



Integrating Library and Information Science as an Additional Subject in Kendriya Vidyalaya: A Comprehensive Study

Neerja¹

Hemant Sharma²

¹Research Scholar, SoS in Lib. & Inf. Sc., Jiwaji University Gwalior MP & Librarian at Kendriya Vidyalaya,

²Prof, SoS Lib & Inf Sc. Dean, Faculty of Arts, I/C University Librarian, Jiwaji University Gwalior, MP

Date of Submission: 01-07-2024

Date of Acceptance: 10-07-2024

Abstract

The possibility of adding Library and Information Science (LIS) as a new curriculum to Kendriya Vidyalayas (KVs) is investigated in this study paper. The study examines the advantages, challenges and implementation methods for adding LIS to the curriculum. Through providing fundamental information management skills to students, this effort seeks to promote a culture of critical thinking, digital literacy, and lifelong learning.

Keywords:- Kendriya Vidyalaya Sangathan, Library and Information Science, NEP 2020, Additional Subject

I. INTRODUCTION

The Kendriya Vidyalaya Sangathan (KVS) oversees a network of central government schools in India called Kendriya Vidyalayas, which are renowned for their consistent curricula and excellent academic standards. Students must be given the tools necessary to efficiently manage, evaluate, and use information if they are to stay competitive in a world that is becoming more and more information-driven. The administration, organization, and distribution of information are all included in the discipline of library and information science (LIS), and include it in the curriculum can be extremely important for educating students for the future.

IMPORTANCE OF INFORMATION LITERACY

In today's information-rich environment, information literacy is crucial because it gives people the ability to find, assess, and use information efficiently. This ability is essential for academic achievement because it allows students to avoid disinformation, think critically, and undertake in-depth research. Information literacy is a crucial skill in the job that improves problem-

solving and adaptation for a variety of occupations. Additionally, it promotes lifelong learning, thoughtful decision-making, and proactive civic engagement, all of which contribute to human growth. Strong information literacy instruction is essential as the amount of digital information increases and it becomes more crucial to be able to distinguish legitimate sources from unreliable ones.

LIBRARY AND INFORMATION SCIENCE EDUCATION

Education in library and information science (LIS) is essential for equipping people with the skills necessary to efficiently manage, organize, and distribute information in a society that is becoming more and more data-driven. Information retrieval, digital literacy, archival management, and ethical information use are just a few of the many skills it includes. A LIS degree develops research and critical thinking skills, enabling students to effectively explore and make use of large information landscapes. Additionally, it trains professionals for a variety of positions in archives, museums, libraries, and information centers, helping to preserve and make knowledge accessible. With the rapid advancement of technology, LIS education also has to keep up with the times, incorporating new techniques and technologies to meet the ever-changing demands of digital information management.

NEED FOR LIS IN KENDRIYA VIDYALAYA

In order to provide students with the vital information management skills they will need in the twenty-first century, Kendriya Vidyalayas must provide Library and Information Science (LIS). Students who want to excel academically and professionally must acquire the competences necessary to locate, evaluate, and use information successfully given the fast proliferation of digital information. Some are listed below:



Improving Information Literacy: In the digital age, where false information is widely disseminated, students must learn how to critically assess sources of information.

Enhancing Academic Achievement: A LIS education can help students become more proficient researchers, which will boost their grades.

Future Career Readiness: Since information handling and knowledge management are critical competencies in many fields, LIS education is pertinent to future career readiness.

ADVANTAGES OF IMPLEMENTING LIS

Improved Reading Habits: Students gain better research skills by learning how to carry out exhaustive and efficient research.

Enhance Critical Thinking: LIS helps students develop their analytical abilities, which allow them to judge the reliability and applicability of information.

Digital Literacy: Digital literacy involves teaching students how to use digital tools and resources effectively and getting them ready for a world that is driven by technology.

Lifelong Learning: Promotes a culture of curiosity and ongoing learning.

CHALLENGES

Overloading the curriculum: Including a new subject may result in an overloaded curriculum, which would be stressful for both teachers and students.

Allocating Resources: Resources such as technology, library items, and qualified teachers are needed to implement LIS.

Teacher Training: To properly teach LIS, teachers must have specific training.

IMPLEMENTING STRATEGIES

Phased Introduction: Begin with experimental projects in a few KVs, then progressively expand them in response to input and results.

Teacher Training Programs: Provide thorough training courses to give educators the abilities and information needed to instruct LIS.

Curriculum Integration: First incorporate LIS ideas into already-existing disciplines before presenting it as a stand-alone topic.

Resource Development: To enhance LIS education, make investments in digital technologies, educational materials, and library resources.

Stakeholder Engagement: To guarantee support and buy-in, include educators, students, parents,

and legislators in the planning and execution phases.

II. CONCLUSION

Students' information literacy, research abilities, and digital literacy might all be greatly improved by adding Library and Information Science as an extra subject to Kendriya Vidyalayas. Even if there are issues to be resolved, like resource allocation and curriculum overload, the program is beneficial. Stakeholder involvement, thorough teacher preparation, and a phased implementation strategy can guarantee that LIS is successfully included into the KV curriculum.

REFERENCES

- [1]. Bruce, C. S. (1997). *The Seven Faces of Information Literacy*. Auslib Press.
- [2]. Eisenberg, M. B., & Berkowitz, R. E. (1990). *Information Problem-Solving: The Big Six Skills Approach to Library and Information Skills Instruction*. Ablex Publishing.
- [3]. Kuhlthau, C. C. (2004). *Seeking Meaning: A Process Approach to Library and Information Services*. Libraries Unlimited.
- [4]. Stripling, B. K., & Pitts, J. M. (1988). *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*. Libraries Unlimited.