

ICT Professional Skills and NEP2020: A Special Reference to Library and Information Science Education in Karnataka State

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As per the fundamental literature the main aim of NEP2020 is to develop knowledge, skills, values as well as social, ethical, emotional capacities and dispositions. LIS has its professional contribution to the society based on of teaching, learning, research and publication especially in ICT based tools. NEP2020 supports responsible commitment to human rights, sustainable development, living as well as the quality of education in the country. This study focuses on investigating the quality of the collaborated outcomes of both NEP2020 and the existing scheme of LIS education. Subject specialization and proper use and understanding of ICT applications used by faculty, research scholars, and PG students of state universities in Karnataka. This study also highlights the PG and Ph.D. syllabus, faculty publication ranking, faculty position, and the ICT papers adopted in their LIS curriculum. All the ten state universities in Karnataka adopted ICT based syllabi for PG as well as Ph.D. programmes. But, 7 universities have more ICT syllabi and only three universities have few ICT syllabi. All the ten Universities have ICT laboratory and skilled ICT faculty for creating new LIS professionals.

Introduction

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration. All professional education will be an integral part of the higher education system MHRD (2020). Appropriate integration of technology into all levels of education will improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration, and management. Access, affordability, equity, quality, and responsibilities are the founding pillars of NEP2020 (Sharma, 2021). The NEP2020 guideline focus on (i) integrated higher education system, (ii) motivated, energized, and capable faculty, (iii) technology use and integration, (iv) global outreach of higher education, (v) promotion of Indian knowledge systems, languages, culture, values, and (vi) research, innovation and rankings of the education system in India as well as globally. Some state governments have already prepared the guidelines for the implementation of NEP2020 for a better education system in India.

2. Background of the Study

The authors collected more than 50 articles for this study and selected few relevant articles and reviewed.

Bhojwani (2020) points out that the NEP2020 education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. From a librarian's point of view providing best practices to support the fundamental principles of education, teacher librarian to collaborate with teachers can promote fundamental principles laid down in the NEP. He also highlights the main areas of library professional attitude towards (i) Passion projects with the Librarian to map Fundamental Principles, (ii) Library place and dispositions are exemplified in the NEP, (iii) A collaboration where teachers and Librarians learning process with continuous professional development, positive working environments, and service conditions, (iv) Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging Library classes and lessons, (v) Collection of the Library, as recommended by the NEP, and (vi) Librarians Lesson plans to include skills when planning.

The other past research has focused on: Technology in Education: Key Takeaways from NEP 2020 (Academiaerp, 2020), Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives (Aithal&Aithal, 2020), Impact of NEP 2020 on Teacher Librarian (India) (Bhojwani, 2020), National Education Policy-2020 Implementation Plan: Strategic Action Plan and Goals (CUH, 2021), Model currilum structure for Bachelor's Degree/Bachelor's Honors (Kemparaju, et al, 2021), Best Practices of IGNOU in implementing NEP 2020 (IGNOU, 2021), Professional Skills and Soft Skills for LIS Professional in ICT Era (Machendranath, Naik, Devaraj, &Kumari, 2018), Importance of Library and Information Communication Technology Standards in the Digital Era: An Analytical Study (Naik, 2021), Internationalisation of LIS Education: Towards Achieving Quality and Excellence (Rath, 2022), New Education Policy 2020 Highlights: Significant Changes in Library Science (Sharma, 2021), NEP focuses on technology integration across various levels of education (Singh, 2020).

3. Objectives

The specific objectives of the study are as follows:

- ❖ To spread awareness about the New Education Policy 2020;
- ❖ To focus on the ICT based syllabus implemented in the LIS education;
- ❖ To concentrate on the teaching methods adopted in LIS Education;
- ❖ To extant the timeline of the ICT research related activities;
- ❖ To explore the adequate library resources available for the course;
- ❖ To discuss the changing landscape of learning and education.

4. Methodology

As per Karnataka State Higher Education Council (KSHEC, 2022) there are 75 universities and national importance institutions in Karnataka state. Authors selected only Library and Information Science

programmes offered by ten (10) state universities of Karnataka for this study. The data was collected from the University websites (Table 1), Indian Research Information Network System (IRINS, 2022) and UGC (2022) during the period of June to 10th August 2022.

5. Result

In India, each state government higher education departments are going to implement the new policy NEP2020. But, as the final guidelines prepared by the Ministry of Human Resource Department, Government of India should be followed by each state higher education departments.

There are ten state Universities offering library and information science education in Karnataka state. Table 1 shows that almost all the ten universities providing their detailed department information in their website. This table also provide the places where these universities located.

Table 1: Ten state Universities

Sl.No.	Name of the University	Place	URL
1	Akkamahadevi University	Vijayapura	http://ka.kswu.ac.in/
2	Bangalore University	Bangalore	https://eng.bangaloreuniversity.ac.in/
3	Gulbarga University	Gulbarga	https://gug.ac.in/
4	Karnatak University	Dharwad	https://www.kud.ac.in/
5	Kuvempu University	Shivamogga	http://www.kuvempu.ac.in/
6	Mangalore University	Mangalore	https://mangaloreuniversity.ac.in/
7	Rani Chennamma	Belagavi	https://rcub.ac.in/
8	Tumkur University	Tumkur	http://tumkuruniversity.ac.in/
9	University of Mysore	Mysore	http://uni-mysore.ac.in/
10	Vijayanagara SKD University	Bellary	https://vskub.ac.in/

The Figure 1 shows that out of ten universities 6 universities are under Science and Technology discipline and remaining 4 from social science.

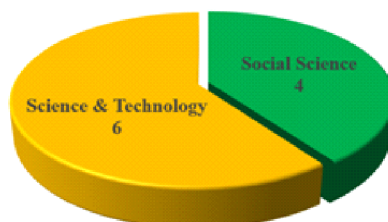


Figure 1: Discipline wise Universities

Table 2: Year of establishment and ICT related courses

Sl.No.	Name of the University	Year of Establishment	No. of Courses	ICT Course
1	Akkamahadevi University	2003	25	6
2	Bangalore University	1964	25	6
3	Gulbarga University	1980	30	7
4	Karnatak University	1950	24	9
5	Kuvempu University	1987	28	9
6	Mangalore University	1980	28	6
7	Rani Chennamma	2010	32	9
8	Tumkur University	2004	32	14
9	University of Mysore	1916	35	9
10	Vijayanagara SKD University	2016	26	8

Table 2 highlights that as per the University PG syllabus, the University of Mysore specified 35 courses followed by Tumkur University, which offers 32 courses. The Tumkur University offers 14 ICT supported library and information science courses and 3 Universities selected only 6 ICT papers in their two years semester system period.

Table 3: Faculty Specialisation

Sl.No.	Name of the University	Staff	Guide
1	Akkamahadevi University	3	3
2	Bangalore University	3	3
3	Gulbarga University	2	2
4	Karnatak University	4	4
5	Kuvempu University	4	4
6	Mangalore University	1	1
7	Rani Chennamma	4	3
8	Tumkur University	5	4
9	University of Mysore	4	4
10	Vijayanagara SKD University	1	0

Table 3 expose that out of ten Universities, the Tumkur University has 5 permanent faculty members and University of Mysore - Mysore, Karnatak University - Dharwad, Kuvempu University – Shivamogga, and Rani Chennamma University – Belagavi has 4 faculty members. But, there are only one faculty member in Mangalore University – Mangalore and Vijayanagara Sri Krishnadevaraya University - Bellary.

6. Findings and Conclusion

- i The Government of Karnataka in India, notably Mangalore University is the first university implemented NEP2020 education system.

- ii This article focus on the status and situations of the state government as well as the universities position to implement the NEP2020 education system. Moreover, the article highlights the faculty position, ICT infrastructure facilities, and the syllabus pattern adopted in the NEP2020 scheme.
- iii The main aim of the NEP2020 is multidisciplinary and holistic education with skill development, imparting education in regional languages, Internationalization, Institutional Development plan (UNESCO, 2017).
- iv Chapter 14 of NEP2020 says that the equity and inclusion in higher education the Karnataka state universities also prepared NEP2020 syllabus with 13 members committee of library and information science faculty professional during 2021.
- v As per MHRD education policy NEP2020 the selected ten state Universities in Karnataka state have infrastructure facilities, but few universities facing manpower as well as skilled ICT professional for the NEP2020 LIS education.
- vi As per NEP2020 guideline not only UG or PG programmes but also the doctoral programmes of library and information science required skilled manpower as well as full pledged infrastructure.

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