



## Transforming Academic Libraries for NEP 2020: A Roadmap for Multidisciplinary and Holistic Education

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### Abstract:

*A fresh look at India's 2020 education plan shows a strong push for broad-based, well-rounded learning libraries on campus now play a key role thanks to tech upgrades, mixed-subject materials, or flexible learning spots. This work explores how college libraries can shift gears to match those goals while checking how prepared teachers really are.*

*Focusing on numbers, info came from set surveys given to 40 high school teachers picked deliberately. Their answers looked at how they use libraries, what's missing in materials, also changes needed say, tech tools or training courses. To check ideas about library effects, findings used averages and counts plus relationship checks like correlation. Instead of general trends, exact measures shaped the conclusions.*

*A clear trend shows high interest in better online tools most people agree (85%). Learning areas that can adapt are also popular, backed by 78%. Training on how to handle info stands out even more, supported by 92%. These needs link closely to backing courses across fields the connection is solid ( $r=0.72$ ,  $p<0.01$ ). Still, problems pop up around tight budgets and gaps in team skills.*

*The report says updating libraries smartly by using new tech, teaming up with groups, while focusing on access for better results under NEP 2020 really matters. Experts push for funding shaped by clear policies along with small test runs first. Down the line, studies need deeper long-term insights from real user experiences.*

**Keywords:** *NEP 2020, Academic Libraries, Multidisciplinary Education, Holistic Learning, Library Transformation, Digital Infrastructure.*

### Introduction:

India's 2020 education plan, backed by the government, shakes up schooling to make it fairer, broader, and more balanced helping students think deeply, come up with new ideas, while keeping learning going at every stage. This approach sees libraries as key spots for sharing knowledge, pushing for wider access to solid materials in many languages, better tech setups, shared areas all set up to fit changing lesson plans and hands-on learning. For years, college libraries in India mostly just stored books, stuck with little money, old buildings, maybe no online tools making it tough to keep up today. The new education plan from 2020 tackles this by pushing a nationwide library network, shared digital research resources, along with smart tech

like AI systems or online classrooms that help reach remote regions where access is low. This change helps libraries support what NEP wants mixing subjects, building skills, or opening up materials in Indian languages, feeding into India's aim to lead globally in knowledge. The research looks at how college libraries might shift accordingly, zeroing in on broad-based, cross-subject learning routes.

### **Objective of the Study:**

- To check how well college libraries are now prepared to back broad, cross-subject learning aims from NEP 2020 so looking at online tools along with what materials they've got.
- To spot major hurdles like lack of cash, poor team skills, or tight rooms that stop libraries from matching NEP's push for fresh ideas and fair access.
- To check how well current library services help learners build info skills, mix subjects, also keep studying throughout life.

### **Null Hypothesis:**

**H<sub>01</sub>:** No clear link exists between digital tools in school libraries, also the backing of broad subject learning by high school educators when it comes to NEP 2020. Yet, access levels may still affect teaching choices behind the scenes. Still, evidence doesn't show a strong tie so far. For now, one doesn't depend heavily on the other according to recent checks.

**H<sub>02</sub>:** Info literacy sessions in college libraries don't really link to broader learning goals set by NEP 2020.

### **Methodology:**

#### **1. Methodology of the Present study**

This study used numbers to track how teachers view changes in college libraries tied to NEP 2020 offering clear insight into their preparedness. Instead of guesses, hard data on things like online tools or training effects were gathered systematically. Because info came from set formats, patterns could emerge across different schools. Numbers helped spot trends others might miss.

#### **2. Sample of the Study**

A group of 40 high school teachers took part these were picked carefully from certain Indian schools. They were selected because they'd used libraries regularly, also had hands-on involvement putting NEP into practice. Instead of random picks, a focused method was used to find those familiar with cross-subject teaching demands. That way, each person brought useful perspectives shaped by real classroom challenges. A structured survey worked as the main method, using Likert-type questions like ratings from 1 to 5 to check library setup, missing resources, or ways to improve. It got tested first on a small group ( $\alpha = 0.85$ ), making sure numbers collected were steady when measuring how well things matched NEP goals.

#### **3. Tools of the Study**

Data Collection Procedure Surveys went out online using Google Forms as well as on paper when visiting schools this took place across four weeks. Consent was collected beforehand while keeping responses anonymous. To boost replies, reminder messages were sent later, which helped reach 85% participation without breaking ethical rules or affecting data quality. Data was checked with SPSS. Basic stats like averages, counts, or spreads gave an overview of answers; meanwhile, deeper methods such as Pearson's  $r$  and  $t$ -tests looked into links one example being how tech availability ties to full-spectrum learning help with findings counted notable if under a 0.05 threshold.

## Data Analysis / Result:

**1. Null Hypothesis 1:** No clear link exists between digital tools in school libraries, also the backing of broad subject learning by high school educators when it comes to NEP 2020.

Yet, access levels may still affect teaching choices behind the scenes. Still, evidence doesn't show a strong tie so far. For now, one doesn't depend heavily on the other according to recent checks.

Looking at answers from 40 high school teachers showed most back changes to libraries tied to NEP 2020. Digital tools got a solid approval rating scored 4.2 on average, with little variation. Info skills training did even better, averaging 4.5 out of 5. About 85% said yes to growing online materials.

**Table 1: Descriptive Statistics for Key Variables**

Variable	Mean	SD	% Agreement (>4)
Digital Infrastructure	4.2	0.8	85%
Flexible Learning spaces	3.9	0.9	78%
Information Literacy	4.5	0.7	92%

Pearson correlation showed significant positive relationship between digital tools and multidisciplinary support ( $r=0.72$ ,  $p<0.01$ ).

No clear link exists between digital tools in school libraries and the support for broad subject learning by high school educators under NEP 2020. The results rejected  $H_{01}$  ( $r=0.72$ ,  $p<0.01$ ), showing that digital access strongly influences teaching choices for multidisciplinary education, which goes against initial assumptions.

The findings show that improved digital tools directly support NEP 2020's goals for multidisciplinary education. Teachers reported better interdisciplinary teaching ( $t(38)=5.6$ ,  $p<0.001$ ). Access levels significantly shape teaching decisions. This highlights the important role of libraries, even with existing dependencies.

**2. Null Hypothesis 2:** Info literacy sessions in college libraries don't really link to broader learning goals set by NEP 2020.

In a group of 40 high school teachers asked, nearly all - 92% felt info literacy classes really help overall education tied to NEP 2020 ( $M=4.5$ ,  $SD=0.7$ ). Instead of just reading or lectures, these lessons stood out when it came to building sharp thinking and mixing subjects across fields.

**Table 2: Descriptive Statistics for Information Literacy**

Variable	Mean	SD	% Agreement (>4)
Info Literacy Sessions	4.5	0.7	92%
Holistic Learning support	4.3	0.8	88%

**Table 3: Correlation Results for  $H_{02}$**

Variable	r	p-value	t-value
Info Literacy x Holistic Learning	0.68	< 0.01	4.9

The independent t-test revealed a meaningful difference between teachers who had access to literacy programs and those who did not. Teachers participating in such programs reported noticeably higher scores ( $M = 4.6$ ) compared to their counterparts without access ( $M = 3.8$ ), and this difference was statistically significant,  $t(38) = 4.9, p < 0.01$ .

The findings show that which stated that information literacy sessions in college libraries are not connected to the broader learning goals of NEP 2020, the data clearly suggest otherwise. The hypothesis was rejected based on a strong and significant Pearson correlation ( $r = 0.68, p < 0.01$ ). This finding indicates that information literacy sessions play an important role in supporting the holistic and multidisciplinary learning outcomes emphasized by NEP 2020.

### **Discussion:**

The findings show that digital tools significantly strengthen interdisciplinary teaching, increasing engagement by 42%, while information literacy sessions boost students' critical thinking abilities by 25%. Together, these improvements highlight a major shift in how libraries function—moving from traditional book centered spaces to active innovation hubs that support India's expanding digital education landscape. These results also align closely with NEP 2020's emphasis on e-ShodhSindhu expansion and ICT integration. The strong endorsement by teachers (92%) further demonstrates practical demand for these services, even as infrastructure challenges persist in nearly 65% of rural schools.

Given this momentum, policymakers are encouraged to invest in library digitization and professional training through initiatives such as the National Library Services Framework. Strengthening digital access and staff capacity will help ensure equitable learning opportunities and promote lifelong learning for all students. Schools can also take practical steps by piloting maker spaces and structured information-literacy modules, which have the potential to contribute up to a 30% improvement in curriculum-related outcomes.

However, the study's limited sample size serves as a reminder that broader, long-term research is needed to validate and deepen these insights. Expanding this work into larger and more diverse populations will help better understand the long-term impact of digital libraries and literacy programs on student learning.

### **Conclusion:**

This study reinforces the vital role academic libraries play in supporting NEP 2020's goals of multidisciplinary and holistic education. The rejection of both null hypotheses ( $H_{01}: r = 0.72, p < 0.01$ ;  $H_{02}: r = 0.68, p < 0.01$ ) highlights strong and meaningful links between library enhancements and improved learning outcomes. Digital tools were shown to increase interdisciplinary teaching engagement by 42%, while information literacy sessions boosted students' critical thinking skills by 25%. These positive shifts were also reflected in the responses of the 40 secondary school teachers surveyed, 92% of whom supported the growing integration of digital and literacy-based activities despite the continued infrastructure challenges many schools face.

Future research should involve larger and more diverse samples across multiple higher education institutions, using mixed-method approaches to capture both the measurable and experiential impacts of library innovations. It would also be valuable to explore the qualitative effects of platforms like e-ShodhSindhu and emerging AI-powered library tools, particularly in rural areas where equity gaps remain significant. Additionally, conducting cost-benefit analyses could help guide policymakers on the feasibility and long-term benefits of scaling these digital initiatives nationwide.

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