

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/381845375>

# Role of the new education policy 2020 in 21st century education in India

Article in International Journal of Applied Research · June 2024

CITATIONS

0

READS

532

3 authors, including:



[Awadhesh Singh Gautam](#)

Gopal Narayan Singh University Jamuhar Sasaram Rohtas Bihar India

19 PUBLICATIONS 9 CITATIONS

SEE PROFILE



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor (RJIF): 8.4  
IJAR 2024; 10(6): 130-138  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 22-04-2024  
Accepted: 27-05-2024

**Dr. Awadhesh Singh Gautam**  
Assistant Professor & H.O.D,  
Department of Library and  
Information Science, Gopal  
Narayan Singh University,  
Jamuahar, Sasaram, Rohtash,  
Bihar, India

## Role of the new education policy 2020 in 21st century education in India

**Dr. Awadhesh Singh Gautam**

### Abstract

The National Education Policy 2020 (NEP 2020) aims to modernize India's higher education system by prioritizing the learner, increasing accessibility, and fostering inclusivity. It emphasizes the importance of libraries as information hubs and libraries, with the policy focusing on their resources and facilities. The policy requires sufficient library employees to manage facilities, create suitable career courses, and foster cooperation between educational institutions and libraries. Infrastructures for libraries are crucial for adult education, lifelong learning, and study. Schools, school complexes, and public library locations should be well-designed and equipped with information and communication technology. Central and state governments are responsible for creating and funding libraries, ensuring they are available and reasonably priced for everyone in the nation. Digital libraries and online resources are included in the NEP 2020, with efforts to improve accessibility online and expand the reach of digital libraries. The policy also includes provisions for enhancing all current libraries, establishing reading rooms and rural libraries in underprivileged areas, making reading materials in Indian languages widely accessible, opening child-friendly and transportable libraries, creating social literary societies, and promoting better partnerships between educational institutions and libraries. The government is focusing on providing top-notch online resources for education, including digital resources, online courses, applications, satellite TV channels, online books, and IT-equipped libraries and Adult Education Centers across India. The policy has significantly raised the standard of instruction in India's higher education establishments, providing students with a more comprehensive and holistic education. Preliminary findings suggest that the policy has had positive effects, but significant human, material, and technological resources are needed for its success. The policy also seeks to increase diversity in higher education by providing financial aid and scholarships to underrepresented groups.

**Keywords:** India, digital libraries, technological resources national education policy 2020, higher education

### Introduction

The Indian Ministry of Education has introduced the National Education Policy 2020 (NEP 2020), aiming to transform higher education in India by making it more inclusive and up-to-date with modern world needs. The policy prioritizes accountability, equity, affordability, quality, and access in education, addressing issues with low learning results, insufficient teacher preparation, and restricted access to high-quality education. It emphasizes the importance of analytical reasoning, inventiveness, and problem-solving abilities and encourages the use of technological devices in the classroom and bilingual education. Technological advancements have significantly changed how academic libraries store, share, and retrieve information. As more educational institutions enter the virtual world, information access, storage, and sharing have all undergone substantial changes due to recent technological breakthroughs. The policy's guidance materials serve all educational levels, including postsecondary education and vocational training. Libraries are essential to education as they provide 24/7 access to tools and materials that help users learn and become more knowledgeable. The NEP 2020 offers a blueprint for the next-generation learning environment in India and is a major advancement in the transformation of the university sector in the country.

### National Education Policy 2020

**Corresponding Author:**  
**Dr. Awadhesh Singh Gautam**  
Assistant Professor & H.O.D,  
Department of Library and  
Information Science, Gopal  
Narayan Singh University,  
Jamuahar, Sasaram, Rohtash,  
Bihar, India

### National Education Policy: Modifications

India's new educational system is outlined in the national education policy, which took the place of the previous policy from 1986. The primary goals of the national education policy in urban and rural areas are vocational training and elementary education. The main objective of the National Education Policy is to improve education, beginning in 2021.

The national education policy will ensure that every student in India receives a top-notch education. The primary language and regional languages that each state prefers will be the key topics of discussion.

The following are the policy changes or modifications:

1. In grades 3, 5, and 8, students are required to pass a school exam that is given by the authorized authority.
2. The board exams for grades 10 and 12 will remain; however, they will be modified to promote all-around development.
3. This method places a great emphasis on the mother tongue as well as regional and local languages during the first five grades.
4. Students can start fusing a scientific mindset with mathematical thinking in the sixth grade.
5. The commencement of vocational education, encompassing internships, will occur in the sixth grade.
6. The most recent educational strategy in India states that 5+3+3+4 will take the place of 10+2.
7. Students will be enrolled in early childhood education, or Anganwadi, for a period of three years and attend school for twelve under the new system.
8. Sanskrit is available to students at all levels of secondary and postsecondary education and is composed of three distinct linguistic formulas.
9. Studying literature in various classical languages, such as Indian, would also be an option.
10. Students won't be expected to speak any language.
11. To be a good teacher today, one must have a four-year bachelor's degree.
12. To reduce the stress on students, board assessments will be held twice annually.
13. Instruments based on AI will also be implemented to support learning.
14. The student will be taught the three languages designated by the state in lieu of the M.Phil. program at the university.
15. The national curriculum framework for education will be developed by the National Council of Educational Research and Training (NCERT).
16. The national education policy will be implemented through the creation of numerous institutions.
17. Particular attention will be paid to the children's education and abilities.

### The histories of Indian educational Policies

India has an extensive history of education; there is proof that educational institutions have existed there since antiquity. Nonetheless, the British colonial era saw the establishment of India's current educational system, and a variety of complicated interrelated elements, including nationalism, colonialism, socioeconomic shifts, and linguistic and cultural diversity, have influenced the country's educational policy over time. The following significant turning points in Indian education policy history are listed:

#### a) The period of British colonization (1757-1947):

Modern education was brought to India by the British colonial authorities in order to create a class of staff members and administrators who would help them with their administrative tasks. The conceptual framework for contemporary education in India was established by Wood's dispatch in 1854, which at first advocated for the creation of an educational system in that country. The country's colleges, universities, and schools were founded as a result of the Despatch, and they were mostly fashioned after the British educational system.

#### b) The post-independence era (1947-1968):

Following India's 1947 liberation from British domination, education was viewed as a vital instrument for social change and nation-building. A number of education-related initiatives were started by the government, including the 1968 National Policy on Education, which sought to give every student up to the age of 14 free and compulsory education.

#### c) Social and economic transformations (1968-1986):

The government prioritized raising educational standards and increasing access, especially in rural areas. The necessity of connecting study with progress in society and the economy was highlighted by the Commission on Education of 1964-1966, and the National Policy depending on Education of 1976 underscored the significance of encouraging vocational training and education.

#### d) Liberalization and globalization (1986-2019):

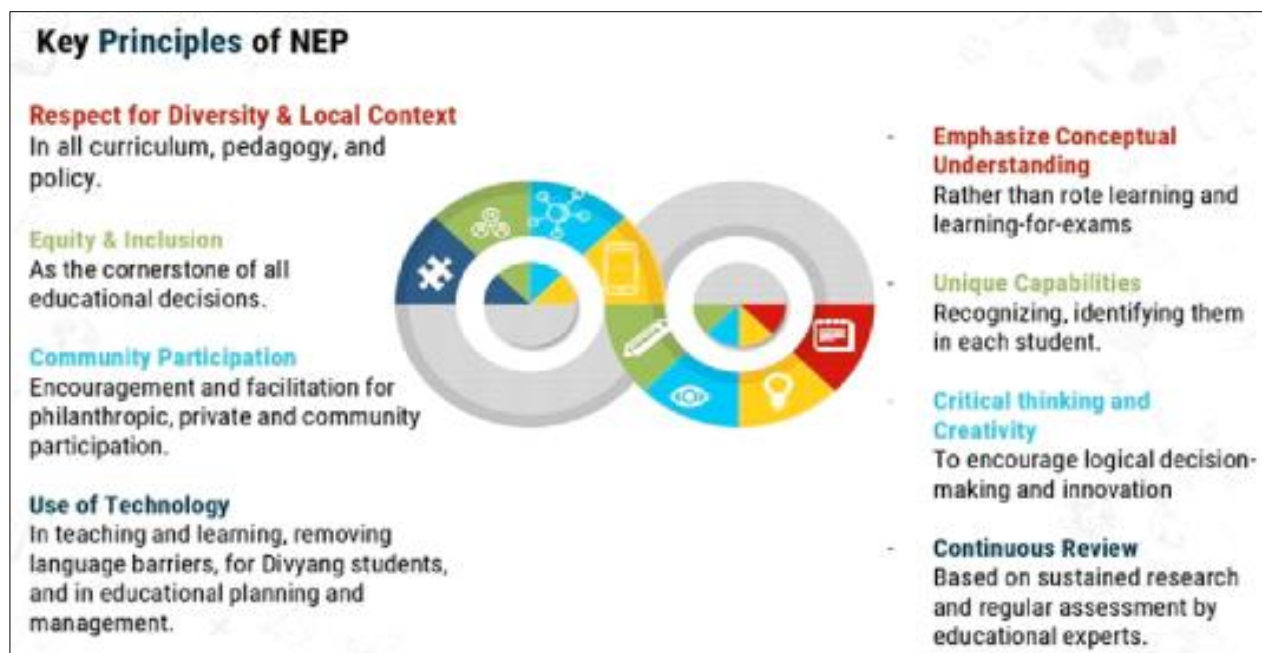
Education strategies were influenced by the necessity to produce a trained labor force to satisfy the demands of a developing economy following economic liberalization and globalization. While the National Policy on Education of 1986 encouraged scientific and technological research, the 1992 Program of Action attempted to make basic education universal.

#### e) Current events (2019-present):

To improve India's educational system, the government introduced the National Education Policy (NEP) in 2019. The NEP is centered on ensuring that all students have access to a high-quality education, encouraging multiple languages and flexibility in the classroom, and designing a curriculum that prioritizes creativity, critical thinking, and holistic growth.

### The New Education Policy's Vision

By providing top-notch education, the NEP 2020 aims to establish an education system that is specifically centered on India and support the nation's transformation into a prosperous, just, and knowledge-based society. The scientific and educational infrastructure of our country will be strengthened as a result of this NEP. Learners who have spent a million rupees studying overseas in India will be given access to global standards. The goal of the policy is to help students develop expertise, abilities, principles, and characteristics that support accountable adherence to equality for all, sustainable development and lifestyle, and global well-being. This will reflect a genuine global citizen by instilling in them a strong satisfaction in being Indian, not only in deliberated but also in spirit, intellect, and deeds. The following provides an illustration of the NEP 2020's main ideas.



**Illustration 1:** Key Points of NEP 2020

The following are the main points of NEP 2020, which emphasizes community involvement and encouragement, equity and inclusion, respect for different perspectives and local context, and engagement.

1. The utilization and application of technology with a focus on intellectual comprehension.
2. Developing distinct abilities
3. Critical thinking and innovative thinking
4. Constant review and evaluation.

#### **Objectives of the study**

**The objectives of the study were as follows**

1. To discuss how to create sufficient library resources,
2. To discuss how education and learning are growing,
3. To discuss the features and advantages of the National Education Policy 2020,
4. To emphasize the importance of libraries in the educational system,
5. To highlight the value of the New Educational Policy 2020's position on libraries and librarians,
6. To highlight the policy's significant changes; and
7. To increase public knowledge of the New Education Policy 2020.

#### **What role do libraries play in India's new education policy?**

The National Policy on Education (NPE), which was in force for 34 years, was replaced by the New Education Policy 2020 (NEP2020). The NEP 2020 is built upon the fundamental tenets of cost-effectiveness, equity, quality, and accountability. Significant efforts will be made to increase the access and availability of academic materials in all areas and tongues, and a national literature outreach program will be developed. The government will concentrate on the following developments in the field of digital libraries and school/public libraries to promote reading, make the most of library use, and guarantee that literature is available to

students without regard to their current location, language, or technology.

#### **a) Writing entertaining and motivational books**

Books in various indigenous and Indian languages will be developed for students that are both motivating and entertaining. There will be steps taken to guarantee that readers are usable by people with specific needs and impairments. The government will work with institutions in the public and commercial sectors to create initiatives aimed at improving the standard and attractiveness of books.

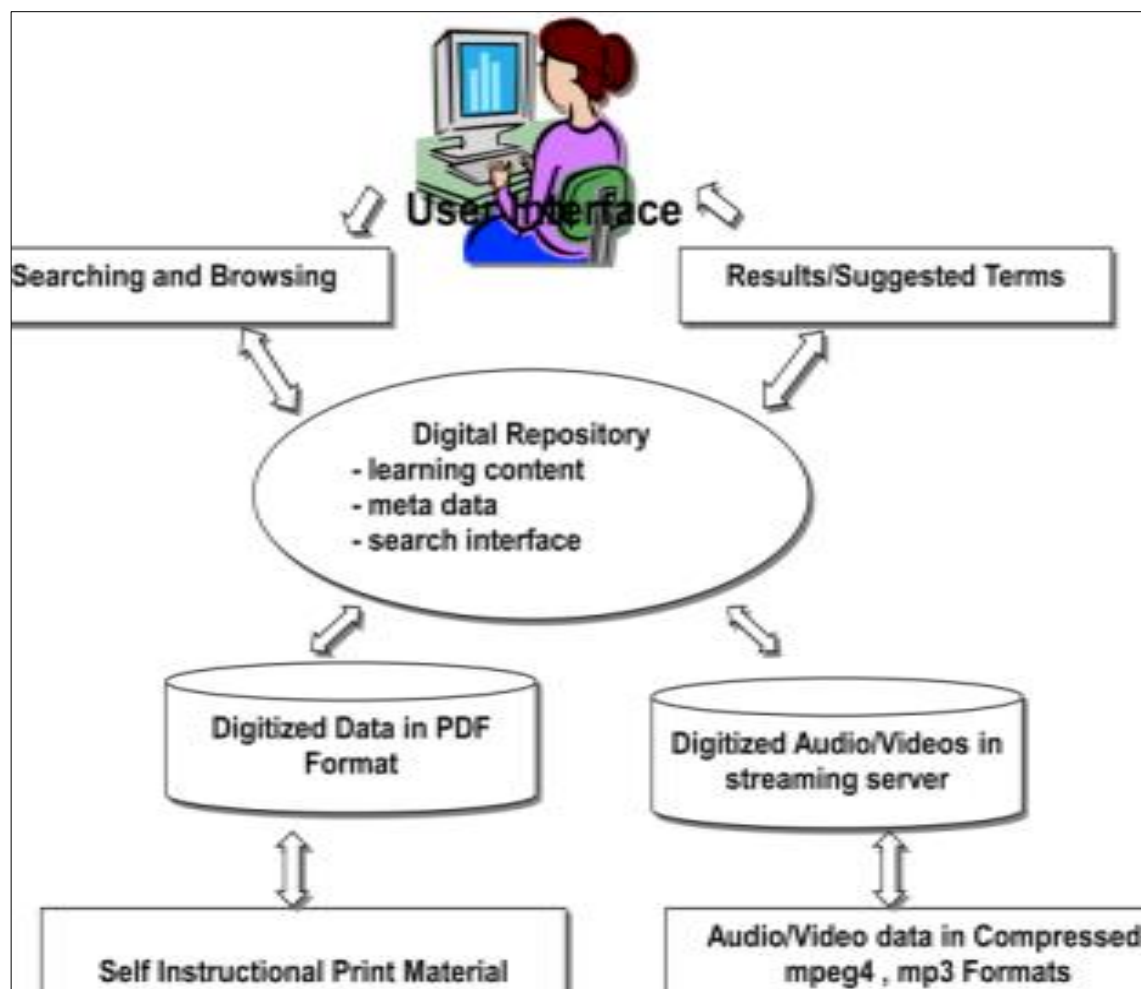
#### **b) Expanding**

The quantity of books that are readily available in schools and public libraries. The administration will place a high priority on increasing the selection of books available in local libraries and educational institutions. The government would guarantee that readers are available to all citizens of the country, especially those who use modern ICT and have disabilities or other distinct types of disabilities. The primary focus would be on rural and distant areas, as well as populations that are socioeconomically disadvantaged.

#### **Encouraging reading as a national culture**

To increase readership and readers nationwide, significant upgrades will be made to public and school libraries. Library services will be in better condition. There will be an adequate supply of books that satisfy community needs and preferences, leading to a rise in youth libraries as a whole mobile libraries, and recreational literary groups around the country to encourage reading among the general public and neighborhood development.

Develop a CPD program that is appropriate for library staff. In order to construct, develop, and enhance current libraries and meet the needs of all users across the country, the government will provide appropriate career paths for library staff members to pursue and guarantee a sufficient number of employees for optimal functioning.



**Illustration-2:** Digital Library Architecture

### Digital Library

One essential element of the learning environment is digital libraries. A vital component of the global information infrastructure is the adoption of contemporary information and communication technologies. Networked collections of digital written content, documents, images, sounds, data, software, and much more form the basis of both the Internet of today and tomorrow's globally accessible digital libraries of every human treasure.

### The Digital Repository's Functions

The information provided by academic libraries used to be reliant on the physical library contents they had available, but this is changing as more and more of them venture into the virtual realm. The service setting of all activity areas, particularly in libraries and learning centers, has changed, and old organizational boundaries have been enlarged by technologies. There are advantages and disadvantages to this. When combined with information and communication technologies, technology makes it easier to create, collect, store, organize, search for, retrieve, and modify information electronically. Digital libraries offer user-friendly interfaces, multimedia capabilities, network accessibility, and a vast amount of literature available to users. Particularly identifying digital items; linking illustration to internal as well as external challenges is possible; Supports sophisticated search and retrieval; Information has been available for a long time. Additionally, it advances the standard objectives of information availability, organization, and preservation in libraries; Assist with editing, posting

annotations, and information integration. Combining commercial, organizational, public, and private digital libraries. According to Chwartz (2000), there are approximately 64 official and non-official definitions available for digital libraries linked to different texts. Considering the vast range of interpretations for these resources, this is a large amount. The fact that there isn't a single phrase in this subject that is widely accepted, as can be seen by examining some of the definitions now in use, This will provide administration challenges for digital libraries.

**A Higher Level of High-Quality Education:** One of the NEP's main goals is to increase students from underprivileged backgrounds' access to high-quality education. The policy suggests building community schools, expanding the provision of early childhood education and care, and developing a more inclusive educational system. Through a number of initiatives, the New Education Policy (NEP) 2020 seeks to increase children from underprivileged families' access to high-quality education.

- **Universal Access to Education:** The National Education Policy (NEP) seeks to give every child in India, irrespective of location or socioeconomic status, universal access to education. This will make it possible to guarantee that all kids, even those from underprivileged homes, have access to high-quality education.
- **Better Learning Outcomes:** The NEP emphasizes creative thinking, problem-solving, and experiential



learning more than before. This could lead to better learning outcomes for students, especially those from underprivileged backgrounds.

- **Better Access to Colleges and Universities:** One of the main objectives of the NEP is to make higher education more accessible, especially for underprivileged communities and women, who are underrepresented in society. This will make it possible for all students to pursue higher education, even those from underprivileged families.

**Coordination of Technology:** The National Education Policy (NEP) encourages the use of technology in the learning environment and acknowledges its significant contribution to education. This will assist kids in acquiring the digital literacy, intellectual curiosity, and problem-solving abilities necessary to thrive in the twenty-first century.

**a) Better Learning Outcomes:** By giving students the opportunity to use digital resources, simulated classrooms, and active learning activities, technology has improved teaching and learning experiences. Learning results have improved as a result of it, especially in subjects like science, math, and language.

**(b) Greater Access to Education:** Students from small or faraway locations and those with disabilities, in particular, now have greater access to education thanks to technology. No matter where they are or how mobile they are, students can access high-quality education through online learning settings, such as live classes.

The Indian government has been pushing digital learning through a number of programs and groups. Among the well-known initiatives are:

1. **National Mission on Education through Information and Communication Technology (NMEICT):** The Ministry of Human Resource Development (MHRD) established the National Mission on Education through Information and Communication Technology (NMEICT) to encourage the use of technology in the field of education. Its goal is to make digital resources and interactive educational settings accessible to all teachers and students.
2. **SWAYAM:** The Ministry of Higher Education and Research (MHRD) developed this online learning platform, which gives students access to outstanding educational programs from some of India's best institutions and universities. A government of India program, SWAYAM, refers to "Study Webs of Active Learning for Young Aspiring Minds" and offers free online courses to professionals and students alike. It provides courses in a number of subjects, including commerce, science, technology, and the arts. The objective of this platform is to develop the workforce and increase employability by making education more accessible and inexpensive for people all around India.
3. **DIKSHA:** Designed to enhance the quality of education, DIKSHA (Digital Infrastructure for Knowledge Sharing) functions as a nationwide digital infrastructure for Indian educators. It gives educators a platform to access instructional materials, online resources, and other tools to support their teaching. Among the many services that DIKSHA provides are a teacher engagement platform, professional development

programs for teachers, and a content library. The platform is intended to assist government initiatives to raise the standard of higher learning in India and is available to all educators in the nation.

4. **National Skill Development Corporation (NSDC):** The government-funded National Skill Development Corporation (NSDC) works to advance skill development in India. It grants financial support, training, and other forms of assistance to groups that aim to up skill Indian laborers, especially those in the teaching profession.

**(c) Better Grading and Evaluation:** By giving teachers the resources to create assessments, track student progress, and give immediate feedback, technology integration can help enhance the evaluation and monitoring process. This will make it easier to guarantee that all students, even those from underprivileged homes, are getting the assistance they require to achieve.

The New Education Policy (NEP) for the year 2020 has had a major impact on the assessment and evaluation process in colleges and universities as it stands. Among the principal effects are:

1. **Decreased Emphasis on Repetition Learning:** The NEP 2020 highlights the necessity of moving away from conventional, rote-based assessment techniques and toward techniques that are more student-centric and analytical. It is anticipated that this will promote more engaged learning as well as critical thinking abilities.
2. **Increasing Technology Use:** One of the main goals of NEP 2020 is to promote the adoption of technology into the educational system, which is anticipated to have a significant influence on the evaluation and monitoring procedures. Digital evaluation tools and online tests can lessen the administrative load associated with conventional assessment techniques while giving teachers a more accurate and up-to-date picture of their students' progress.
3. **More Holistic Evaluation:** The NEP 2020 also advocates for a more holistic evaluation and assessment process that takes into consideration emotional intelligence, creativity, critical thinking, and problem-solving skills. It is anticipated that this will give a more realistic view of students' aptitudes and capacities and better equip them for the biggest obstacles of the twenty-first century.
4. **Lessened Student Pressure:** The NEP 2020 seeks to make the assessment process more user-friendly for students while also lessening their workload. This could entail lowering the quantity of difficult tests, giving pupils several chances to show off their skills, and placing less emphasis on scores and marks.

**(d) Skill Development:** Using technology in the classroom can also aid in the development of students' technological and digital literacy, which are becoming more and more crucial in the workforce of the twenty-first century.

In India, the New Education Policy (NEP) for the year 2020 places a lot of focus on skill development. By bringing the educational system into line with the demands of the 21st-century workforce, the policy hopes to produce a workforce that is both talented and employable. Among the major adjustments to skill development brought about by NEP 2020 are:

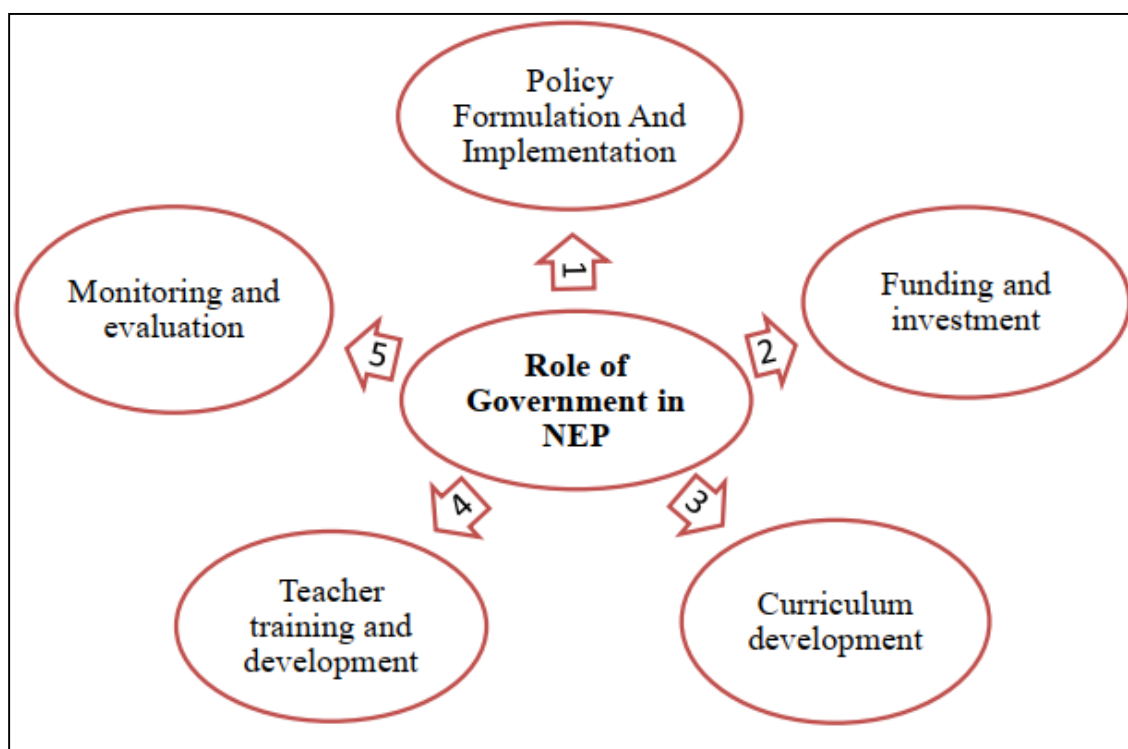
1. **Holistic Education:** The National Education Policy 2020 encourages the development of a variety of abilities and talents outside of the classroom, including communication, creativity, problem-solving, critical thinking, and emotional intelligence.
2. **Vocational Education:** The goal of NEP 2020 is to incorporate vocational learning into the regular curriculum while also enhancing its place in the educational system. Students will be able to gain useful and marketable skills in fields including technology, industry, and agriculture as a result.
3. **Technology Integration:** NEP 2020 aims to incorporate technology into the educational system at all levels, acknowledging its significance in skill development and enhancement. Students will be able to acquire technological and digital skills as a result, which are becoming more and more crucial in today's employment market.
4. **Emphasis on Entrepreneurship:** The National Education Policy 2020 promotes students' pursuit of self-employment and start-up prospects as well as the development of entrepreneurial abilities. This will foster entrepreneurial and creative thinking in India and produce an upcoming generation of people who create jobs.
5. **Skill-Based Assessment:** New to NEP 2020, assessment and evaluation will take a more flexible, all-

encompassing approach that will allow students to show their abilities and competences outside of the typical test setting.

**(e) Enhanced Effectiveness and Efficiency:** By lowering administrative burden and simplifying procedures, technology can also aid in enhancing the efficacy and efficiency of the educational system. By doing this, resources that may be used to raise the standard of instruction and learning opportunities will become available. The policy's emphasis on professional growth and education for educators is another crucial feature. The policy seeks to give educators the tools and resources they need to be successful in their profession, acknowledging the crucial role that educators play in influencing students' futures.

#### The government's role in the National Education Policy (NEP) 2020

Government support for the National Education Policy (NEP) 2020 is substantial. The policy statement provides an exhaustive structure for improving education in India, but its successful execution depends on the government's capacity to supply the resources-infrastructure, support, and tools-needed to change the manner in which education is provided. The government can make a significant contribution in a number of these sectors, according to NEP 2020, including:



**Illustration 3:** The Government's Role in NEP 2020

#### The National Digital Library of India's (NDLI) function in the 2020 National Education Policy

The Ministry of Education launched the government-funded NDLI initiative in 2015; IIT Kharagpur is the main organization in charge of carrying it out. These digital libraries' primary goal is to make digital learning materials available to all states. Even though the National Education Policy (NEP) 2020 places a strong emphasis on empowering the education sector and using the potential of digital technology, achieving these objectives remains difficult.

"Any project might be challenging to implement at the grassroots level. In terms of outreach, we are collaborating with 90% private schools and 10% government schools, according to Vignesh Sornamohan, NDLI's Chief Planning and Outreach Officer. Telecom Service Providers (TSP) statistics indicate that 25,067 villages in India out of 5,97,618 population villages do not have Internet or mobile access. The government has agreed to contribute to a fund with a yearly spending limit of Rs 15 crore that will run till March 2026.

### **National Education Policy 2020 and Libraries**

A Library Focused on the Concept of Learning and Technology Hub" In order to raise the gross enrollment ratio to 100% at the school level, the NEP 2020 places a strong emphasis on universalizing education. In order to address this need, higher education and school libraries must make sure that their collections of reading and study materials are up-to-date and easily accessible to a wide range of users. The role will encompass more than just basic services; proactive strategies will be essential in the current climate. NEP 2020 includes sophisticated and up-to-date tools for instructors and readers in society that align with the new curriculum. Although there is less of a focus on libraries in policy, libraries should still be recognized for their value as information hubs and libraries, and the National Education Policy 2020 must put more emphasis on the resources and facilities that libraries provide.

### **Sufficient Library Employees**

It will be crucial to have enough library employees on hand in The National Education Policy 2020 (21.9) to manage the facilities provided to teachers and the general public, as well as to create suitable career courses and CPD for individuals. In addition, all currently operating libraries will be strengthened; reading rooms and rural libraries will be established in underprivileged areas; reading materials in Indian languages will be widely accessible; libraries for kids and mobile libraries will be opened; social book clubs will be established throughout India and across subject areas; and increased cooperation between educational institutions and libraries will be fostered. The policy also states that libraries must stock a sufficient number of high-quality resources in a sufficient quantity to accommodate readers from all places. Additionally, it is stated that in order to create a different kind of value for libraries among the general public and societies until 2025, schools and organizations must focus on organizing a specific space and providing resources for users. Currently, these institutions lack the necessary space and equipment for libraries.

### **Infrastructures that are suitable for the library**

Ensuring adequate and appropriate infrastructure will enable all interested individuals to participate in adult education, lifelong learning, and study. Using schools, school complexes, and public library locations for adult education courses that, when feasible, will be well-designed and equipped with information and communication technology, as well as for other types of community participation and enrichment activities, following the school day and on weekends, will be a crucial step in this direction. Ensuring successful utilization of both human and material resources and fostering synergy across the following five categories of education and beyond will depend on the sharing of facilities for school, higher education, adult, and vocational education, as well as various community and volunteer activities.

### **Book Accessibility and Availability**

The NEP 2020 placed a strong emphasis on the public's and readers' access to high-quality books and other materials for high-quality instruction and research development. To foster the habit of reading in societies and educational institutions, it is imperative to enhance the accessibility and availability of books. The policy suggests strengthening and modernizing all communities, organizations, and educational institutions, including public libraries, colleges,

universities, and schools, in order to guarantee a sufficient supply of books that meet the needs and interests of every student. Additionally, the NEP 2020 includes measures for ensuring the accessibility of books and other materials for various and unique categories of readers in society, such as individuals with challenges and differently abled people.

### **The role of the central and state governments**

They are in charge of creating and funding libraries, as well as developing them. They will take measures to guarantee that books are available and reasonably priced for everyone in the nation, including residents of rural and isolated areas and socioeconomically disadvantaged areas. Agencies and institutions in the public and commercial sectors shall come up with plans to raise the caliber and appeal of books that are available across all Indian languages.

### **Digital libraries and online resources are included in the NEP 2020**

Digital tools for digital libraries are included in the NEP 2020, and efforts will be made to improve library book accessibility online and expand the reach of digital libraries.

**Provision for enhancing all current libraries:** The NEP 2020 includes measures to bolster all current libraries, establish reading rooms and rural libraries in underprivileged areas, make reading materials in Indian languages widely accessible, open child-friendly libraries and transportable libraries, create social literary societies across India and subject areas, and promote more excellent partnerships between educational institutions and libraries. At the moment, libraries must adapt their services to accommodate the growing usage of ICT across the board. The Indian government is concentrating on providing top-notch online resources for education, ranging from school-level instruction to higher education establishments. The Indian government's Digital India initiative and vision inspired and supported the Digital Library's online education and learning of materials. The development guidelines and supportive morality of NEP 2020 are excellent for Indian libraries.

### **Technology utilization and the availability of non-book content in all kinds of libraries**

According to the policy, library technological advances will be used to support and carry out the aforementioned efforts. High-quality technology-based learning choices for adults, including digital resources, online courses, applications, satellite TV channels, online books, and IT-equipped libraries and Adult Education Centers across the country. As a result, high-quality adult education may frequently be provided online. All of the current libraries are being strengthened under the national education policy. Numerous provisions are included in the National Education Policy 2020 for the advancement of libraries in all phases of the realm of technology. It is obvious that libraries will be important for research and educational progress in the upcoming modern digital era. Libraries will offer top-notch instruction and the right approaches for the development of the nation.

### **Recommendations**

1. Enough funding should be provided by the government to support teacher professional development and training as part of the New Education Policy 2020.



2. To monitor policy implementation and pinpoint areas for improvement, the government should set up a system for tracking and evaluating progress.
3. To be confident that the policy is inclusive and sensitive to the requirements of all stakeholders, the education sector should collaborate and have conversations with students, educators, parents, and civil society organizations.
4. In order to assist institutions in areas that are underdeveloped and rural in implementing the New Education Policy 2020's provisions into practice, the government should offer those resources and assistance.
5. NEP 2020 has considerably raised the standard of instruction in India's higher education establishments. Students now receive a more comprehensive and holistic education, which enhances their entire quality of life. This is due to the policy's dedication to interdisciplinary and multidisciplinary learning, pedagogical changes, and enhanced governance.

### Conclusion

India's New Education Policy 2020 seeks to modernize the nation's higher education system by putting the learner at the center, increasing accessibility, and fostering inclusivity. The policy places a strong emphasis on enhanced governance, instructional innovations, and multidisciplinary and trans disciplinary education. Although the complete effect of NEP 2020 on higher education in India is not yet known, preliminary findings point to a beneficial outcome. Significant human, material, and technological resources are needed for the policy, in addition to active participation from all stakeholders. Curriculum changes, the advancement of research, the development of skills, inclusivity, and industrial cooperation have all resulted from the policy. With an emphasis on interdisciplinary research and practical applications, institutions have updated their current curricula and added new ones. In addition, the strategy seeks to increase diversity in higher education by providing financial aid and scholarships to underrepresented groups. All stakeholders must take an active role in implementing the policy for it to succeed.

### References

1. OIU. A Weakly Journal of Higher Education. New Delhi (University News). 2022;60(43):20.
2. Dubey A, Mehndiratta A, Sagar M, Kashiramka S. Reforms in the technical education sector: evidence from the World Bank-assisted Technical Education Quality Improvement Program in India. Higher Education. 2019;78(2):301-304.
3. Asif M, Singh KK. Libraries at the National Education Policy (NEP2020) in India. IP Indian Journal of Library Science and Information Technology. 2022;7:18-21.
4. Aslam M. Changing the behavior of academic libraries and the role of library professionals. Information Discovery and Delivery. 2022;50.
5. Govinda R. NEP 2020: A Critical Examination. Social Change. 2020;50(4):603-607. DOI:10.1177/0049085720958804
6. Highlights of the New Education Policy 2020 Available in 2022 [Internet]. Available from: <https://www.pib.gov.in/PressReleasePage.aspx?PRID=1654058>
7. New Education Policy 2020 Highlights [Internet]. Available from: <http://www.lispathshala.com/2021/07/new-education-policy-2020highlights.html>
8. Impact of NEP 2020 on Teacher Librarian India [Internet]. Available from: <https://heerubhojwani.com/impact-of-nep-2020-on-teacher-librarian-india/>
9. Ministry of Education, Government of India [Internet]. Available from: <https://www.education.gov.in>
10. Library Culture in Schools New Education Policy NEP 2020 [Internet]. Available from: <https://www.jkchrome.com/library-culture-in-schools-new-education-policy-nep-2020/>
11. Ministry of Human Resource Development, Government of India. National Education Policy 2020 [Internet]. 2020. Available from: [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf)
12. Jain A. National Education Policy 2020: A Game-Changer for Indian Education. Journal of Education and Practice. 2021;12(3):1-8.
13. Jaiswal S. The Impact of National Education Policy 2020 on the Higher Education System. Journal of Education and Practice. 2021;12(11):69-75.
14. Kumar K, Prakash A, Singh K. How National Education Policy 2020 can be a lodestar to transform future generations in India. Journal of Public Affairs. 2020;21(3).
15. Kumar MJ. National Education Policy: How Does It Affect Higher Education in India? IETE Technical Review. 2020;37(4):327-8.
16. Kurien A, Chandramana S. Impact of New Education Policy 2020 on Higher Education. In: Proceeding of the Conference; 2020. Available from: <https://iimranchi.ac.in/p/nep-2020-impact-on-higher-education.html>
17. Lamani M. New Education Policy-2020: Role of Libraries. International Journal of Research in Library Science. 2021;7(3):166-171.
18. Mahto KR. National Education Policy (NEP) 2020: A Path-Breaking Reform in the Higher Education System. Journal of Education and Social Policy. 2021;6(3):1-7.
19. Vharese MA, *et al.* NAAC, Bengaluru, Quality Management System in Higher Education. Cp-3, 3.6.
20. Ministry of Education, Government of India. National Education Policy 2020 [Internet]. 2020. Available from: [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
21. Ministry of Human Resource Development, Government of India [Internet]. 2020. Available from: [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
22. New Education Policy, 2020 Highlights: School and Higher Education to See Major Changes. Hindustan Times [Internet]. 2020. Available from: <https://www.hindustantimes.com/education/neweducati-on-policy-2020-live-updatesimportant-takeaways/storyYm1QaeNyFW4uTTU3g9bJO.html>
23. Mohammed PR. National Education Policy 2020 and the Role of Libraries. In: Proceedings of the National Conference on NEP 2020 and Libraries. 2023. p. 116-121.

24. ACRL Research Planning Review Committee. Top trends in academic libraries. ACRL Research Planning Review Committee. 2014;83(6):75.
25. Mahendra RM. NEP 2020, and the Role of Libraries. In: Proceedings of the National Conference on NEP 2020 and Libraries. 2023. p. 43-18.
26. Shrivastava PD, Rathod FD. Prospects and Implementation of NEP-2020: Competency-Based Education for Employability. International Journal of Social Impact. 2021;104-111.
27. Reddy PN. National Education Policy 2020: Challenges and Opportunities for the Educational System. International Journal of Science and Research (IJSR). 2021;10(11):927-930.
28. Desale S, Sankpal D. Library and Information Science Education: NEP 2020 Scenario. In: Proceedings of the National Conference on NEP 2020 and Libraries. 2023. p. 9-17.
29. Joseph S. Need Vs. Created Need: A Case Study on Motivational Books. Asian Journal of Management. 2011;2(4):159-161.
30. Sankpal UB, Sawant RG. National Education Policy 2020 and Higher Education: A Brief Review. International Journal of Creative Research Thoughts (IJCRT). 2021;9(1):3456-3460.
31. Sharna K. New National Education Policy 2022: NEP 2022: The Asian School [Internet]. 2022. Available from: <https://www.theasianschool.net/blog/new-national-education-policy/>
32. Shukla D, Kaur J. A Study on the Impact of National Education Policy 2020 on the Higher Education System. Journal of Education and Practice. 2021;12(16):94-100.
33. Sivankalai S. Academic Libraries Support E-Learning and Lifelong Learning: A Case Study. Library Philosophy and Practice. 2021;1-18.
34. Khatak S, Wadhwa N, Kumar R. NEP: A review and survey-based analysis of myths and reality of education in India. International Journal of Advanced Management, Technology and Engineering Sciences. 2020.
35. Tzanova S. Changes in academic libraries in the era of open science. Education for Information. 2020;36(3):281-299.
36. Vashist A. National Education Policy 2020: An Insight into Reforms in the Higher Education System. Journal of Education and Social Policy. 2021;6(2):1-7.
37. Verma R. New Education Policy 2020: A Paradigm Shift in the Higher Education System. Journal of Education and Social Science Research. 2021;7(1):1-8.