



ORIGINAL RESEARCH PAPER

Education

SIGNIFICANCE OF LIBRARIES IN THE IMPLEMENTATION OF THE NATIONAL EDUCATION POLICY 2020

KEY WORDS: National Education Policy 2020, Academic Libraries, Digital Literacy, Lifelong Learning, Information Literacy, Higher Education, Learning Resource Centres

Dr. Vijay Ganeshrao Wardikar

Librarian, Mahila Mahavidyalaya, Amravati, Affiliated to Sant Gadge Baba Amravati University, Amravati, Maharashtra, India

ABSTRACT

The National Education Policy (NEP) 2020 represents a transformative framework for restructuring the Indian education system with an emphasis on quality, equity, accessibility, multidisciplinary learning, digital transformation, and lifelong education. Although the policy does not explicitly define the institutional role of libraries, its vision strongly aligns with the objectives and functions of academic and public libraries. Libraries serve as knowledge hubs that facilitate teaching, learning, research, innovation, information literacy, and digital inclusion, thereby supporting the successful implementation of NEP 2020. This paper examines the significance of libraries in achieving the policy's educational objectives by analyzing the provisions of NEP 2020 and relevant scholarly literature. The study adopts a descriptive research methodology based on a review of government policy documents, research publications, and secondary sources. It discusses the evolving role of libraries as learning resource centres, the integration of digital technologies, promotion of lifelong learning, preservation of cultural heritage, and support for research and innovation. Furthermore, the paper highlights the challenges faced by higher education libraries, including infrastructure limitations, financial constraints, technological transformation, and human resource development. Government initiatives supporting library modernization are also examined. The study concludes that libraries are indispensable partners in realizing the vision of NEP 2020 and recommends strengthening library infrastructure, digital services, professional competencies, and policy integration to create an inclusive, learner-centred, and knowledge-driven educational ecosystem.

1. INTRODUCTION

The National Education Policy (NEP) 2020 is India's first comprehensive education policy of the twenty-first century and provides a strategic framework for transforming the country's education system. The policy seeks to improve educational quality, accessibility, equity, affordability, and accountability while aligning the Indian education system with global standards and the United Nations Sustainable Development Goal 4 (SDG 4), which advocates inclusive and equitable quality education for all (Ministry of Education, 2020).

NEP 2020 promotes multidisciplinary education, flexible curricula, critical thinking, experiential learning, digital literacy, research, innovation, and lifelong learning. It recognizes that education should extend beyond the acquisition of foundational literacy and numeracy to include creativity, analytical reasoning, ethical values, scientific temper, communication skills, and holistic personality development. The policy further emphasizes the preservation of India's rich cultural heritage, multilingualism, and knowledge traditions while preparing learners to participate effectively in a rapidly evolving global knowledge economy.

Within this transformative educational framework, libraries occupy a strategic position as centres for knowledge creation, dissemination, and lifelong learning. Although NEP 2020 does not explicitly define the institutional responsibilities of libraries, many of its objectives—including digital learning, research excellence, information literacy, open educational resources, and equitable access to knowledge—cannot be effectively achieved without strong library systems. Academic libraries are increasingly evolving from traditional repositories of printed materials into technology-enabled learning resource centres that support teaching, research, innovation, scholarly communication, and community engagement.

Consequently, higher education libraries are expected to strengthen digital infrastructure, expand electronic resources, promote information literacy, facilitate research support services, and contribute actively to the implementation of NEP 2020. This study explores the evolving role of libraries in supporting the successful implementation of the policy and identifies the opportunities and challenges associated with this transformation.

2. OBJECTIVES OF THE STUDY

The present study has been undertaken with the following objectives:

1. To examine the major provisions of the National Education Policy 2020 relevant to libraries.
2. To analyze the changing role of academic libraries in supporting teaching, learning, research, and lifelong education.
3. To identify the contribution of libraries in achieving the objectives of NEP 2020.
4. To examine the challenges faced by higher education libraries in implementing the policy.
5. To suggest measures for strengthening library services in accordance with the vision of NEP 2020.

3. RESEARCH METHODOLOGY

The study adopts a descriptive research design based entirely on secondary sources of information. Data were collected through a comprehensive review of the National Education Policy 2020 document published by the Government of India, scholarly journal articles, books, conference proceedings, government reports, and relevant electronic resources. The collected literature was critically analysed to understand the evolving role of academic libraries in implementing NEP 2020. The study also examines recent developments in library and information services, digital transformation, and educational reforms to provide a comprehensive perspective on the subject.

4. Scope of the Study

The study is limited to examining the significance of libraries within the framework of the National Education Policy 2020 in India. It primarily focuses on academic and higher education libraries and their contribution to teaching, learning, research, digital literacy, lifelong learning, and institutional development. The paper does not include an empirical investigation or field survey; instead, it is based on the analysis of published literature and official policy documents.

5. Review of Literature

Several scholars have examined the implications of the National Education Policy 2020 for libraries and higher education. Asif and Singh (2022) emphasized that academic libraries are essential stakeholders in implementing NEP 2020 because they promote information literacy, lifelong learning, research

support, and equitable access to knowledge resources. They argued that libraries should transform into learner-centred knowledge hubs capable of supporting multidisciplinary education and digital scholarship.

Aslam (2022) highlighted the changing role of academic libraries in the digital era and emphasized the need for library professionals to acquire competencies in information technology, digital resource management, research support, and user-centred services. The study suggested that modern libraries must adopt innovative service models to meet the evolving information needs of students and researchers.

Bapte (2022) discussed the strategic role of libraries in achieving the objectives of NEP 2020, particularly in promoting digital literacy, open access, lifelong learning, and inclusive education. The author emphasized that libraries should strengthen their digital infrastructure and actively support teaching, learning, and research through technology-enabled services.

Lamani (2021) examined the responsibilities of libraries under the new education policy and concluded that academic libraries should function as integrated learning resource centres by providing digital resources, information literacy programmes, and research support services aligned with institutional objectives.

Similarly, Bharati (2022) observed that successful implementation of NEP 2020 requires strengthening library infrastructure, increasing investment in information resources, and enhancing professional competencies among library personnel. The study emphasized that both public and academic libraries should receive adequate policy and financial support to facilitate quality education.

Collectively, the existing literature demonstrates that libraries are fundamental to achieving the goals of NEP 2020 by facilitating knowledge access, promoting digital transformation, supporting research and innovation, and fostering lifelong learning. However, the literature also identifies significant challenges related to infrastructure, funding, technological advancement, and professional capacity building that require sustained policy attention.

6. National Education Policy (NEP) 2020

The National Education Policy (NEP) 2020, approved by the Government of India on 29 July 2020, represents one of the most comprehensive educational reforms since the National Policy on Education of 1986 (modified in 1992). The policy seeks to transform India's education system into an equitable, inclusive, multidisciplinary, flexible, and learner-centred framework capable of meeting the social, economic, and technological demands of the twenty-first century (Government of India, 2020).

Prepared under the chairmanship of Dr. K. Kasturirangan, the policy provides a holistic roadmap for restructuring school and higher education while promoting innovation, critical thinking, research, skill development, and lifelong learning. It introduces significant structural reforms, including the 5+3+3+4 curricular model for school education, multidisciplinary higher education institutions, flexible academic pathways, vocational integration, digital learning, and the promotion of Indian languages and culture (Government of India, 2020).

The overarching objective of NEP 2020 is to establish India as a global knowledge society by ensuring universal access to quality education, strengthening research and innovation, promoting social justice, and developing responsible citizens equipped with knowledge, skills, values, and ethical commitment.

6.1 Guiding Principles of NEP 2020

The philosophy of NEP 2020 extends beyond academic achievement and emphasizes the holistic development of

learners. The policy envisions an education system that nurtures intellectual curiosity, creativity, analytical thinking, scientific temper, constitutional values, ethical behaviour, and emotional resilience. Learners are expected to become responsible citizens capable of contributing meaningfully to a democratic, inclusive, and sustainable society.

The policy further encourages interdisciplinary learning, experiential education, problem-solving abilities, environmental awareness, digital competence, and lifelong learning. These principles collectively support the development of knowledgeable individuals who can actively participate in national development while responding effectively to global challenges (Government of India, 2020).

6.2 Vision of NEP 2020

The vision of the National Education Policy is rooted in India's cultural heritage while embracing global standards of education. It seeks to create an equitable and vibrant knowledge society by ensuring universal access to quality education throughout an individual's lifetime. The policy emphasizes educational excellence, innovation, inclusivity, social responsibility, and sustainable development.

NEP 2020 envisages educational institutions that cultivate constitutional values, national identity, ethical leadership, respect for diversity, and global citizenship. Students are expected to acquire not only disciplinary knowledge and professional competencies but also values that promote human dignity, environmental sustainability, social justice, and responsible citizenship. Through these objectives, the policy aims to prepare learners capable of addressing both national priorities and global challenges (Government of India, 2020).

For effective implementation, the policy has been organized into four major components:

- Part I: School Education
- Part II: Higher Education
- Part III: Other Key Areas of Focus
- Part IV: Making It Happen

These four components collectively provide a comprehensive framework for educational transformation and institutional reform across India.

6.3 National Education Policy 2020 and Academic Libraries

Although NEP 2020 does not dedicate a separate chapter exclusively to libraries, the successful implementation of nearly every educational reform proposed in the policy depends substantially on strong, modern, and accessible library systems. Academic libraries are expected to evolve from traditional repositories of printed materials into dynamic Learning Resource Centres that support teaching, learning, research, innovation, digital scholarship, and lifelong education.

In the context of NEP 2020, libraries are expected to facilitate equitable access to diverse information resources, digital technologies, open educational resources, multilingual collections, research databases, and collaborative learning environments. By strengthening information literacy, digital literacy, research support services, and user education programmes, academic libraries contribute significantly to learner-centred education and knowledge creation.

Furthermore, libraries play a critical role in promoting interdisciplinary learning, supporting faculty research, preserving institutional knowledge, facilitating scholarly communication, and enhancing academic excellence. Their contribution aligns closely with the objectives of NEP 2020, particularly those related to quality education, research culture, innovation, and inclusive access to knowledge (Government of India, 2020).

6.3.1 Adequate Human Resources

The successful transformation of academic libraries under NEP 2020 requires qualified, professionally trained, and technologically competent library personnel. Librarians and information professionals should possess expertise in digital information management, research support services, information literacy instruction, scholarly communication, metadata standards, and emerging technologies.

Continuous professional development through workshops, faculty development programmes, online certification courses, and skill enhancement initiatives is essential to enable library professionals to respond effectively to changing educational and technological environments. Adequate staffing ensures efficient management of both physical and digital collections while improving the quality of user-centred library services.

6.3.2 Sustainable Library Infrastructure

Modern academic libraries require sustainable physical and digital infrastructure that supports teaching, research, innovation, and lifelong learning. NEP 2020 emphasizes equitable educational opportunities, making it essential for institutions to provide well-designed library spaces equipped with modern ICT facilities, high-speed internet connectivity, digital repositories, institutional repositories, e-resources, assistive technologies, and collaborative learning environments.

Infrastructure development should also include environmentally sustainable practices, universal accessibility, smart learning spaces, and facilities that accommodate learners from diverse social and physical backgrounds. Such investments strengthen libraries as central components of institutional academic ecosystems.

6.3.3 Availability and Accessibility of Learning Resources

One of the fundamental responsibilities of academic libraries under NEP 2020 is ensuring equitable access to high-quality learning resources. Libraries should maintain balanced collections comprising printed books, electronic books, scholarly journals, databases, multimedia resources, open educational resources (OER), institutional repositories, and multilingual information materials.

Special attention should be given to providing accessible formats for persons with disabilities, including Braille resources, audio books, screen-reader-compatible digital content, and other assistive technologies. Timely acquisition, effective organization, digital preservation, and user-friendly access mechanisms enhance the learning experience while promoting reading habits, research productivity, and lifelong learning.

By ensuring the availability, accessibility, affordability, and inclusiveness of information resources, academic libraries become indispensable partners in realizing the vision of NEP 2020 and fostering an equitable knowledge society.

7. Government Initiatives for Strengthening Library Services under NEP 2020

The successful implementation of the National Education Policy (NEP) 2020 depends significantly on sustained support from both the Central and State Governments. Recognizing libraries as essential components of the educational ecosystem, the policy encourages governments to strengthen library infrastructure, improve access to learning resources, and ensure equitable information services for learners across the country (Government of India, 2020).

One of the major policy priorities is to enhance the accessibility, affordability, and availability of quality books and educational resources for all sections of society, particularly learners belonging to socio-economically disadvantaged groups (SEDGs). Governments are expected to formulate policies that promote the publication, distribution, and

preservation of educational materials in Indian languages, thereby supporting multilingual education and preserving the country's rich linguistic diversity (Government of India, 2020).

A key initiative under NEP 2020 is the expansion of digital library services. The policy emphasizes developing robust digital library infrastructure to provide seamless online access to books, journals, educational databases, and other learning resources. Strengthening digital repositories, institutional repositories, and online learning platforms enables students and teachers to access quality information regardless of geographical location.

In addition, NEP 2020 advocates the modernization of existing libraries while encouraging the establishment of new libraries in rural, tribal, and underserved regions. The policy also recommends expanding reading rooms, promoting mobile library services, and increasing the availability of reading materials in regional and local languages. Such initiatives contribute to reducing educational inequalities and fostering a nationwide culture of reading and lifelong learning (Government of India, 2020).

The Government of India's Digital India initiative further complements the objectives of NEP 2020 by promoting the integration of Information and Communication Technology (ICT) into education. Digital platforms, online repositories, virtual learning environments, and electronic information resources have significantly transformed the delivery of library services. Consequently, academic libraries are increasingly adopting integrated library management systems, digital repositories, cloud-based services, and remote access technologies to support teaching, learning, and research. These developments position libraries as vital digital knowledge centres capable of meeting the evolving information needs of contemporary learners.

8. Challenges Faced by Higher Education Libraries in Implementing NEP 2020

Although NEP 2020 presents numerous opportunities for academic libraries, its successful implementation is accompanied by several institutional, technological, financial, and professional challenges.

8.1 Infrastructure Development

Many higher education libraries continue to operate with inadequate physical infrastructure, outdated furniture, limited seating capacity, insufficient ICT facilities, and inadequate internet connectivity. The transition towards learner-centred and technology-enabled library services requires substantial investment in modern infrastructure, digital workstations, collaborative learning spaces, and smart library environments. Without these improvements, libraries may struggle to meet the expectations outlined in NEP 2020.

8.2 Digital Transformation and Technological Adaptation

Rapid technological advancements have fundamentally changed the methods through which information is created, organized, accessed, and disseminated. Libraries are therefore required to digitize institutional collections, establish digital repositories, implement advanced library management systems, and provide uninterrupted remote access to electronic resources.

This transformation also demands continuous technological upgradation, cybersecurity measures, cloud-based information services, and reliable digital infrastructure. Simultaneously, students, faculty members, and library professionals require regular digital literacy training to maximize the effective utilization of electronic information resources.

8.3 Financial Constraints

Financial limitations remain one of the most significant barriers to library development. Many higher education insti-

tutions experience budgetary constraints that affect the acquisition of books, subscription to electronic databases, procurement of digital technologies, infrastructure development, and recruitment of qualified personnel.

To overcome these limitations, libraries should adopt strategic financial planning, resource sharing through library networks and consortia, utilization of open educational resources (OER), collaborative collection development, and effective budget management. Government grants and institutional support will also play a crucial role in achieving the objectives of NEP 2020.

8.4 Capacity Building and Human Resource Development

The evolving role of academic libraries requires professionally trained library personnel possessing expertise in digital librarianship, information literacy instruction, research data management, bibliometric analysis, scholarly communication, artificial intelligence applications, and emerging information technologies.

However, many institutions continue to experience shortages of adequately trained professionals. Continuous professional development through workshops, refresher courses, faculty development programmes, online certification, and hands-on training is therefore essential. Developing the competencies of library professionals will significantly improve service quality and strengthen the library's contribution to institutional teaching, learning, and research.

9. Comprehensive Role of Academic Libraries in the Implementation of NEP 2020

The National Education Policy 2020 substantially expands the role of academic libraries beyond their traditional function of housing printed collections. Libraries are expected to become dynamic learning ecosystems that actively support curriculum delivery, multidisciplinary education, research excellence, digital learning, innovation, and lifelong learning.

Academic libraries are responsible for developing collections that align with the revised curricula introduced by universities under NEP 2020. This includes acquiring prescribed textbooks, reference materials, scholarly journals, electronic databases, e-books, multimedia resources, and open educational resources that adequately support teaching and learning across disciplines.

In addition to conventional academic resources, libraries must facilitate access to learning materials related to the Indian Knowledge System (IKS), Generic Open Electives (GOE), Vocational Education, Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC), Value-Added Courses (VAC), internship programmes, and other multidisciplinary learning initiatives introduced under the policy framework.

The responsibilities of academic libraries also extend to promoting information literacy, digital literacy, research ethics, academic integrity, plagiarism awareness, scholarly publishing, and research support services. Libraries should organize user orientation programmes, training workshops, webinars, and awareness campaigns that enable students and faculty members to effectively identify, evaluate, and utilize information resources.

Furthermore, academic libraries should actively participate in institutional research activities by supporting systematic literature reviews, citation management, research impact assessment, institutional repositories, open-access publishing, and bibliometric services. Collaborative partnerships with faculty members, researchers, and academic departments will strengthen the integration of library services into the teaching-learning process.

The adoption of emerging technologies—including artificial intelligence, cloud computing, big data analytics, machine

learning, and digital knowledge management systems—will further transform academic libraries into intelligent learning environments capable of providing personalized, efficient, and user-centred information services.

Ultimately, the realization of the objectives of NEP 2020 depends not only on educational reforms but also on the ability of academic libraries to function as innovative knowledge hubs that promote inclusive education, inter disciplinary scholarship, lifelong learning, and sustainable national development.

10. Findings

The analysis of the National Education Policy (NEP) 2020 and its implications for academic libraries highlights several significant findings:

1. Academic libraries are indispensable to the successful implementation of NEP 2020. Although the policy does not provide a dedicated chapter on libraries, its emphasis on learner-centred education, multidisciplinary learning, research, innovation, digital education, and lifelong learning clearly positions libraries as strategic partners in educational transformation (Government of India, 2020).
2. The role of libraries has evolved considerably. Modern academic libraries are expected to function as comprehensive Learning Resource Centres that provide access to both print and digital resources, facilitate research, support curriculum delivery, and promote information and digital literacy.
3. Digital transformation has become a fundamental requirement. The integration of Information and Communication Technology (ICT), institutional repositories, digital libraries, cloudbased services, and remote access systems is essential for ensuring equitable access to quality educational resources.
4. Professional competencies of library personnel require continuous enhancement. Library professionals must acquire expertise in digital librarianship, information literacy, research support, scholarly communication, artificial intelligence applications, and emerging technologies to effectively support the objectives of NEP 2020.
5. Significant implementation challenges remain. Inadequate infrastructure, financial limitations, uneven technological development, shortages of trained professionals, and disparities between urban and rural institutions continue to hinder the effective implementation of NEP 2020 in many higher education libraries.
6. Government support is essential for sustainable library development. Continued investment by the Central and State Governments in digital infrastructure, multilingual resources, rural library development, and capacity-building initiatives will be critical for strengthening the national library ecosystem.
7. Libraries contribute directly to achieving Sustainable Development Goal 4 (SDG 4). By promoting equitable access to information, lifelong learning, inclusive education, and research excellence, academic libraries support both the national educational agenda and the global Sustainable Development Goals.

11. Recommendations

To maximize the contribution of academic libraries to the successful implementation of NEP 2020, the following recommendations are proposed:

1. Strengthen digital infrastructure by providing high-speed internet connectivity, modern Integrated Library Management Systems (ILMS), institutional repositories, digital libraries, and access to national and international electronic resources.
2. Increase financial support through dedicated funding from Central and State Governments for library modernization, digital resource acquisition, automation, and infrastructure development.
3. Enhance professional capacity by organizing continuous

training programmes, faculty development initiatives, workshops, and certification courses in digital librarianship, research support services, artificial intelligence, and emerging information technologies.

4. Expand multilingual collections by developing high-quality learning resources in Indian languages alongside English-language academic materials to promote inclusive and equitable education.
5. Promote information and digital literacy through structured user education programmes, research methodology workshops, plagiarism awareness sessions, citation management training, and responsible use of artificial intelligence in academic research.
6. Strengthen collaborative resource sharing by encouraging participation in library consortia, institutional networks, open-access initiatives, and inter-library cooperation to optimize the utilization of available resources.
7. Improve accessibility and inclusiveness by adopting universal design principles, assistive technologies, accessible digital content, Braille resources, audiobooks, and other services that support learners with disabilities.
8. Integrate libraries into institutional academic planning. Librarians should actively participate in curriculum development, accreditation processes, quality assurance initiatives, research planning, and institutional policy formulation.
9. Adopt emerging technologies such as artificial intelligence, machine learning, cloud computing, data analytics, and intelligent information retrieval systems to improve library services and user experience.
10. Establish continuous assessment mechanisms to periodically evaluate library performance, user satisfaction, digital service utilization, research support activities, and alignment with the objectives of NEP 2020.

12. CONCLUSION

The National Education Policy 2020 presents a transformative vision for India's education system by promoting inclusivity, flexibility, multidisciplinary learning, research excellence, digital education, and lifelong learning. Achieving these ambitious objectives requires academic libraries to evolve from traditional repositories of information into dynamic knowledge centres that actively support teaching, learning, research, innovation, and community engagement.

The implementation of NEP 2020 poses several challenges for higher education libraries, including inadequate infrastructure, limited financial resources, rapid technological advancements, and the need for continuous professional development. Addressing these challenges demands coordinated efforts among government agencies, higher education institutions, policymakers, library professionals, and other stakeholders. Strategic investments in digital infrastructure, human resource development, multilingual collections, and emerging technologies will be essential for strengthening library services across the country.

Academic libraries occupy a pivotal position in fostering information literacy, digital competence, research productivity, scholarly communication, and equitable access to knowledge. Their contributions extend beyond resource management to include support for curriculum implementation, interdisciplinary education, open educational resources, institutional repositories, research data services, and lifelong learning opportunities.

As India advances towards a knowledge-driven economy, libraries will play an increasingly important role in achieving the educational aspirations of NEP 2020 and the broader objectives of Sustainable Development Goal 4 (SDG 4). Through continuous innovation, collaborative partnerships, technological integration, and user-centred services, academic libraries can substantially enhance the quality of higher education and contribute to building an inclusive,

informed, and globally competitive knowledge society (Government of India, 2020).

Abbreviations

- ICT – Information and Communication Technology
- ILMS – Integrated Library Management System
- NEP – National Education Policy
- OER – Open Educational Resources
- SDG 4 – Sustainable Development Goal 4 (Quality Education)

Author Contributions

Vijay Ganeshrao Wardikar conceived the study, conducted the literature review, analysed the relevant policy documents, interpreted the findings, prepared the manuscript, and approved the final version for publication.

Conflict of Interest

The author declares that there are no financial, professional, or personal conflicts of interest that could have influenced the preparation, interpretation, or publication of this research.

REFERENCES (APA 7th Edition)

1. Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences*, 5(2), 19–41.
2. Asif, M., & Singh, K. K. (2022). Libraries @ National Education Policy (NEP 2020) in India. *IP Indian Journal of Library Science and Information Technology*, 7(1), 18–21. <https://doi.org/10.18231/j.ijlsit.2022.004>
3. Aslam, M. (2022). Changing behaviour of academic libraries and the role of library professionals. *Information Discovery and Delivery*, 50(1), 54–63. <https://doi.org/10.1108/IDD-05-2020-0050>
4. Bapte, V. D. (2022). Libraries in the context of National Education Policy. *Annals of Library and Information Studies*, 69(4), 221–224.
5. Bharati, M. C. (2022). National Education Policy 2020 and the value of libraries. In *Role of Information and Communication Technology in Library Science Education*. Sentic Publication.
6. Gaur, A. (2022). A roadmap for India's New Education Policy (NEP) 2020. *ResearchGate*. <https://www.researchgate.net/>
7. Government of India. (2020). National Education Policy 2020. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
8. Government of India. (2020). National Education Policy 2020 (Hindi version). Ministry of Education. <https://www.education.gov.in/>
9. Government of India. (2020). National Education Policy 2020 (Marathi version). Ministry of Education. <https://www.education.gov.in/>
10. Lamani, M. (2021). New Education Policy 2020: Role of libraries. *International Journal of Research in Library Science*, 7(3), 166–171.
11. Shukla, G. M., & Bajpai, R. P. (2020). Significance of libraries in Indian education policies. *International Journal of Information Dissemination and Technology*, 10(4), 180–184.
12. Singh, A. K. (2022). Role of policy in higher education: The contours of NEP 2020. In *National Education Policy 2020: Professional Development Programme* (pp. 1–12). Indira Gandhi National Open University.
13. Verma, A. (2022). Impact of National Education Policy 2020 on school education. *International Journal of Multidisciplinary Educational Research*, 11(4), 71–75.
14. Bhojwani, H. (2024). Impact of NEP 2020 on teacher librarian (India). <https://heerubhojwani.com/impact-of-nep-2020-on-teacher-librarian-india/>