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## REDEFINING ACADEMIC SUPPORT: ALIAH UNIVERSITY LIBRARY AND THE DEPARTMENT OF EDUCATION IN LIGHT OF NEP 2020

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### ABSTRACT

National Education Policy (NEP) 2020 has envisioned a transformational shift for India's education system with an emphasis on holistic, interdisciplinary learning based on research, innovation, and technology. This paper explores the functions and responsibilities of the Aliah University Library and Department of Education in accordance with NEP 2020, and positions the university library as a partner in quality teacher training, digital literacy, and research orientation. Drawing from literature reviews and institutional perspectives, the paper highlights that the sustainable education transformation that is guided by NEP 2020 necessitates strategic collaboration between academic libraries and education departments for lifelong learning, equity, and professional excellence.

**Keywords:** Aliah University, NEP 2020, academic libraries, digital literacy, multidisciplinary learning, educational transformation

### 1. INTRODUCTION

The National Education Policy (NEP) 2020, adopted by the Government of India, foresees an integrated, holistic, and nimble education system that focuses on critical thinking, research, multilingualism, and technology-based learning. In this context, the position of universities in developing innovation and academic excellence becomes central. Libraries, being the intellectual centers of universities, are responsible for achieving these goals by linking learners to knowledge systems and developing research capabilities. This study is a case study of Aliah University that used document analysis of NEP 2020, university resources, and peer-reviewed literature in order to understand NEP 2020 shifts libraries from passive resource centers to active digital learning and research enablers. And it is expected to support multidisciplinary learning, open educational resources (OER), and technology-enabled knowledge generation. And hence, libraries are now integral to institutional rankings, accreditation, and research output. However, there is limited scholarly evidence on how university libraries are practically translating NEP 2020 directives into sustainable knowledge and research support systems.

Aliah University, founded by the West Bengal Act XXVII of 2007, is a contemporary teaching and learning environment that is committed to inclusive education, professional development of teachers, and research quality. Aliah University is a suitable case as it rapidly developing university which serves a diverse, first-generation learner base and reflects real challenges of mid-tier Indian institutions adapting to NEP. Its education department and central library are



twin pillars of pedagogic innovation in support of NEP 2020's equity, quality, and lifelong learning objectives.

## **2. Aliah University: An Institutional Overview**

Aliah University, as a legacy of the Mohammedan College of Calcutta established in 1780, was transformed into a modern state university in 2008. Aliah University wishes to link classical knowledge with new disciplines and be a part of NEP 2020's multidisciplinary approach. The university campus has well-equipped laboratories, a Wi-Fi setup, and a fully air-conditioned AC library with collections in education, science, engineering, arts & humanities, nursing and law.

### **2.1 Library Profile**

The Aliah University Central Library is an extensive academic resource center, harmonizing both printed and electronic collections to facilitate teaching, learning, and research in all disciplines. The circulation policy enables faculty members to borrow books for two months, postgraduate students for twenty days, and undergraduates for fourteen days to ensure equal access and effective use of the resources. The library has subscriptions to Turnitin and Drillbit anti-plagiarism software, a collection of e-books, 02 academic databases, and around 13,000 plus online journals through One Nation One Subscription (ONOS), 08 newspapers on different languages as well as access to the millions of resources under Digital Library of India which can be accessed along with a number of other national depositories. With its heavy focus on user-centered services, the library itself encourages academic integrity, research excellence, and inclusive learning by delivering multilingual and multimedia resources closely aligned with the vision of the National Education Policy (NEP) 2020.

### **2.2 Department of Education at Aliah University**

In 2014, the Department of Education was established to offer NCTE-approved B.Ed., M.A., and doctoral programs based on research-oriented teacher education. The Education Department of Aliah University combines disciplinary knowledge with pedagogical innovation in language education (Arabic, Urdu, English, Bengali), mathematics, science, and social sciences and reflects NEP 2020's aim to produce professional and ethical teachers who can create critical, inclusive, and technology-enabled classrooms. The pedagogy of the department includes ICT-enabled interactive teaching, blended learning, and ICT-mediated learning, which effectively captures NEP 2020's focus on digitalization and competency-based education.

## **3. OBJECTIVES OF THE STUDY**

- i) To analyze how Aliah University's Central Library supports academic innovation aligned with NEP 2020.
- ii) To assess its infrastructure, services, and digital readiness.
- iii) To identify challenges and future pathways for enhancement.

## **4. LITERATURE REVIEW**



Several studies examined the evolving function of university libraries and teacher education programs after NEP 2020. Libraries are dynamic places of digital learning and research, and Bhardwaj and Sharma (2023) argue that their inclusion within academic departments fosters innovation and lifelong learning. The IP Indian Journal of Library Science and Information Technology (2023) emphasize the role of the academic library in achieving the objectives of NEP, including multilingualism, digital literacy, and research collaboration.

Similar transformations are observed in the United Kingdom, with the Teaching Excellence Framework (TEF) driving universities to show better research support for students, digital information literacy, and open-access publishing infrastructure, all of which have become a more significant role of academic libraries (Jones and Harper, 2023). For example, Downes and Martin (2024) discuss that the recent teacher education reforms in Australia demand academic libraries to provide embedded information-skills curricula and practice-based learning models, which mirror the ICT-enabled pedagogy and field-linked academic training promoted by NEP 2020. Likewise, Canadian studies highlight the integration of learning commons models that combine digital services, research consultancy, instructional design support, and faculty development under a single unified academic framework (Wilson and Graham, 2022). This demonstrates that the emphasis on academic libraries under NEP 2020 is in line with broader international trends.

The NEP also reshapes teacher education, requiring an integrated four-year B.Ed. program by 2030 with greater focus on research, practice, and the application of ICT in teaching. As a result, university libraries need to transform as "learning commons," providing digital access, research assistance, and continuing professional development for both students and faculty.

The relationship between libraries and education departments thus becomes mutually dependent—libraries offer intellectual infrastructure, while the education departments develop human resources that use those facilities for knowledge creation and sharing.

## **5. NEP 2020: Framework and Implications**

NEP 2020 reorganized education along the lines of the 5+3+3+4 model, facilitating flexible, interdisciplinary curricula, vocationalization, and digital competencies. It suggests the creation of a Higher Education Commission of India (HECI), the National Research Foundation (NRF), and the National Educational Technology Forum (NETF) to re-orient pedagogic experiences and research sponsorship. The policy focuses on several radical goals that are closely connected to university libraries and education departments these may be:

- i. Open and digital learning programs by providing institutional access to e-books, e-journals, databases, MOOCs, and digital repositories, which enable flexible learning beyond classroom schedules.
- ii. Pedagogy of research by offering research databases, citation tools, and access to peer-reviewed journals to support scholarly writing and evidence-based study. The research support services such as plagiarism checking, referencing guidance, information



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- literacy workshops, and research consultations. And maintaining institutional repositories for archiving dissertations, faculty publications, and research data, thus creating academic visibility.
- iii. Indian language promotion by developing multilingual collections including textbooks, literature, reference works, and academic materials in regional and classical Indian languages, facilitating Indian language by subscribing to vernacular journals, newspapers, and research periodicals and providing bilingual cataloguing and metadata, helping students search and retrieve materials in Indian languages.
  - iv. Professional development and mentorship on a continuing basis by conducting workshops and training sessions on ICT tools, plagiarism handling, copyright, academic writing, research metrics, and digital teaching aids. And to support for faculty publications and citation impact, including guidance on publishing ethics, journal selection, indexing, and research visibility

The blending of these goals necessitates institutions such as Aliah University using their library systems to facilitate cross-disciplinary work and faculty-student interaction.

## **6. The Role of Libraries Under NEP 2020**

According to the Indian Journal of Library Science and Information Technology, libraries play a central role in the adoption of NEP 2020 because they form the basis for access, equity, and quality in knowledge sharing.

### **i. Facilitating Digital and Multilingual Learning**

Digital literacy as emphasized by the NEP necessitates that libraries shift from physical collections to digital libraries, e-journals, and databases. The Aliah University expanding digital infrastructure has its library supporting these objectives, offering readers access to e-books, databases, and online scholarly networks. Empirical evidence indicates that India's school and higher-education libraries' transformation is more ICT integration and digital literacy oriented, as envisaged by NEP. For instance, Gupta & Singh (2025) analyse how ICT is altering school libraries in the NEP 2020 environment. In addition, Sumi & Kumar (2023) explain how digital library architectures facilitate inclusive learning and multilingual access in NEP 2020.

### **ii. Supporting Research and Innovation**

NEP 2020 encourages research environments, and libraries are expected to set up digital repositories and research-support systems, for example, through joint programs between Aliah University Library and teachers to support research, citation management, and access to specialist databases. Libraries are not directly mentioned in NEP 2020, but they can play a key role in achieving its goals, such as e-learning, lifelong learning, and quality research (Thapa, 2022); Rathod (2025) highlights the need for formal librarian–faculty collaboration and digital literacy guidelines to fully support research and innovation enabled by NEP.



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### **iii. Promoting Teacher Education and Professional Growth**

Faculty in the Department of Education turn to the library for everything from teaching strategies and curriculum planning to research-backed training. This lines up with NEP's push for teacher education built on data and real evidence, not just theory. Lamani and Rathod (2021) point out that libraries shape learning across all levels, from preschool to higher education. They also play a big part in helping teacher-librarians grow professionally, which is exactly what NEP 2020 envisions.

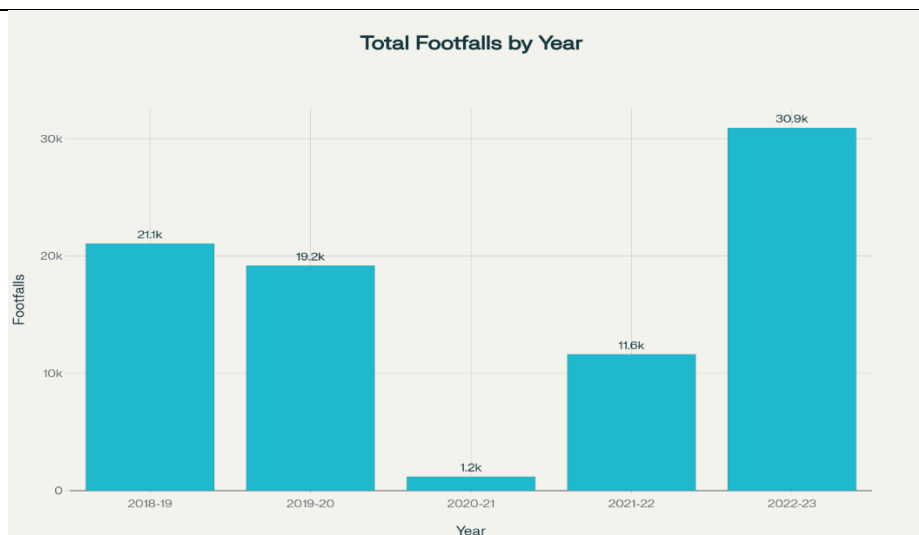
### **iv. Encouraging Lifelong and Community Learning**

Encouraging Lifelong and Community Learning NEP 2020 sees libraries as more than just quiet study spots—they're hubs for community knowledge, open after hours and running outreach programs. Aliah University Library really embraces this idea. They connect with the community, support literacy, and make digital technology more accessible beyond the campus. According to Pusadkar and Fating (2023), libraries stand right at the crossroads of education and information in NEP 2020, driving digital inclusion, multilingual learning, and lifelong education through services that center on the community.

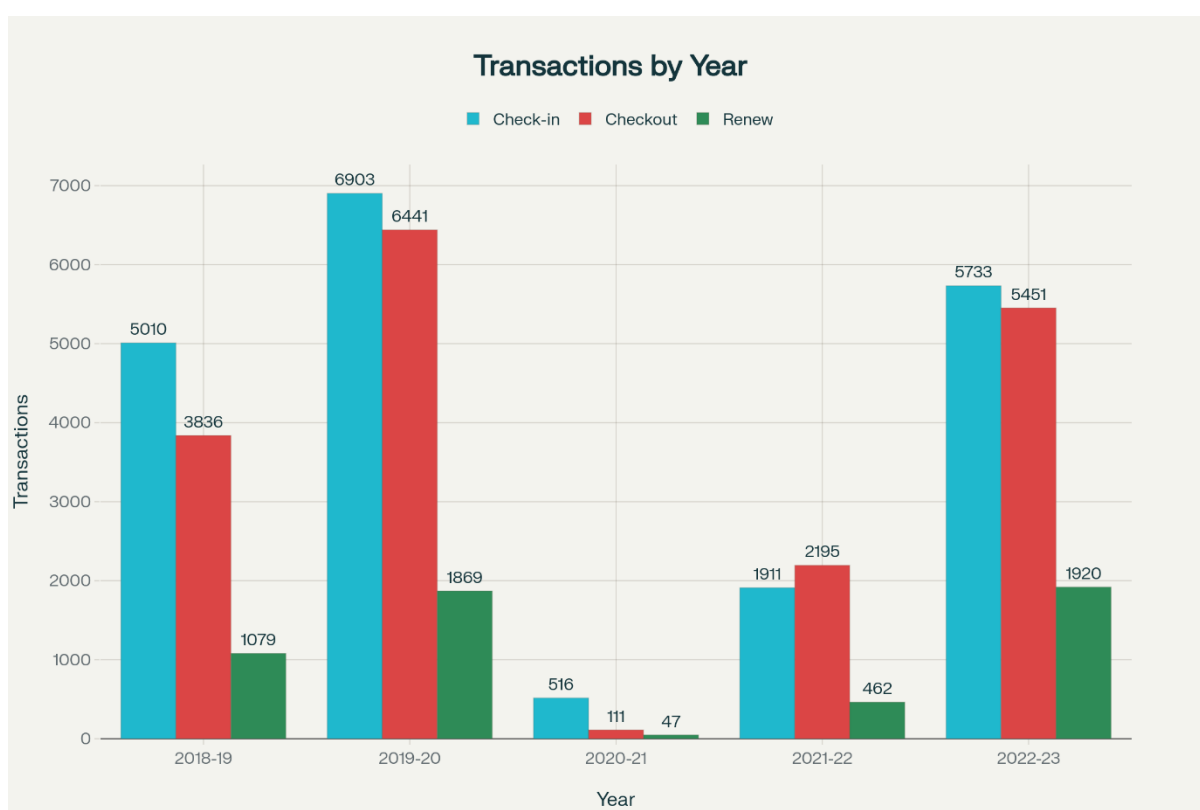
## **7. Integration of the Library with Department of Education**

Aliah University Library and the Education Department work hand in hand, both aiming to boost teaching, research, and broad learning. Teachers use the library for lesson planning, micro-teaching tools, and digging into the curriculum. They lean on these resources to make their classes better, which fits right in with NEP's push for results-driven learning.

Joint workshops, demo classes, and online literacy sessions bring students and teachers together for mentorship and training. This teamwork makes sure future teachers get hands-on experience, using resources for reflective teaching that match NEP 2020's focus on inclusive teacher growth. The table below shows how many people visited the library each year from 2018-19 to 2022-23. In 2020-21, visits dropped sharply because COVID kept people from coming in person.



Source: Student visitor register of AU-Park Circus library



Source: Koha Internal LMS Year-wise Circulation Data (2018-19 to 2022-23)

## 8. FINDINGS AND DISCUSSION

- i. Institutional Synergy: At Aliah University, the library and the Department of Education actually work together, not just on paper. You can really see NEP 2020's push for blending different fields and sharing knowledge in how these two team up.



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- ii. Digital Readiness: The university isn't just talking about going digital—it's doing it. Shifting to e-learning platforms brings NEP's digital goals to life on campus.
  - iii. Inclusivity and Multilingualism: Walk into the library and you'll notice shelves lined with books in several languages. The space is designed so everyone feels welcome, which directly supports NEP's drive for equity.
  - iv. Research Culture: Teacher prep programs use open-access materials, making research more accessible. This hands-on approach pushes students to think deeper and really get into inquiry-based learning.

## **9. Recommendations**

### **i) Strengthen digital infrastructure by expanding e-resource access and online learning platforms.**

NEP 2020 wants technology-enabled learning and digital inclusion; libraries need to step up their digital game. That means more than just a fresh coat of paint—they've got to upgrade institutional repositories, add more e-resources, databases, and e-journals, and make sure remote learners aren't left out. Smooth access through online learning systems is essential. Federated search platforms help people find what they need without jumping through hoops, and it's all pointless without fast, reliable internet and good data management. Keep investing, and the library stays the heart of academic life—even as everything moves online.

### **ii) Build a research consortium between the library and the education department for collaborative projects.**

A joint research consortium between the library and the Department of Education is a smart way to boost interdisciplinary research and real evidence-based teaching. Imagine faculty, research scholars, and trainee teachers all working together, using the library's digital repositories, bibliometric tools, and citation managers. Host workshops on research design, academic writing, and open-access publishing. This ramps up research productivity and keeps communication on par with international standards. Plus, collaborating like this supports the National Research Foundation's push for cross-disciplinary innovation.

### **iii) Implement digital literacy training for trainee teachers.**

Trainee teachers need solid digital skills to thrive in NEP 2020's tech-driven landscape. Libraries should roll out hands-on modules on using digital resources, handling information ethically, citation management, and academic research tools. Plug these sessions into teacher training courses, and get librarians and education faculty working side by side to lead them.

### **iv) Expand multilingual and open-access collections.**

NEP 2020 talks a big game about linguistic diversity and inclusivity—libraries have to walk that talk. Build up collections in regional, national, and even international languages. Digitize fragile manuscripts and local works so nothing gets lost. Make sure students can access materials in their own language. Strengthen open-access repositories so research outputs are





easy to find and share, inside and outside the institution. Partnering with platforms like the National Digital Library of India and INFLIBNET's Shodhganga makes these efforts go even further.

**v) Develop metrics to measure the impact of the library's contributions to teacher education outcomes.**

Libraries need to set clear benchmarks—both numbers and stories—to show their impact on teacher education. Track things like how often faculty work with library staff, how much students use online resources, participation in literacy programs, and the library's role in sparking new teaching ideas or research. Use regular assessments, feedback surveys, and data analysis to spot what's working and what needs a tweak. Tie these metrics to institutional accreditation and NEP 2020's standards, so the library's real value gets recognized and woven into the broader education system.

## **10. CONCLUSION**

The Aliah University Library stands at the heart of the Department of Education's work, right alongside NEP 2020. By pushing for inclusivity, digital skills, and a real focus on research, the university shows just how important libraries are in India's changing education scene. The future of teacher education isn't just about following rules—it's about building lively spaces where libraries spark new ideas, drive learning, and help move society forward.

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