Policy that will be implemented in 2020. Libraries are more than just places to store knowledge; they are also places that foster curiosity, make it easier to conduct research, and provide support for learning that continues throughout one's life. Taking this into consideration, the second portion of this introduction focuses on the vital role that libraries may play in the process of achieving the goals of the National Education Policy 2020. Libraries, like the rest of society, are required to adjust to the various methods of information distribution as the society evolves toward digitization. (Satpathy & Rana, 2023) The project investigates the possibility of combining the traditional approaches to library science with the most recent technology developments. The digitization of resources, the establishment of virtual learning hubs, and the provision of tailored learning routes are all component parts of this. It is also necessary for libraries to develop into lively hubs of collaborative learning, creativity, and interaction across academic lines. Libraries should become more than just physical facilities. (Rath et al., 2023)

In the process of navigating the complexity of the National Education Policy 2020 (NEP 2020), libraries have the potential to act as agents of change, supporting the policy's emphasis on research-driven learning and holistic education. The purpose of this study is to develop a forward-looking vision for libraries that is in line with the goals articulated in the National Education Policy 2020. This vision goes beyond the confines of traditional library science by embracing elements of technology, activities that involve the community, and creative pedagogies. Within the scope of this study, a comprehensive investigation into the difficulties associated with putting the National Education Policy 2020 into action is undertaken. This study aims to contribute to the bridge between policy formulation and effective implementation by examining the real-world hurdles that are encountered during policy execution. Additionally, the study intends to develop a model that LIS professionals can use to identify the challenges and issues that are associated with NEP 2020, which will ultimately contribute to the successful implementation of the policy. It aspires to pave the way for an education landscape that mirrors the comprehensive and transdisciplinary ambitions

of the National Education Policy 2020 (NEP 2020) by means of thorough analysis and innovative thinking. (Muralidharan & Singh, 2021)

2. LITERATURE REVIEW

Chaudhari, Y. S. (2023): In this article, the author discussed the ways in which the government and universities are redefining their roles in libraries for the National Education Program (NEP). The management libraries in the higher education sector are required to be formed as centers for student and research support, in addition to playing a custodial role, according to the report. The purpose of this article is to investigate the National school Policy 2020 and the function that library and information centers play in the school system. The NEP, on the other hand, has not provided a clear explanation of these possibilities. With that being said, libraries that own digital resources of high quality are obligated to communicate high-quality education. In accordance with the National Education Policy 2020, a number of educational levels will be implemented. These levels include foundational education, preparatory education, middle education, secondary education, under-graduation, post-graduation education stage, research stage, and lifelong learning stage. The National Education Policy (NEP) has placed a strong emphasis on the role of libraries in a variety of domains, including the protection of national history and the promotion of a culture of reading.

Shivarama, J., & Gujral, G. (2022): With regard to the promotion and implementation of pedagogies for online learning, digital education, and e-learning, this study places a strong emphasis on the role that libraries play. It traces the crucial role that libraries and information management centers play in achieving the full potential of the policy and understanding how technology is used and integrated in a variety of disciplines. In addition, the skill sets and competencies that are necessary to realize the full potential of NEP 2020 are underlined, followed by the role that information scientists and knowledge managers play in the process. To realize one's full human potential and to create a society that is equal and just, which ultimately leads to the growth of a nation, education is a fundamental right that should be extended to all people. The goal is to provide all people with access to high-quality education, which will help our nation become more economically powerful and more influential on a worldwide scale. Education of the

highest possible standard should be made available to all citizens of our nation in order to facilitate the growth and development of our nation. In the fourth Sustainable Development Goal (SDG), the focus is on ensuring that all people have access to opportunities for lifelong learning and quality education. In order to accomplish this objective, the educational system will need to be rethought in such a way that all of the essential goals may be accomplished by the year 2030. India's goal is to establish an educational system that ensures all students, regardless of their socioeconomic status, have equal access to education of the highest possible quality with equal opportunities.

Shukla, G. M., & Bajpai, R. P. (2020): The purpose of this article is to provide library professionals, educationalists, planners, and policymakers with valuable insights and essential outlines regarding the ways in which the country's libraries might be made more dynamic through the implementation of improved education policy. Education policy is a highly essential document that the government uses to encourage education at all levels, from elementary to higher educational, throughout the entire nation. There are currently two education policies that have been enacted by the government of India. Most recently, the central government has released his most recent third education program for the year 2020, which is scheduled to be implemented. The previous education policy, which had been in effect for 34 years, has been replaced by this new strategy, which is the first comprehensive policy of the 21st century. In the context of this essay, each of the three education policies of the country have been thoroughly examined, with a particular focus on academic libraries. Within the scope of this article, a comprehensive compilation of material on all three Indian education policies and their suggestions is presented, with a particular emphasis on libraries. With the use of this analytical approach, one can gain valuable insights into the opportunities and challenges presented by educational policies. In light of the current aspirations of the nation, a number of ideas and recommendations that are grounded in reality have been made for the construction of a library system that is focused on the community.

DEVKAR, M. R. D. (2022): In the current study, a number of aspects of the structure of the New National Education Policy and The Role of Librarian are investigated. After conducting a comprehensive search of the available literature, the investigator has gathered 84 research publications that are associated with the recently implemented national education policy, the

School Library, and the work of librarians. According to the investigator, the majority of the selected elements were discovered on the sampled articles of the new national education policy that was being investigated. The investigator also highlighted the S V Union High School Library. Through the use of an open education system, the National Education Policy 2020 will enroll two crores of children who are now not enrolled in school. The existing 10+2 system is going to be replaced with a new curricular structure that will correlate to ages 3-8, 8-11, 11-14, and 14-18 years respectively. The new structure will be 5+3+3+4.

2.1.Objectives

The present paper has following objectives.

- To provide a brief summary of the 2020 National Education Policy.
- To explain how libraries are changing in the context of National Education Policy 2020.

3. NEW EDUCATION POLICY 2020

The Prime Minister will serve as the chair of the National Education Commission, which will be the highest authority in the education sector, as per the New Education Policy 2020. The quality of Indian students is high, but because there isn't enough research done there, this quality doesn't help India. In fact, because there aren't enough chances for their knowledge and talents, these bright students leave India in quest of employment abroad. Acknowledging the excellence of Indians, India is using the brilliance of other nations for their own advancement by providing well-paying positions as servants to such deserving pupils. Such deserving students should be offered the chance to work in the nation in accordance with their qualifications if this quality is to be advantageous to the nation. In order for major corporations such as Facebook, Google, and Amazon to establish themselves in our nation, research must be given more priority. India does not conduct as much research as other nations.

The greatest feedback has been provided to students at all levels of society, from the lowest to the highest, in order to satisfy their knowledge needs. Ultimately, it appears that the nation will develop in a way that is appropriate. As a result, it is impossible to state that one level has received

more attention than another or that no level has been taken into account. According to the previous policy, it was difficult to carry out the study-teaching process effectively because of the gap between the education provided to the students and their interests. Therefore, how can the students be imparted with knowledge of the subject of interest, art, and skill, the students themselves will happily participate in acquiring that knowledge? As it is intended, the student will undoubtedly participate in the process in addition to gaining the knowledge necessary to earn the degree because he will learn more about the subject that interests him. Mahatma Gandhi believed that industrial education should get special attention. Whether or not a student obtains employment upon graduation, the skills they acquire will enable them to live a responsible and fulfilling life. Prior to the adoption of the new policy, the 10+2 phase was implemented, and the 5+3+3+4 phase was adopted. In summary, under the former strategy, the state government would have dedicated 12 years, and under the new policy, 15 years, to the serious consideration of student education. The New Education Policy 2020 suggests allocating 6% of India's GDP on education, the largest percentage recommended by the Commission to date. As of right now, 26.3 percent of students are enrolled in higher education, and by 2035, the commission hopes to raise that number to 50 percent. As per the New Education Policy 2020, significant attention has been given to the education of children in the age category of 3 to 18 years. Previously, kids in the age group of 6 to 14 years were entitled to free and compulsory education under the RTE Act 2009. Different educational levels will be introduced as part of NEP 2020.

4. FUNDAMENTAL EDUCATION STAGE (AGE GROUP 3-8 YRS.)

Table No. 1: Fundamental Education

Education class	Age
Nursery	4 years
Junior KG	5 years
Senior KG	6 years
First Standard	7 years
Second Standard	8 years

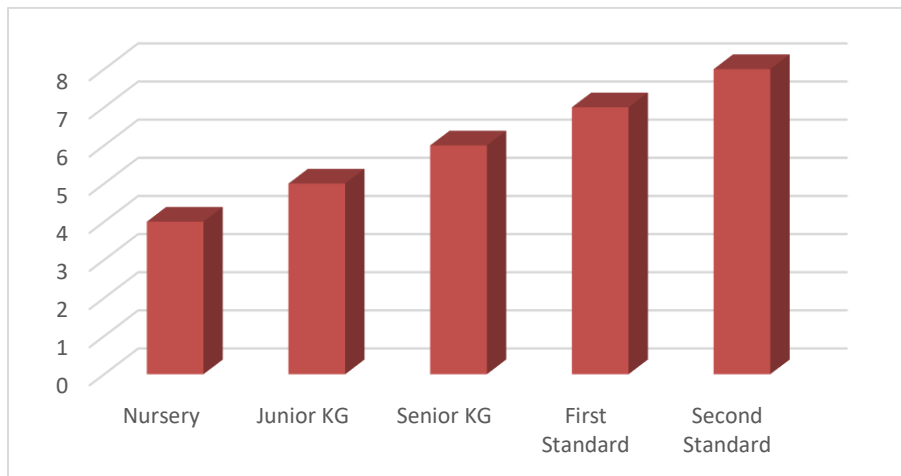


Figure 1: Graphical representation of Fundamental Education

The developing brain of a child continues until age six. The three-year-old child is included in the education stream during this time because they are learning a lot of new things. However, at this age, the goal is to impart knowledge through a variety of engaging games rather than providing them with any kind of book education. Children will be engaged in school for three years of pre-primary and five years of Clay I and II. Children at this age will learn a great deal from observation rather than through any form of assessment throughout this era.

4.1.Preparatory Education stage (Age group 9-11 Yrs.)

Table No. 2: Preparatory Education

Education Class	Age
Third Standard	9 years
Fourth Standard	10 years
Fifth Standard	11 years

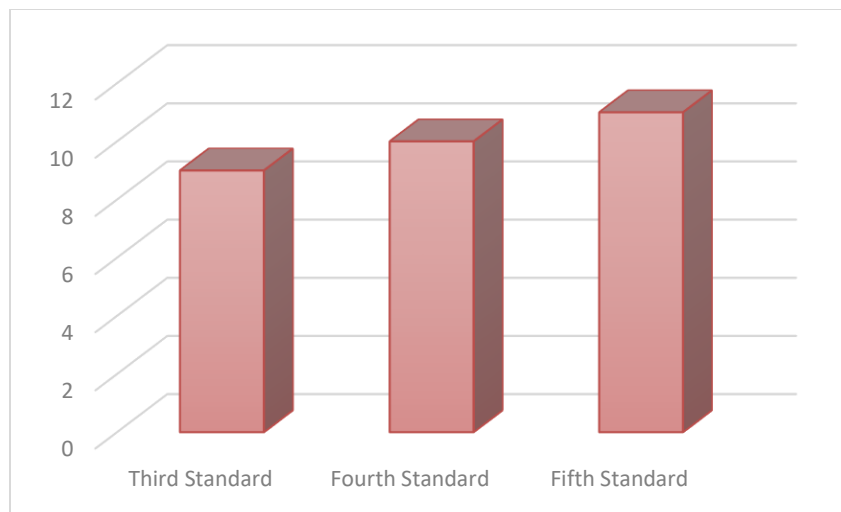


Figure 2: Graphical representation of Preparatory Education

The New Education Policy 2020's second phase will last three years, or the third, fourth, and fifth classes. During this time, children will learn through a variety of activities, and exams will begin. Mother tongue shall be used as the examination language. Education through mother tongue is prioritized in accordance with the psychological theory that the student's thoughts can be expedited through the language.

4.2.Middle Education stage (Age group 12-14 Yrs.)

Table No. 3: Middle Education

Education Class	Age
Sixth Standard	12 years
Seven Standard	13 years
Eighth Standard	14 years

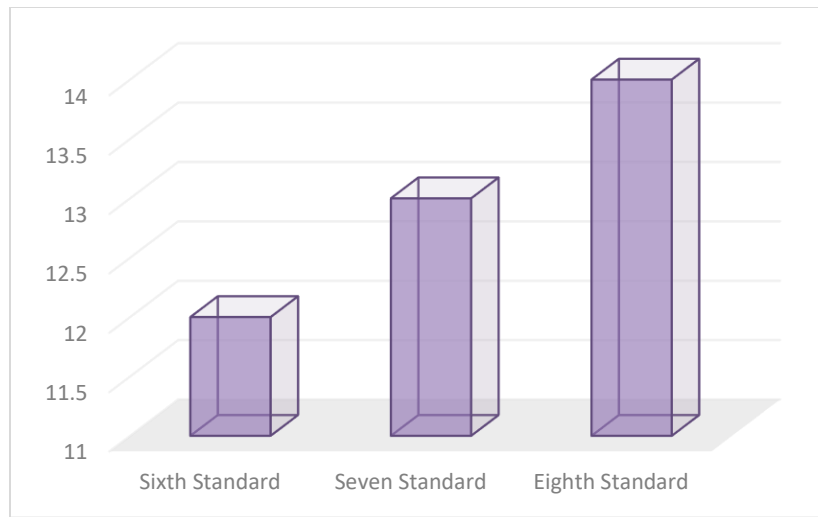


Figure 3: Graphical representation of Middle Education

The next three years, or sixth, seventh, and eighth grade, focus on vocational training and Indian language instruction for the children. To ensure that the student enjoys the learning process and that this phase shapes his future way of life, children in this phase will be free to pursue any education in the arts, skills, or sports fields that pique their interest.

4.3.Secondary Education stage (Age group 15-18 Yrs.)

Table no 4: Secondary Education

Education Class	Age
Ninth Standard	15 years
Tenth Standard	16 years
Eleventh Standard	17 years
Twelfth Standard	18 years

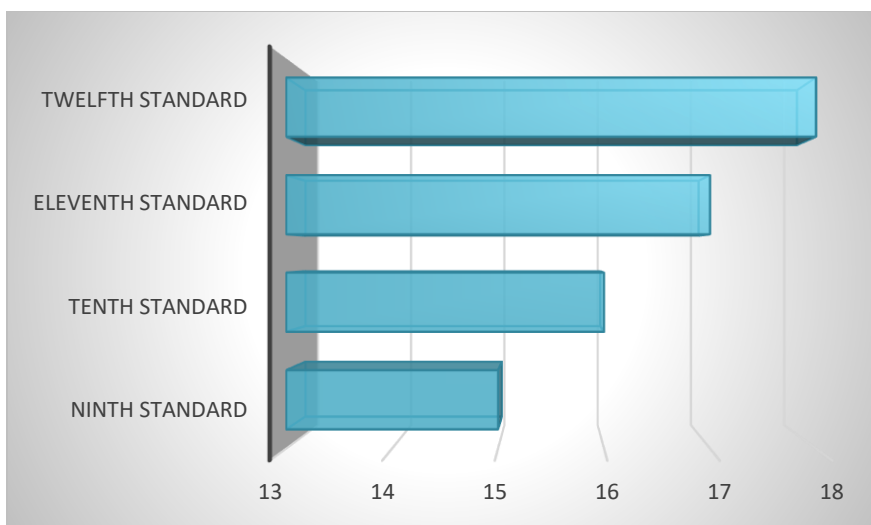


Figure 4: Graphical representation of Secondary Education

This is referred to as New Education Policy 2020's last stage. It lasts for four years, divided into Le Class IX, X, XI, and XII. Since the Board Exam is not held here for classes 10 and 12, students will not feel the need to study solely for the exam. As a result, fewer students will study for the exam during the year because it is an annual exam, and because of the semester structure, students will be more likely to pay attention to their studies. Children are allowed the flexibility to acquire foreign languages at this point. The exam will follow a critical thinking format. Students are able to select any subject they want.

4.4.Under-graduation Education Level

Each subject will provide three- or four-year undergraduate degrees that can be finished in a variety of ways, including a first-year certificate, a second-year diploma, or a third-year bachelor's degree. A four-year undergraduate program including research projects, a major, and a minor is advised.

4.5.Post-graduation Education Level

Graduate research is a one-year program that follows graduation. Students who successfully complete each level will receive credits based on their current grades and have access to the UGC Academic Bank of Credit (ABC). These credits can be used for additional education or to obtain

employment. Postgraduate courses will last either one or two years. One year for postgraduate study following research, and two years for postgraduate study following graduation. The master's degree can be obtained in one year for those who have completed four years of undergraduate study; it can be completed in two years for those who have completed three years of undergraduate study; and for those who have completed an integrated five-year degree, the final year is focused on conducting quality research. To improve professional competence and get students ready for a research degree, the Master's degree will have a significant research component.

4.6. Research Stage

The Ph.D. research stage necessitates conducting excellent research in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum of three to four years for full-time study and separately for part-time study. Students should enroll in an 8-credit course related to their chosen Ph.D. field in pedagogy, education, or teaching. The previous year-long MPhil program has been discontinued.

4.7. Lifelong learning

In order to prevent people with disabilities from losing the knowledge, expertise, and life experience required to lead fulfilling lives in society, the NEP 2020 encourages lifelong learning and research. Education and research are believed to promote higher maturity and life satisfaction at any stage of life.

5. CONCLUSION

The National Education Policy of India 2020 acknowledges the significant contribution that libraries provide to the instructional process. It urges the establishment of libraries that are adequately stocked at all levels of education, including schools, institutions that provide teacher education, and educational establishments that deal with higher education. The policy acknowledges that libraries have the potential to function as centers for learning and research by providing access to a wide variety of materials, such as books, journals, and digital media. There is a framework for improving the quality of education in India and preparing students for the

challenges of the 21st century that is provided by the suggestions that the National Education Policy (NEP) has made about libraries. The government ought to acknowledge the requirements of the library staff, and the hiring of suitable personnel ought to be accomplished in order to improve the quality of services provided by libraries. A considerable improvement in the quality of education in India is possible as a result of the policy's emphasis on providing an education that is both comprehensive and interdisciplinary, universalizing education, offering education that is both flexible and multilingual, enabling learning through technology, and providing training and professional development opportunities for teachers.

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