Emerging Trends in LIS Education in the NEP Era

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***Abstract*—With its emphasis on transdisciplinary learning, flexibility, digital-first approaches, and lifelong learning, the National Education Policy (NEP) 2020 represents a dramatic change in Indian higher education. The structural and philosophical changes in NEP have a direct impact on library and information science (LIS) education, which is situated at the intersection of information organization, access, and use. In order to prepare LIS graduates for roles in the twenty-first century, this study explores new developments in LIS education brought forth by the NEP age, evaluates opportunities and problems, and suggests institutional and curriculum solutions. Adoption of AI and data-driven services, interdisciplinary connections (data science, digital humanities), flexible credentialing and lifelong learning pathways, advocacy for open science and scholarly communication, digitization and digital preservation, increased emphasis on information and digital literacy, and vocational and practicum orientation are some of the major trends.**

***Index Terms*—LIS, National Education Policy (NEP) 2020, digital libraries,**

I. INTRODUCTION

A comprehensive reform program for Indian education was presented by the National Education Policy 2020, which gave priority to technology integration, transdisciplinary education, flexible learning pathways, and skill orientation. By encouraging digital learning, curating research outputs, fostering information literacy, and supporting lifelong learning, libraries and information workers are crucial to achieving NEP's goals. In order to give graduates skills beyond traditional bibliographic knowledge, LIS education must change. This study provides specific curriculum and institutional recommendations while synthesizing new developments in LIS education within the framework of NEP.

Background: NEP 2020 and Its Significance for LIS
NEP 2020 places a strong emphasis on technology-enabled learning platforms, online and blended learning, credit flexibility, holistic, multidisciplinary education, and a focus on lifelong learning and skill development. LIS education is directly impacted by certain policy directives:

- Multidisciplinarity: Promotes cooperation between departments and cross-listing of courses (e.g., computer science, data science, humanities).
- Digital-first strategies: Raise demand for e-learning assistance, e-resources, and digital repositories.
- Stackable credentials and flexible credentials: Make room for certificates, short courses, and lifetime learning that LIS institutions may provide.
- Skill orientation: Demands competency-based, hands-on training pertinent to contemporary information settings.

II. NEW DEVELOPMENTS

1. Digital preservation, digitization, and digital libraries
The necessity for LIS workers with training in digitization workflows, metadata standards (like Dublin Core and METS), institutional repositories, and digital preservation techniques (including bit-level preservation, emulation, and migration) has increased as a result of NEP's drive for technology and digital access. Practical modules on scanning, metadata mapping, repository systems (private and open-source), and the legal and ethical implications of digitization are becoming more and more common in LIS courses.Implication: For the administration of digital resources, graduates need to be proficient in both technical procedures and policy frameworks.
2. Digital, Media, and Information Literacy
LIS education places a strong emphasis on information evaluation, media literacy, data literacy, and user instruction design in light of the proliferation of false information and online learning. These days, courses frequently cover critical evaluation, fact-checking, copyright and licensing (creative commons, publisher agreements), basic statistics for data interpretation,

and instructional pedagogy. Implication: LIS specialists are supposed to act as instructors by developing online tutorials, designing workshops, and working with academics to incorporate information literacy into the curriculum.

3. Automation, Semantic Web, AI, and Machine Learning Cataloguing, discovery, recommendations, and reference services are changing as a result of automation and artificial intelligence. Semantic web and linked data improve interoperability and deeper resource description; machine learning approaches help with entity recognition, recommender engines, and metadata development.

4. Multidisciplinary Connections: Health Informatics, Digital Humanities, and Data ScienceAs LIS transitions from a standalone professional curriculum to one that integrates with data science, digital humanities, computational social sciences, and domain-specific information management (e.g., health information), NEP promotes interdisciplinary research. Elective specializations, cross-departmental projects, and joint courses are becoming more common.Implication: LIS graduates frequently serve as liaisons between technical teams (research support workers, data stewards) and domain specialists.

III. MODULAR AND FLEXIBLE EDUCATION

LIS institutions can now provide online micro credentials, blended short courses, and short-term certifications because to NEP's flexible degree plans and emphasis on stackable credentials. These can help working professionals who want to improve their skills in areas like data management, open access policies, or digital curation.

Difficulties in LIS Education Adaptation

• Curriculum Revision Pace: Academic regulatory procedures may cause curriculum updates to lag, making it challenging to stay up to speed with technological advancements.

• Faculty Capacity: Program innovation is hampered by a lack of instructors with advanced technological capabilities (AI, data science, digital preservation).

• Infrastructure Restrictions: Investment is needed for digitization labs, preservation instruments, licensed software, and e-resources.

• Quality Assurance & Accreditation: Accredited assessment and quality frameworks are necessary for micro credentials and modular courses.

• Equity & Access: Inequalities in training and opportunity may result from uneven digital access among institutions and geographical areas.

• Ethical & Legal Complexity: Multidisciplinary knowledge and ongoing updating are necessary for teaching copyright, data protection, and AI ethics.

IV. SUGGESTIONS

Core, elective, and practicum components could be included in a contemporary LIS program under NEP:

Core (Basic):

• Library and Information Science Foundations

• Information Organization: Classification, Cataloguing, and Metadata

• Information Retrieval & Discovery Systems

•LIS Research Methods & Statistics

• User education and information literacy;

• Library or information center internship or practicum

V. CONCLUSION

There are opportunities and a sense of urgency for LIS education in the NEP era. Redesigning curricula toward practical competencies, embracing digital technologies, encouraging interdisciplinary collaboration, and developing flexible learning pathways can all help LIS programs produce professionals who are essential to the digital knowledge infrastructures, community information services, and research ecosystems of universities. For this transition to be realized, strategic investments in partnerships, infrastructure, policy reforms, and faculty development are required. Finally, in addition to achieving NEP's goals, the revised LIS curriculum will reaffirm the critical role that libraries and information workers play in a society that is becoming more and more interconnected.

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