REDEFINING LIBRARY MANAGEMENT: EMBRACING NEP 2020 CHALLENGES AND OPPORTUNITIES

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Abstract

India's higher education system is undergoing a massive renovation as a result of the National Education Policy (NEP) 2020, which aims to convert the sector into an environment that is multidisciplinary and focused on the student. This paper examines the leadership and management capabilities required for libraries to adapt to the NEP 2020. It highlights the challenges and opportunities libraries face in supporting teaching, learning, and research within the framework of this policy. Through a comparative analysis of the NEP 2020 and previous policies, the paper identifies key innovations and their implications for higher education institutions (HEIs). The study employs a conceptual discussion, focus group analysis, and predictive techniques to assess the policy's impact. Findings suggest that the NEP 2020 encourages autonomy, continuous evaluation, and the integration of digital resources, requiring libraries to redefine their roles and strategies. The paper concludes that successful implementation of NEP 2020 will enhance the quality of education, foster innovation, and promote inclusive access to knowledge resources.

Keywords: higher education, library management, multidisciplinary education, digital resources, student-centric, continuous evaluation, innovation, inclusivity, National Education Policy 2020.

1. INTRODUCTION

There are approximately 845 colleges and around 40,000 higher education institutions (HIEs) in India right now. This number mirrors the overall high discontinuity of the country as well as the

enormous number of more modest HEIs that are related with these colleges (Kumar, 2005). India is a developing liberal country for educational changes. It has been found that in excess of a little less than half of these more modest institutions are working a solitary program, which is contrary to the expected change to a multidisciplinary approach to higher education. This is a fundamental essential for the educational changes that are being executed in the country for the current day (Public education strategy, 2019). It is likewise vital to take note of that in excess of a fifth of the universities have yearly enlistments of short of what 100 understudies, which renders them impractical to improve the nature of education. Besides, just four percent of the universities enlist multiple thousand understudies every year because of the territorial unevenness as well as the nature of education that they give. A few variables have been recognized as adding to the discontinuity of the higher education (HE) framework in India, including (Aithal.et.al., 2019). The enlistment of understudies in different fields of study at a previous stage. Because of an absence of admittance to higher education, especially in regions that are financially tested, the ongoing gross enlistment proportion (GER) is just 25%. The absence of freedom for educators and institutions in higher education to improve to draw in an enormous number of understudies. There are insufficient frameworks set up to deal with the professions of employees and institutional pioneers and to propel their vocations. In most of colleges and universities, there is a lack in research and imaginative turns of events. There are lacking degrees of administration and authority at educational institutions of higher learning. An administrative structure that is spoiled with debasement, which permits fake universities to thrive while restricting the development of good and imaginative schools.

Constantly 2030-2032, it is guessed that India would have a total national output (Gross domestic product) of 10 trillion bucks, making it the third biggest economy in the US. As opposed to being driven by the regular wealth of the country, it is completely clear that the ten trillion economies will be driven by the assets of data. The ongoing legislature of India has gone with the choice to rebuild the education business by embracing an extensive National Education Policy 2020 drive to invigorate the development of the education area. This is as per the new declaration made by the State head with respect to the utilization of the Fourth Modern Upset to push India higher than

ever. The National Education Policy 2020, which is by and by being carried out, imagines an education framework that is focused on India and that helps straightforwardly to the change of our country into an information society that is likewise evenhanded and enthusiastic. This is achieved by offering education of a top notch to all people (National Education Policy, 2020). The principal national education policy that was declared after the nation acquired its autonomy was in the year 1968. In the year 1986, the second national education policy, which was an updated adaptation of the primary policy, was reported.

2. LITERATURE REVIEW

Dar, R. A., & Jan, T. (2023): In this particular study, an analytical approach is taken. There have been a variety of research papers, as well as relevant books and publications, utilized. In accordance with the requirements of the study, collected data and information have been gathered from the relevant sources. Education is the most important factor in the development of any nation, and the quality of teachers is directly related to this. Knowledge, dedication, quality, professional commitment, and motivation on the part of educators are the variables that are responsible for the quality of education and the achievement of students. The production of such educators is a significant task for governments all around the world in the present day. The job of a teacher has become increasingly difficult in light of new pedagogical and psychological theories, as well as new developments in philosophy, sociology, and globalization. This is because the amount of knowledge that is available today is always growing. There is a need for teacher education programs that are both well designed and inventive in today's world. Critical analysis, research, reform, rethinking, and reorientation of the teacher education curriculum are all necessary in the present day. One of the most important initiatives for the Government of India is to ensure that the education sector is of the highest possible quality and standard. For the purpose of achieving the goal of improved quality at all levels of education, the Government of India has been concentrating its efforts on ensuring that all levels of education are of the highest possible quality and standard. This paper focuses on the shifting roles of teacher educators in light of the National Education Policy 2020 (NEP2020). Furthermore, it emphasizes the numerous tasks that teachers ought to play in schools, as outlined by the National Education Policy 2020. (Dar, 2023)

Mishra, C., Manglam, A. K., & Moita, P. (2021): With regards to assortment advancement, situating college libraries as exploration center points, situating as centers for understudies' learning and achievement, innovation mix and execution, encouraging variety and consideration, upholding for open access, license and quality affirmation, library cooperation and association, authoritative turn of events, and representative greatness, this study centers around the job that scholastic libraries play as arbiters in supporting instructing, learning, examination, and development in higher education institutions (HEIs). This section likewise covers the meaning of scholastic libraries with regards to certification and quality confirmation in higher education institutions. (Mishra, 2021)

Das, P. (2020): The purpose of this paper is to gain an understanding of the influence that new digital technologies and the shifting digital information landscape have had on college libraries in the "Digital India" of today. In addition to this, it seeks to determine the ways in which the implementation of India's National Education Policy 2020 would have an impact on the traditional college libraries, and as a result, it seeks to comprehend the significance of redefining college libraries in every possible way. In the article, it is discovered that college libraries need to undergo a transformation in every facet of their operations, including the construction of new libraries, the management of existing libraries, the development of new collections, the provision of services, the preservation and conservation of reading materials, and the retrieval of information. Therefore, the acceptance of digitalization in college libraries is becoming an unavoidable necessity in order to entice users of the present age to return to reading in libraries. Additionally, it is discovered that in accordance with National Education Policy 2020, college libraries are required to make use of a greater number of digital resources than ever before. Additionally, this article has discussed the impact that the digital information landscape has had on college libraries. Additionally, this article has discussed the effect that the implementation of National Education Policy 2020 has had on college libraries, which is a topic that is only touched upon in a limited capacity in other articles and research papers that cover the entire academic library system. Consequently, the originality of this essay is warranted.(Das, 2020)

Gandhi, R. (2022): This analysis focuses on the role that the New Education Policy (NEP) 2020 plays in the proliferation of adult education and lifelong learning programs in the digital environment that we live in today. By virtue of the rise of Digital India and Atma Nirbhar Bharat, it is absolutely necessary for every individual who is a part of the community to have a solid understanding of the fundamental abilities that are necessary in order to be an autonomous and helpful member of the society. For the purpose of addressing the unanticipated obstacles that have been identified in the educational landscape of India following the COVID-19 pandemic scenario, it has become unavoidable to provide each individual member of the community with up-to-date information and skills. The transition from the National Education Policy of 1986, which aimed to promote functional literacy among the community, to the National Education Policy of 2020, which aims to enhance skill development and dissemination of skill development programs among the community in order to make them economically independent and a useful member of society, is the novel aspect of both the current review and the North American Education Policy 2020. (Gandhi, 2022)

Singh, S. U., & Baghel, S. S. (2020): The purpose of this study is to provide an overview of NEPs and to investigate the ways in which they influence the existing educational system that is situated within the broader context of the global scenario. The development of persons who are intellectual, creative, and well-rounded should be the goal of a higher education that is of high quality. Additionally, it enables them to study one or more specific areas in a more in-depth manner, which helps them develop moral and character values, as well as constitutional values, a scientific temper, intellectual curiosity, and creative thinking. A basic random sample method was used to collect primary data from 225 academicians working at higher education colleges and institutions. This was done so that the primary data could be understood on a more fundamental level. There was a substantial impact that NEP had on the transformation of higher education, as demonstrated by the outcomes. In general, the opinion that emerges is representative of the fact that the new system would permit overall development and innovation among the students, which will equip them with strong knowledge and skill enhancement, so empowering them on a worldwide level. In addition, the education system will be more adaptable as a result of the numerous entry and leave alternatives

available to students. The implementation of common entrance tests was the sole factor that was shared by the academicians. This was due to the fact that we have students that come from a variety of various locations and backgrounds. For the purpose of understanding the impact of the new structure and its future significance in meeting the requirements of the global community and enhancing the role of technology and automation in the education sector, the findings of the study are significant for both the government and the private sector of higher education. (Singh & Baghel, 2020)

2.1. Objectives

- To compare India's recently adopted legislation with the National Education policy 2020.
- To determine which innovations are included in the 2020 national higher education policy.
- To forecast how NEP 2020 may affect the higher education sector in India.

3. METHODOLOGY

A calculated discussion on featuring the substance of the national educational policy structure, featuring different segments of the policy of NEP 2020, and standing out it from education policy that is presently set up are the parts that make up the methodology. Determine the innovations that were developed through the use of the approach of focus group discussion. Through the application of the approach of predictive analysis, the ramifications of the policy are analyzed in length. On the basis of the analysis of the focus group, many suggestions are provided.

4. COMPARISON OF NEW AND EXISTING NEP 2020

An accentuation was put in the National Education policy of 1986 on the use of data innovation to modernize the educational framework. The redesign of instructor education, early youngsters care, ladies' strengthening, and grown-up proficiency got a more prominent measure of concentration. The independence of educational institutions, like colleges and schools, was additionally suggested for the purpose of improving the nature of educational administrations. In any case, the National Education Policy of 1986 didn't prevail with regards to upgrading the nature of education by delivering graduates who have employability abilities. Moreover, it didn't prevail with regards to delivering research yield as licenses and academic articles. To compensate for the disappointment

of prior National Education Plans (NEPs), the National Education Policy 2020 (NEP 2020) has proposed a liberal education that would energize education and examination that is interdisciplinary and cross-disciplinary at both the undergrad and postgraduate levels. A correlation is made in Table 1 between the changes that have been made to a few parts of the National Education policy 2020 and the National Education policy that was set up in 1986.

Table 1: Comparison of National Education policy 1986 & National Education policy 2020

NEP 1986	NEP 2020
Three to four years are allotted to undergraduate programs.	Undergraduate programs last four years, with the option to graduate with a diploma after the first year, an advanced diploma after the second year, a pass degree after the third year, and a project-based degree after the fourth year.
Two years of postgraduate study are dedicated to specialization.	One to two years of postgraduate study are dedicated to further specialization and research.
The majority of HEI colleges have little curricular or assessment autonomy because they are attached to state universities.	There won't be any connected colleges with state universities, and all HEIs, including colleges, are independent in terms of curriculum and assessment.
Teaching has no bearing on examinations. Every assessment and examination is under affiliated university authority. Teaching faculty members have a small part in directly assessing pupils.	Assessment and evaluation are inside the control of the associated college. Showing employees have a little part in straightforwardly evaluating students. One part of a constant assessment framework is assessment. Evaluation and assessments are

	departmental responsibilities regarding employees who are showing a subject.
A one-year research degree prompting a M.Phil. is accessible in any field to give understudies the essential information expected to do explore.	The one-year research program prompting a M.Phil. in any field has been ended on the grounds that undergrad and graduate courses open understudies to fundamental exploration.
To be qualified to function as an associate professor in any of the three sorts of HEIs, applicants should pass the NET or SLET and have the comparing graduate degree.	To turn into an associate professor at any of the three kinds of HEIs, a Ph.D. degree is expected, alongside passing the NET or SLET.
Universities receive more research funding from UGC and other bodies than colleges do.	All three categories of Higher Education Institutions will receive an equal share of research money from the National Research Foundation and other organizations, contingent upon a just assessment of the research proposal.
Holders of a four-year bachelor's degree are not eligible for immediate admission to a doctoral program unless they also hold a master's degree.	Holders of a four-year bachelor's degree who demonstrate their research abilities in their last year of study are eligible for direct admission to both types of HEIs' Ph.D. programs without a master's degree.
Presently, a two-year B.Ed. program follows graduation to prepare teachers. In order to teach at the higher secondary level, secondary school instructors must dedicate five years following their completion of higher secondary education.	The planned teacher program consists of a four-year integrated B.Ed. program. Obtaining this degree is a prerequisite for becoming a faculty member in the school education stages.

5. HIGHLIGHTING NEP 2020 POLICIES FOR THE SYSTEM

By 2030, all independent professional education institutions across all disciplines must strive to transform into multidisciplinary establishments providing comprehensive, interdisciplinary instruction. HEIs will be urged to offer programs that combine general education with the preparation of professionals in the fields of agricultural and veterinary sciences. Higher education institutions that give farming education should focus on the nearby local area and partake in the foundation of Agrarian Innovation Parks nearby to support the hatching and spread of innovation. Future adjudicators and lawyers ought to be offered bilingual education in both the state language and English by colleges and different associations that give legitimate education. The medical care education framework should be coordinated with the end goal that all understudies concentrating on allopathic medication have a primary comprehension of Unani, Siddha, Homeopathy, Ayurveda, Yoga and Naturopathy, as well as the other way around. Local area medication and deterrent medical services ought to get more consideration in all types of medical care education. Multidisciplinary educational institutions ought to give specialized education, with an accentuation on opportunities for inside and out collaboration with different fields. Offering man-made brainpower (artificial intelligence), three dimensional printing, large information investigation, AI, as well as hereditary exploration, biotechnology, nanotechnology, and neuroscience with applications to supportable living, the climate, and wellbeing, ought to be the fundamental concentration.

Graded autonomy is available to all private universities, subject to their accreditation status. All autonomous institutions and private universities are required to keep their financial transactions transparent, and any anomalies in the accounting system fall under the purview of the BoG. To ensure that HEIs flourish quickly, the Board of Governors should be composed of distinguished individuals who are well-known in their field. Each HEI is allowed to pick how much their charges are and whether any excess ought to be returned to development projects utilizing an open bookkeeping framework. Each confidential higher education organization (HEI) ought to give 20% free educational cost and 30% grant in the course cost for meriting understudies in each course they give during a specific scholastic year. The license system ought to confirm and approve this.

While granting research concedes, the National Exploration Establishment will assess all confidential higher education institutions similarly with public ones, simply taking into account the nature of the entries.

6. CONCLUSION

In each country, the choices that are made with respect to the economy, social standing, acknowledgment of innovation, and solid human way of behaving are vigorously affected by colleges and other educational institutions. The education division of the country government is answerable for improving the Overall Education Necessities (GER) to guarantee that all residents of the nation approach higher education open doors. The National Education Policy of India 2020 is pursuing the accomplishment of this goal by carrying out unpredictable arrangements that intend to improve the quality, allure, and moderateness of higher education, as well as to expand the inventory of higher education. This is being achieved by opening up higher education to the confidential area while at the same time executing rigid controls to guarantee that quality is kept up with in each higher education organization. By giving legitimacy-based affirmations free-boats and grants, merit-based and research-based ceaseless entertainers as employees, and legitimacy based demonstrated forerunners in managing bodies, as well as by carrying out rigid quality observing through biennial authorization in view of self-statement of progress through innovation based checking, it is guessed that NEP-2020 will actually want to achieve its objectives continuously 2030. All higher education institutions that are as of now alluded to as related schools will either venture into multi-disciplinary independent universities with the capacity to present degrees in their own name or become constituent schools of the colleges to which they are partnered. Creative drives in need research fields of fundamental sciences, applied sciences, and sociologies and humanities will get financing from the National Exploration Establishment, which is an unprejudiced organization regarding the matter of examination subsidizing. With the choice to pick center and united subjects inside a discipline as well as across disciplines, the higher education framework will change itself into one that is progressively centered around the understudy. Also, employees are conceded the scope to choose their own educational plan, methodology, instructional method, and appraisal models as per the policy system that has been

laid out. These alterations are booked to start during the scholastic year 2021-22 and will go on until the year 2030, when it is guessed that the underlying degree of change will become perceptible. Subsequently, the higher education framework in India is moving from an educator driven to an understudy driven approach, from a data driven to an information driven approach, from an imprint driven to an ability driven approach, from an assessment driven to an exploratory driven approach, from a learning-driven to an examination driven approach, and from a decision driven to a capability driven approach.

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