

The Transformative Role of Libraries in Driving the Paradigm Shift Through the New Education Policy

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ABSTRACT

“This paper explores the transformative role of libraries in driving the paradigm shift through the New Education Policy 2020. Libraries have evolved from traditional repositories of books into dynamic spaces that foster exploration, collaboration, and lifelong learning. They play a crucial role in providing equitable access to resources, promoting literacy and education, embracing technology, and fostering community engagement. Libraries are uniquely positioned to support the goals and objectives outlined in the New Education Policy, making them indispensable allies in shaping the future of education. The NEP emphasises the need of collaborative education, and theatre is an effective tool for achieving this goal. Through case studies and examples, this paper also highlights the transformative potential of libraries in driving the paradigm shift through the new education policy.”

Introduction

The recent publication of the Gazette notice signifies a significant milestone in the implementation of the National Education Policy (NEP), as the Ministry's name has been officially changed back to the Ministry of Education. This demonstrates the administration's commitment to executing the policy and has provided reassurance to those who previously questioned its implementation. Despite criticism that the education program is too idealistic to be realized, the government has already shown its dedication even before the policy's publication. There are several other complementary measures that, if implemented with determination, have the potential to bring about the much-needed paradigm shift. Among these choices, the renaming of the Ministry to its original name, "Education Ministry," is a crucial decision. This change signifies a shift in strategy rather than a mere alteration in title. The 1986 New Education Policy significantly emphasized the privatization and commercialization of education, with a focus on the market. Consequently, the Ministry was labelled "HRD" (Human Resource Development) to align with this market-oriented approach.

In this educational revolution, libraries, often recognized as knowledge repositories, are poised to play a transformative role. They have evolved far beyond being mere warehouses of books, transforming into dynamic spaces that foster exploration, collaboration, and lifelong learning. Libraries are uniquely positioned to support the goals and objectives outlined in the New Education Policy, making them indispensable allies in shaping the future of education. Rather than being static repositories, libraries now serve as vibrant hubs that encourage creativity, innovation, and community engagement. They offer diverse programs and activities that facilitate hands-on learning experiences, such as workshops and collaborative projects. Libraries also provide access to digital resources, e-books, and online databases, ensuring that information is accessible in an increasingly digital world. By embracing technology and promoting digital literacy, libraries empower individuals to navigate the digital landscape effectively. Libraries are not only champions of education but also advocates for equitable access to resources. They bridge the gap between socioeconomic backgrounds by providing free access to a wide range of materials. This promotes inclusivity and ensures that everyone has equal opportunities to explore knowledge and expand their horizons.

The National Educational Policy 2020, developed by the MHRD, now the Education Ministry, outlined the long-awaited reforms in the education sector (NEP). Education must produce culturally rooted, socially conscious, and nationalistic global citizens. The National Education Policy – 2020 seeks to achieve this. As a result, changing the name would alter the perspective. The document, which can be found on the official website, provides a general overview of the goal but leaves much to implementation in terms of management, administration, and, most importantly, pedagogy. There are some significant shifts structural- as well as some anticipated difficulties in the areas of inclusion, society, and technology. The NEP acknowledges that the pedagogy used in the Indian educational system needs to change to make learning more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable while also bringing out each student's individual talents. The NEP is built on principles of accessibility, accountability, quality, affordability, and equity, among others, as opposed to the previous policy, which concentrated primarily on issues of access and equity. It is also in line with the 2030 Agenda for Sustainable Development, which was adopted by India and all United Nations Member States in

2015.

The goal of the NEP is to change the nation into a thriving knowledge society and a global knowledge superpower by changing the school and higher educational institutions into a system that incorporates humanitarian and constitutional principles, creativity and critical thinking, use of technology, and charitable private and community participation, while still acknowledging education as a public service.

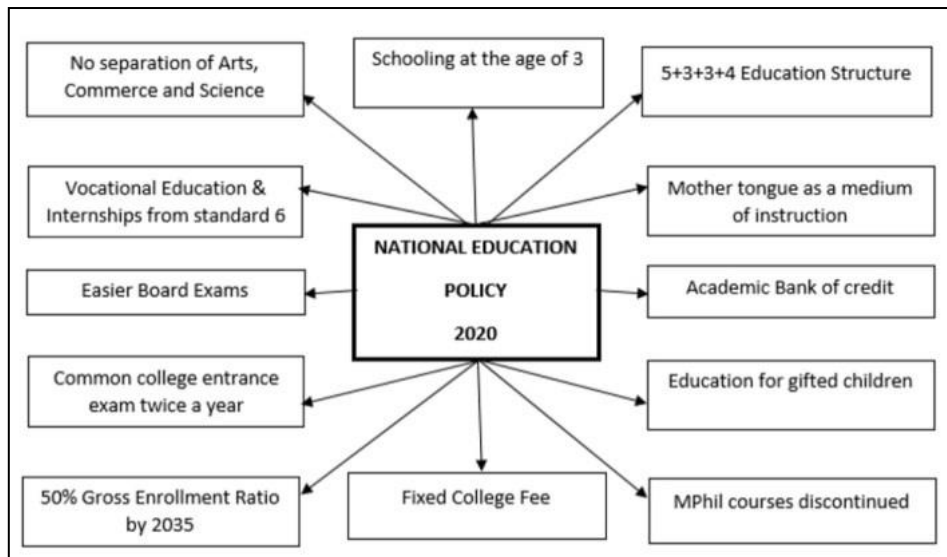


Figure 1: Transformation in the educational paradigm through NEP
 (Source: <https://www.inventiva.co.in/trends/nep-2020-initiating-education/>)

2. Evolution of NEP

The Kothari Commission’s recommendations served as the foundation for the first education policy (NEP 1968), which was launched by the government of Indira Gandhi in 1968. According to the Indian Constitution, this programme required free and required education for children up to the age of 14. In 1986, the Rajiv Gandhi government unveiled its second education strategy, known as NEP 1986. This strategy attempted to eliminate gaps and give everyone equitable access to education, with a focus on Indian women, people from Scheduled Tribes (ST), and people from Scheduled Castes (SC). Later, in 1992, the P.V. Narsimha Rao administration changed the 1986 policy. After nearly three decades, the Modi administration has unveiled a new educational strategy with the aim of revolutionising the Indian educational system. Significant changes have occurred throughout this time in our nation, society, economy, and world at large. The education sector must adapt to the demands of the twenty-first century as well as the needs of the people and the nation in this setting. India will build a knowledge superpower on the pillars of quality, innovation, and research. Undoubtedly, a new education policy is necessary. The Government started the process of developing a New Education Policy through consultations for an inclusive, participative, and comprehensive approach that considers expert viewpoints, real-world experiences, empirical research, stakeholder feedback, and best practises lessons.

3. Need of New Education Policy

Higher education now faces greater challenges because of the New Education Policy, which has become the cornerstone for improved multidisciplinary learning, better student outcomes, employment prospects, etc. According to the New Education Policy, students are free to select from a variety of career-oriented courses with a cross-section of programme frameworks that will equip them with marketable abilities. Aspiring students will have received a holistic education that will transform India's work force in the coming years. Along with the ethos of inclusive, equitable access to education for all, the creative learning dimensions and structural and functional improvements will provide additional incentive to educate and strengthen vocational education and training that matches global standards.

Teachers have a big duty to improve the learning environment and provide flexible options to students in India who want skill-based education. The emphasis must switch from delivering fundamental education to improving the employability of education. Academic evaluations are now based on skills and capabilities rather than test scores under the inclusive approach with a multilingual formula. Universities must coordinate with NEP and follow their policies, whether it is common entrance examinations or encouraging students to choose electives that are vocational in nature and would help them become future-ready employees.

Today, many universities provide distinctive courses as primary subjects and electives, including foreign language, yoga, personality development, data science, digital marketing, communication skills, agriculture, etc., that not only improve students' skills but also encourage them to pursue entrepreneurship and become self-starters. Universities and teachers should work with students to help them develop their personalities and communication skills, which will raise their confidence and prepare them for the workforce. Offering apprenticeships is the most important step that can be taken to make sure that students get a foothold in their careers. Universities should work with companies that provide training and on-the-job training as well as skill partners. In India, for example, there is a rising need for qualified labour across all industries, and Bosch is a pioneer in helping to fill training programmes that support this need. They provide an innovative vocational training programme to help underprivileged children find work, creating a pool of highly qualified workers who are primarily employed in the service sector.

4. Methods for advancing the paradigm shift in education

NEP suggests implementing a semester system in schooling for students in grades 10 through 12, along with provisions for holding "flexible and modular board examinations", where students should be allowed to take a board examination in each subject in whichever semester they attend the relevant class in school, whenever they feel most ready; and they should be able to take any such subject board examination again if they can study and perform better. This action will increase a student's willingness to pursue information to have a positive attitude on life.

The draught policy calls for restructuring higher education institutions into three categories, with the first one being largely focused on research, the second offering excellent instruction across

disciplines while making a significant contribution to research, and the third offering excellent instruction with a primary emphasis on undergraduate education. Additionally, it advises restructuring the current three-year B.A., B.Sc., and B. Com. programmes and introducing four-year undergraduate programmes at higher education institutions. also B. Voc. programmes with provisions to give students “several exit and entry options” would open the door to high-quality, skill-based higher education in the nation.

The M. Phil programme in higher education will be eliminated to relieve pressure on academic institutions and researchers to prioritise excellent research over memorization. Additionally, it has recommended that a Rastriya Shiksha Aayog (National Education Commission) be established as a constitutional body by an act of parliament, with the Prime Minister serving as its chairman. It demonstrates the current prime minister’s intention to changing everyone’s education from being rote-learning focused to being experimental and skills-based. The policy will bring about change in the education sector with the aspirational goal of a critically developed mind and knowledgeable society if it is executed with good intentions.

5. The Role of Libraries in Education

The transformative role of libraries in driving the paradigm shift through the New Education Policy cannot be overstated. Libraries have emerged as dynamic, multifaceted institutions that go far beyond their traditional roles as repositories of books and information. They have become catalysts for change, fostering innovation, collaboration, and lifelong learning in the education landscape.

One of the key transformative roles of libraries is their ability to provide equitable access to resources. In a world where information is increasingly digital, libraries bridge the digital divide by offering free access to computers, internet connectivity, and digital resources. This ensures that individuals, regardless of their socioeconomic background, have equal opportunities to access and leverage information for educational purposes. By providing open and inclusive spaces, libraries empower learners to explore their interests and expand their knowledge, ultimately fostering a more equal and inclusive society.

Libraries also play a pivotal role in promoting literacy and education. They serve as vital partners to educational institutions, supporting formal education by providing resources, study spaces, and research assistance. Libraries offer a wide range of educational materials, including books, e-books, academic journals, and online databases. These resources not only support students’ academic pursuits but also encourage independent learning, critical thinking, and information literacy skills.

Moreover, libraries have embraced their role as learning hubs that foster creativity, collaboration, and innovation. They offer a variety of programs and activities that encourage active engagement, such as workshops, maker spaces, and coding clubs. These initiatives provide opportunities for hands-on learning, problem-solving, and skill development in areas like technology, entrepreneurship, and digital literacy. Libraries also serve as platforms for community engagement and cultural enrichment, hosting events, exhibitions, and author talks that bring people together and promote lifelong learning.

Libraries have adapted to the digital age by leveraging technology to enhance their services. In addition to traditional print resources, libraries now offer e-books, e-journals, and online

databases, making information accessible anytime, anywhere. They provide digital literacy training, helping individuals navigate the digital landscape, evaluate information critically, and use technology effectively. Libraries also support emerging educational technologies, such as virtual reality and augmented reality, to enhance the learning experience and provide immersive educational opportunities.

6. Collaborative Efforts: Libraries and Educational Institutions in Implementing NEP 2020

Libraries can play a crucial role in driving the transformative paradigm shift in education under the New Education Policy (NEP) through collaborative efforts with educational institutions. Here are some effective strategies for integrating libraries into the education system and fostering collaboration:

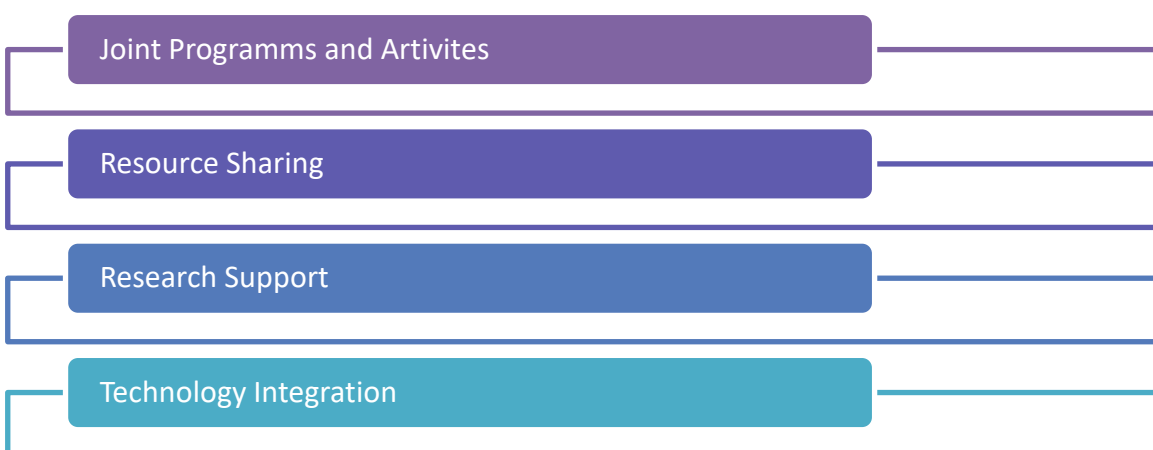
6.1 Integration of libraries into the education system

Libraries should be recognized as integral components of the education system, with their resources and services aligned with the goals and objectives of the NEP 2020. This integration can be achieved through:

- **Policy Support-** Educational policies should explicitly acknowledge the importance of libraries and their role in promoting literacy, equitable access to resources, and fostering lifelong learning.
- **Curriculum Integration-** Libraries can collaborate with curriculum developers to ensure that library resources and services are integrated into the curriculum, supporting interdisciplinary learning, and enhancing students' critical thinking and problem-solving skills.
- **Teacher Training-** Providing training and professional development opportunities for teachers on utilizing library resources effectively can enhance their ability to incorporate library-based activities into their teaching practices.

6.2 Collaboration between libraries and schools/colleges/universities

Collaboration between libraries and educational institutions can create synergies and maximize the impact of resources and expertise. Some effective collaboration strategies include:



- [1] **Joint Programs and Activities-** Libraries can collaborate with schools, colleges, and universities to organize joint programs, workshops, and events that promote information literacy, research skills, and digital literacy.

- [2] **Resource Sharing-** Libraries can establish partnerships for resource sharing, allowing students and educators to access a wider range of materials and digital resources. This can be facilitated through interlibrary loan systems and digital repositories.
- [3] **Research Support-** Libraries can provide research support services, including access to academic databases, assistance with literature reviews, and guidance on citation and referencing. Collaborative research projects between libraries and educational institutions can also be encouraged.
- [4] **Technology Integration-** Libraries can collaborate with educational institutions to integrate technology into teaching and learning processes. This can involve providing access to digital resources, supporting online learning platforms, and promoting digital literacy among students and educators.

6.3 Sharing resources and expertise for mutual benefit

Libraries and educational institutions can mutually benefit from sharing resources and expertise. This can be achieved through:

- **Library Outreach Programs-** Libraries can actively engage with schools, colleges, and universities through outreach programs, such as bookmobiles, library visits, and guest lectures. These programs can promote reading habits, information literacy, and the use of library resources.
- **Professional Networks-** Libraries and educational institutions can participate in professional networks and associations to share best practices, collaborate on research projects, and exchange ideas for innovative educational initiatives.
- **Community Engagement-** Libraries can serve as community hubs, collaborating with educational institutions to organize community-based programs, workshops, and events that promote education, culture, and social development.

7. Benefits and Features of New Education Policy

The following are the benefits and features of this policy-

1. The New National Education Policy has replaced the previous education policy, according to the ministry of education.
2. The Ministry of Human Resource Management will now change its name to the Ministry of Education.
3. The national education policy, which exempts degrees in medicine and law, will now make education accessible to all people.
4. Previously, the pattern of 10 + 2 was used; however, the new education policy will use the pattern of 5 + 3 + 3 + 4.
5. Science, Commerce, and the Arts were previously offered as streams, but they are no longer available.
6. Students can select a topic according to their preferences, such as accounting and physics or the arts.
7. Students will study the six standards for coding.
8. Every school will have digital equipment.
9. All content kinds will be translated into regional languages, and virtual labs will also be created.

10. The NEP will cost 6% of the GDP to execute.
11. If the learner desires, they will be able to study Sanskrit and other old Indian languages.
12. Board exams will now take place twice a year to lessen the pressure on students.
13. Additionally, artificial intelligence software will be employed to facilitate learning.
14. The higher education M. Phil degree is being eliminated.
15. Three languages that the state will choose to teach the student
16. The National Council of Educational Research and Training will create the national curriculum framework for education.
17. Many institutions will be set up to implement the National Education Policy.
18. The children's education and skills will receive special consideration.

7.1 Other significant advantages of the New Education Policy include

- The New Education Policy will place more emphasis on students' practical knowledge rather than just pushing them toward memorization.
- It will help the students in growing up with a scientific mindset.
- The NEP aspires to make it simpler to establish brand-new, high-quality institutions of higher learning that will meet international standards.
- Many students who are unable to travel abroad for various reasons will be able to experience it and gain global exposure since NEP would make it simpler for foreign universities to establish their campuses here.
- This will encourage and praise value-based education.

8. New National Education Policy and Libraries

8.1 Learning and resources Hub- A Library Focused as "Learning and resources Hub" in National Educational Policy 2020. The NEP 2020 stresses on universalization of Education to increase a 100% Gross Enrolment Ratio at the school level. To meet this, the library will have to ensure sufficient and latest study and reading resources, easy accessibility and availability to all kinds of users at the school level and Higher education libraries. The role will not just limit to these services but will play a wider role and proactive approaches will be the need of the hour.

8.2 NEP 2020 has provisions for advanced and latest resources- NEP 2020 has provisions for advanced and latest resources as per the new curriculum for society readers as well as for the teachers. The policy focus on libraries is looking less but still, libraries matter should be seen clearly and accessed to the value of library and information centre in the National Education Policy 2020 needs more emphasis on the library services and facilities.

8.3 Adequate Library Staff in NEP 2020- It will be imperative to make availability of adequate library staff to run the library services for the public readers, and teachers and devise appropriate career path way sand CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries

and mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries. The Policy also indicates that the libraries need to establish a good quantity and quality resources in the stock for readers of all the areas. It is also indicated that schools and organizations have no proper space and facilities for libraries and focus on creating an organized particular space and resources for users till 2025 to make a different kind of value of libraries for the public and societies.

8.4 Suitable infrastructures for the library- Proper and suitable infrastructure will be ensured, therefore that all interested adults will have access to adult education, study and lifelong learning. A key initiative in this direction will be to use schools, school complexes after school hours and on weekends and public library spaces for adult education courses which will be Information Communication Technology-equipped and well-designed when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult and vocational education, and other community and volunteer activities will be critical for ensuring efficient use of physical and human resources and creating synergy among these five types of Education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc Availability and accessibility of books.

8.5 The NEP 2020 focused on the availability and accessibility of quality- The NEP 2020 focused on the availability and accessibility of quality books and resources for public and readers for quality education and research development. Improving the availability and accessibility of books is essential to inculcate the habit of reading within our communities and educational institutions. The Policy recommends that all communities, organizations and education institutions-schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students.

8.6 The NEP 2020 also has provisions to make available books and resources- The NEP 2020 also has provisions to make available books and resources for different and special kinds of readers of the society, including persons with disabilities and other differently-abled persons. The role of central and state Government the central and state governments is responsible to established and support for the libraries 'services and for developing the libraries will take steps to ensure that books are made accessible and affordable to all across the country, including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages.

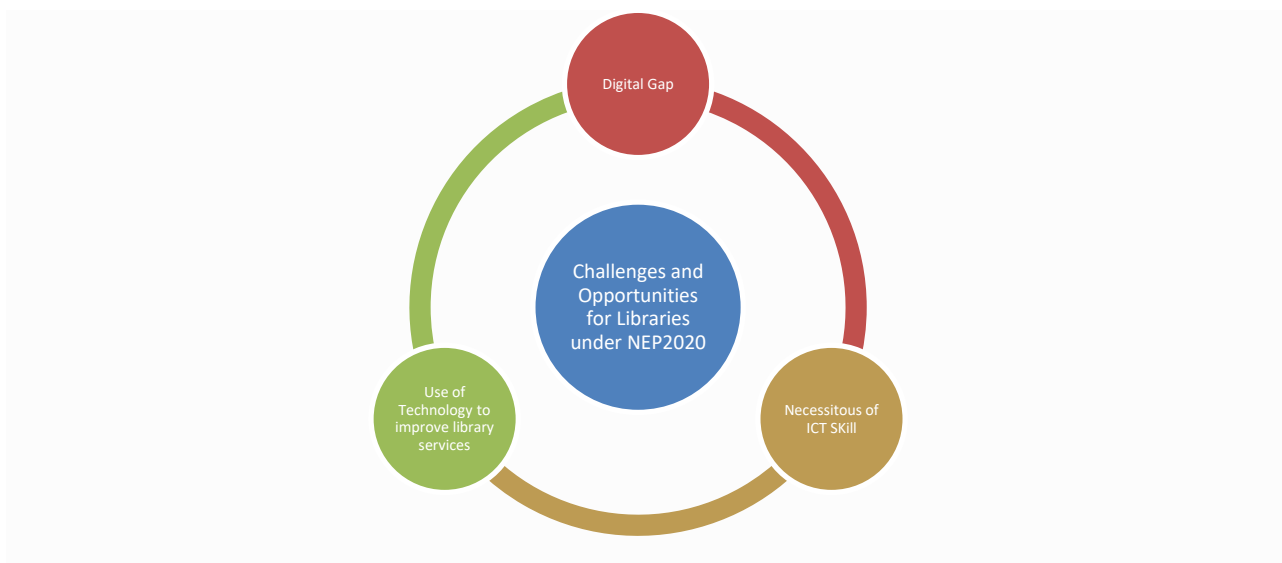
8.7 The NEP 2020 has the provision for online resources and digital Libraries- The NEP 2020 has the provision for online resources for digital Libraries, and steps will be taken to enhance the online accessibility of library books and further broad basing of digital libraries. Provision for strengthening all existing Libraries: The NEP 2020 has provisions for strengthening all existing Libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, establishing social book clubs across India and subjects, and fostering more excellent collaborations between education institutions and

libraries. Currently, library needs to change the services of library with the frequent use of ICT in all the area of the library services. The Government of India is committed to providing international online teaching and learning to users of schools and universities. The Government of India's Digital India initiative and vision promotes and encourages digital libraries for online learning and teaching. NEP 2020 provides tremendous support and sustainable development to Indian libraries.

8.8 Availability of non-book materials and technology in all types of libraries- The law states that libraries will use technology to develop and implement the above measures. Technology-based learning options such as apps for adults, online courses, modules, satellite TV channels, online books, libraries with digital resources and ICT, and educational opportunities for adults across the country. In general, quality education for adults can be delivered online and in print format. The National Education Law supports all existing libraries.

9-Challenges and Opportunities for libraries under NEP 2020

The New Education Policy (NEP), libraries face many challenges and opportunities to support educational change. Here are some key issues and opportunities to consider:



9.1 Digital gap in library access- One of the issues relates to what is different from digital for ensuring equal access to library materials and services. This includes solutions such as broadband availability, easy access to technology and digital skills. Libraries can play an important role in closing this gap by providing access to technology, providing digital literacy programs, and working with organizations to expand internet connectivity.

9.2 Necessitous of ICT Skills- The learning environment continues to change; librarians must be equipped with the knowledge and skills necessary to support successful students. This includes training in digital literacy, information literacy, and technology integration into library services. Improving the skills of librarians will enable them to adapt to changing educational needs and provide valuable guidance to students and teachers.

9.3 Use of technology to improve library services- Technology provides opportunities to improve

library services and transform learning. Libraries can use digital tools and platforms to provide online resources, virtual learning spaces, and interactive learning experiences. This includes the adoption of online courses, e-libraries and digital resources based on the New Economic Policy, which emphasizes the integration of technology. By addressing the challenges brought by the digital divide, academics and technology, libraries can seize the opportunities offered by NEP 2020, which drives revolutionary change in education. These efforts will help ensure equitable access to resources, promote digital literacy, and improve overall education for students and teachers.

• **Conclusion**

The National Education Policy (NEP) 2020 in India is set to revolutionize the educational system by shifting from theory-based learning to practical and skill-based education. This policy emphasizes quality and skill development to ensure that students receive training aligned with the latest technological requirements. Libraries have emerged as transformative agents in this paradigm shift, going beyond being book repositories. They provide equitable access to resources, promote literacy and education, foster creativity, and innovation, embrace technology, and collaborate with stakeholders. Libraries play a crucial role in empowering individuals and shaping a society that values knowledge, lifelong learning, and inclusive education. As we navigate the future of education, libraries will continue to drive transformative change and ensure that education remains a powerful force for personal and societal growth. The NEP provides promising opportunities for deep learning that can contribute to a sustainable and fulfilling future.

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