



LIBRARY SERVICES AS CATALYSTS FOR EDUCATIONAL TRANSFORMATION: ALIGNING INDIA'S NATIONAL EDUCATION POLICY 2020 WITH SUSTAINABLE DEVELOPMENT GOAL 4 (QUALITY EDUCATION)

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Abstract: The present paper discusses the transformative nature of library services in meeting the educational vision of the national education policy of India (NEP 2020) and the United Nations Sustainable Development Goal 4 (SDG 4). Using qualitative analysis of documents and synthesis of modern literature, this paper examines the use of libraries as critical facilitators of inclusive, equitable and quality education. The study finds some critical intersections between NEP 2020 provisions and SDG 4 targets and library service capabilities in academic, school context, and public, as well as in digital library contexts. The main results indicate that although NEP 2020 specifically acknowledges the development of library infrastructure, other issues continue to be a significant obstacle in its implementation, with one of them being insufficient funding, lack of staffing resources, and digital gaps. As it is revealed in the analysis, libraries are a contributor to a variety of SDG 4 targets that pursue various pathways: they can offer learning resources, foster literacy, enhance research, offer access to technology, and provide inclusive learning environments. This paper suggests a systemic model that brings libraries to the centre of education as an essential resource and not as some minor support service. The results indicate that strategic investment in library development, professional capacity building, and policy-level integration is the key to achieving the transformative potential of both NEP 2020 and SDG 4 in the Indian context.

Key Words — National Education Policy 2020, Sustainable Development Goal 4, Library Services, Quality Education, Educational transformation, Inclusive education, Digital Libraries.

I. INTRODUCTION

Education in India is at a crossroad and two paradigm shifts which see a more inclusive, equitable, and quality-based system of education have defined this landscape. Introduced by the Government of India, the National Education Policy 2020 (NEP 2020) is the first reform of the education system in the country in more than 30 years. At the same time, United Nations Sustainable Development Goal 4 (SDG 4) offers an international plan of action of delivering quality education to all people in an inclusive and equitable manner and offering people life-long learning opportunities by 2030 (Patil, 2022). Although libraries form a cornerstone of these policy frameworks, their significance is often underestimated in practice.

Libraries are known to be the source of knowledge that has been stored but their role in the digital age has changed significantly. The modern library is seen as an active learning environment that helps to teach, research, interact with the community, and access technology. Libraries are especially important in the developing countries such as India, where education inequality is still high and learning facilities are not widely available because of uneven educational opportunity.

The connection between educational policy and library services has not been well-defined, however, and has not always been exploited strategically. Although NEP 2020 directly mentions the importance of the library development in different levels of education, the actual way libraries can assist in the policy implementation is not studied thoroughly. In a similar vein, SDG 4, despite its focus on quality education and lifelong learning, does not feature libraries prominently in the international framework, although the libraries have the potential to be used to support numerous targets and indicators (Bhoir & Vanshiv, 2024).

This gap is discussed in this article, which explores ways in which library services can serve as a driver towards the realization of the educational change proposed by both NEP 2020 and SDG 4. The analysis is especially timely in light of the increased rate of digital transformation of education in the aftermath of the COVID-19 pandemic that has demonstrated the critical role of digital library resources and the ongoing dilemma of the digital divide. Recent researches have established remarkable correlations between the quality of service and satisfaction of the students in libraries especially in the delivery of electronic services (Mwenda et al.,

2022). Moreover, it has been found out that digital literacy practices are quite influential regarding the quality of service and user satisfaction in libraries in university settings (Idhalama et al., 2025).

The educational development mediated by libraries in the Indian setting has its own opportunities and challenges. Being a large and diverse nation, with numerous languages, great urban-rural differences, and different degrees of technological functions, the system of Indian education needs many specific and situational solutions. Libraries, both in their school, academic, and public and digital dimensions, are well placed to handle these complexities. Nevertheless, to achieve this potential, there must be a strategic alignment of the policy frameworks, institutional practices and resource allocation.

The paper is one of the increasing literatures on the implementation of education policies and library science as it is able to offer a comprehensive understanding of the thematic interrelationships between NEP 2020, SDG 4, and library services. It goes beyond descriptions to create a conceptual map on how libraries may be integrated into the process of educational transformation in a systematic way. The analysis relies on the policy documents, scholarly works, and empirical studies to outline the opportunities of educational innovation within libraries and the barriers, which have to be addressed.

The importance of the study is not limited to the Indian situation. The information obtained about the role of libraries as educational infrastructure can be more widely applicable as countries across the world are struggling to implement SDG 4 and make modifications to their education systems. The problems of funding and workforce development requirements, digital gaps, and integrating institutions are echoed in a variety of national settings, especially in the Global South.

II. LITERATURE REVIEW

In its scholarly discussion, library services in the educational setting have significantly changed in the last ten years, which is a manifestation of the wider changes in educational paradigm and information technologies. The literature review is a synthesis of research conducted in three areas, which are interrelated, including the frameworks of educational policies, library services and user satisfaction, and the involvement of libraries in quality education programs.

A. *The Library Development of Policy and Education*

Since its introduction, the National Education Policy 2020 has caused a significant academic interest. Chaudhary (2024) studied on the vision of the policy to holistic and multidisciplinary development, which can reinvent the education dynamics in India. Nevertheless, particular provisions associated with the library development in NEP 2020 have been less systematically covered in the literature.

This gap is something that a number of scholars have started discussing. An initial evaluation of libraries as part of NEP 2020 is published by Agarwal (2022), and it includes specific policy provisions regarding school, public, higher education, and digital libraries. Jayamma et al. (2023) discuss the importance of libraries in the implementation of NEP 2020 in higher education because libraries should change the way they traditionally operate as repositories to become active learning partners. Naik and Mandrekar (2025) also highlight the transformative aspect of libraries in the implementation of NEP 2020, with the policy recognition opening the possibilities of strategic library development. The article by Sutar (2024) is about libraries and NEP 2020 in higher education and supports the fact that the institutional commitment to the library infrastructure is needed.

B. *User Satisfaction, Library Services and Digital Transformation*

The digital transformation of library services has become the leading topic in the recent literature, especially after the COVID-19 pandemic. The article by Kumar and Sharma (2024) focuses on challenges and opportunities of digital transformation in the Indian academic libraries, discussing the problem of infrastructure constraints and the necessity of professional development. A comparative study of academic library change in India and the United States is presented by Rathed (2025), with the focus on the transition of these countries to the inclusive and digital-first model of higher education.

Research in user satisfaction has become more and more advanced and is no longer based on the simplistic survey on satisfaction but investigates the intricate correlation between dimensions of quality of service and outcome of education. According to Mwenda et al. (2022), there were remarkable positive correlations between SERVQUAL-based electronic service delivery and satisfaction among students in Kenyan universities during the COVID-19 pandemic, and 92-percent of users accessed services through smartphones. In this study, it was pointed out that, 31 percent of the respondents had not received information literacy training which is a major obstacle to the successful use of the resources.

The authors studied the effect of digital literacy practice on the quality of service and user satisfaction in libraries of the Nigerian public universities and concluded that digital literacy plays a significant role in determining the quality of the service and user satisfaction (Idhalama et al., 2025). On the same note, Xu et al. (2018) examined what affects user satisfaction and loyalty to digital libraries in Chinese universities and this study adds to the knowledge of user engagement in the digital library settings. Gyau et al. (2021) assessed the user satisfaction of academic library services through the opinion of the students and revealed a positive correlation between user satisfaction and the quality of overall service provision and the need to improve the services.

C. *Educational Quality and Information Literacy*

The Information literacy has become a key area of competence in the modern education, and libraries have been at the forefront in this development. The article by Liu et al. (2019), which involves a comparative study of library user education in Peking University and the University of Tsukuba, investigates the inquiry-based learning in the context of higher education. Through their study, they show that library education programs can assist in pedagogical reshaping at a larger level. Singh and Kumar (2019) studied the awareness and satisfaction of the researchers with the university library resources and determined that the presence of information literacy competency is a requirement to effectively use the resources.

The linkage between library services and the quality of its education has been examined in various circumstances. Shopova (2019) uses the example of university digital libraries as the place where students may acquire more digital competences. All these studies propose that libraries play a role in the quality of education in various ways: by offering access to different information means, by teaching the necessary information literacy skills, by sustaining research process, and by providing a wide-ranging approach to learning.

D. Gaps in Existing Literature

Although this is a growing body of research, there are still some gaps. To begin with, although individual studies consider NEP 2020 or SDG 4 as a single variable in their relationship with libraries, there are very few studies focused on the intersection of these two frameworks. A literature review of NEP 2020 and libraries has been conducted by Soni (2023), but the combination of these two policy frameworks has not been systematically utilized. Second, most of the available literature considers individual types of libraries (usually academic libraries) as opposed to studying the entire library ecosystem that includes school, public, academic, and digital libraries. Third, the availability of evidence-based recommendations on how to overcome barriers to implementation of a challenge is not as prevalent as challenges themselves. Lastly, the literature would be in need of stronger conceptual models to show how libraries can help transform education.

The proposed research fills these gaps by offering an in-depth examination of the thematic connections among NEP 2020, SDG 4 and library services within the library environment as a whole and creating a conceptual framework that would allow perceiving libraries as the necessary education infrastructure.

III. OBJECTIVES OF THE STUDY

- To explore the role of libraries in implementing NEP 2020.
- To examine how libraries contribute to SDG 4 goals.
- To identify challenges like funding, staffing, and digital divide.
- To propose strategies for strengthening library services in education.

IV. METHODOLOGY

The methodology for this study is based on a qualitative research paradigm that is based on document analysis and literature synthesis to examine the link between NEP 2020, SDG 4, and library services. The study is based on data collected through a systematic review of academic databases such as Web of Science, Scopus, ERIC, and Google Scholar, along with official policy documents from the Ministry of Education, Government of India, and UNESCO to make it more reliable.

The study is based on a screening process for the chosen documents based on their relevance to the study and is predicated on investigations into library services within the framework of educational policies and the pursuit of quality education. Moreover, qualitative content and thematic analysis were used to scrutinize the data collected, which allowed for a better understanding and identification of salient themes and interconnections that are more relevant to library services and functions. Moreover, a comparative study is also based on the link between the National Education Policy 2020 and Sustainable Development Goal 4.

The study is based on data synthesis to understand library services within the framework of educational infrastructure, especially in terms of equity, quality education, lifelong learning, and digital transformation. However, this study is based on secondary data and is therefore limited to the availability of literature and may not be generalized to other contexts due to the focus being only on India.

V. ANALYSIS AND DISCUSSION

A. NEP 2020 and Library Development Vision

The National Education Policy 2020 has become a wholesome remodelling of the Indian education system, whose effects stretch way beyond the orthodox classroom teaching. The policy specifically identifies libraries as vital learning infrastructures, which is why it provides specific provisions to the development of libraries, at various levels of education. Nevertheless, the extent of the library having a role in NEP 2020 implementation is more extensive than these explicit references, as there are many additional implicit demands of library involvement (Ministry of Human Resource Development, 2020).

The provisions of NEP 2020 specifically related to libraries encompass the benefits of improving the infrastructure of school libraries and building community learning centers in the form of public libraries, improving the services and collections of academic libraries in higher education institutions, and increasing access to digital libraries such as the National Digital Library of India (Ministry of Human Resource Development, 2020). These are provisions that indicate the acknowledgement of the fact that libraries are not a by-product but a central element of the educational ecosystem. According to Pathak (2023), NEP 2020 makes libraries the main focus in transforming higher education and demands strategic investment and institutional investment.

The focus of the policy on early literacy and numeracy puts on the implicit demands of effective school library programs. The studies have already proved that school libraries are significant in the process of literacy development, as they offer a wide range of reading materials, uphold reading culture, and create the environments where an individual can learn independently (Satpute, 2022). Equally, the vision of multidisciplinary education provided by NEP 2020 requires academic libraries to be equipped with various collections that cut across various disciplines, and students will be able to find a linkage across the conventional subject boundaries (Saste, 2025).

Another area whereby libraries have very important roles to play is in digital education. NEP 2020 also focuses on technology integration at all education levels, which introduces demands on the formation of digital literacy, the accessibility of online learning materials, the support of technology infrastructure, and the support of blended learning formats. Lande (2025) review the challenges and opportunities of digital transformation in Indian academic libraries saying that despite the potential that technology can produce, there are immense infrastructure and capacity gaps that have to be bridged by the technology.

Nonetheless, there are significant problems in the implementation of the NEP 2020 related to libraries. Funding issues are, perhaps, the most important block and most libraries do have poor funds that restrict their collection, technology purchase and service growth. Workforce deficits become part of these issues with many libraries not having enough trained professionals to provide the increase in services anticipated by NEP 2020. Lack of infrastructure especially in rural and underserved regions is another cause of inequality in accessing libraries.

B. SDG 4 Framework and Library Contributions

Goal 4 of the sustainable development goals give a global guideline of the development of education which requires inclusive and equitable quality education and lifelong learning opportunities to all. Although the libraries are not visible in the official SDG 4 framework, they play a role in several targets in a variety of ways. To comprehend these contributions, one will need to look at the form of SDG 4 and how exactly library services can contribute to the outcome of education.

The SDG 4 follows seven goals that cover various aspects of education, such as quality primary and secondary education (Target 4.1), early childhood development (Target 4.2), affordable technical and higher education (Target 4.3), relevant skills to work (Target 4.4), gender equality and inclusion (Target 4.5), literacy and numeracy (Target 4.6), and education to sustainable development (Target 4.7). Three other objectives concern implementation channels and these include education institutions, scholarships and qualified teachers (UNESCO, 2017).

Libraries support Target 4.1 (quality primary and secondary education) in terms of learning materials to supplement classroom-based learning, assist in homework and self-study, provide programs that encourage reading and literacy, and provide safe after-school learning environments. Well-resourced and staffed school libraries are learning laboratories in which students can acquire information literacy skills, critical thinking skills and lifelong learning dispositions.

In the case of Target 4.3 (affordable technical and higher education), educational institutions lower expenses of education by offering free access to costly textbooks, journals, and databases. They facilitate distance and online learning with the help of the digital resources, make technology available to students who do not have personal devices, and offer research support services that helps improve the educational quality. Recent studies have provided a focus on the significance of such services, especially in the context of the COVID-19 pandemic when electronic library tools were extremely vital to further education (Mwenda et al., 2022).

Target 4.4 (relevant skills in employment) would be related to library services in terms of information literacy training, digital literacy training, career information services, and lifelong learning and career development support. University digital libraries can be used as hubs to enhance the digital competences of students as shown by Shopova (2019), and this will directly contribute to the employability of students in the ever-more technologically dependent economies.

The libraries can contribute to Target 4.5 (gender equality and inclusion) especially through equal provision of access to the information resources in terms of the socioeconomic status, serving learners with disabilities via the assistive technologies and accessible formats, offering multilingual resources that are useful to various communities, and building welcoming environments to marginalized communities. This equity functioning is one of the most basic functions of libraries to sustainable development.

In Target 4.6 (literacy and numeracy), this goal is correlated with central missions of libraries. Literacy in the public and school libraries is encouraged by reading and early literacy programs with children, literacy classes for adults, and family literacy programs. The role of libraries in international literacy has long been acknowledged by UNESCO (2017), but has not always been reflected in sufficient resources and policy inclusion.

Nevertheless, libraries have difficulties in achieving SDG 4 targets. Digital divide is also one of the major barriers such that a large number of libraries do not have the necessary technology infrastructure to facilitate digital learning. According to the user satisfaction research, there is a translation between the awareness and satisfaction with the library resources, and it may be possible that despite the availability of resources, they are not used (Singh et al., 2019). The inadequacy of information literacy also restricts the usefulness of library services since users might be unable to locate, appraise, and use the information that is available to them.

C. Services at the Library in the Modern Educational Ecosystem

Modern libraries have long since developed past their original purpose as a depository of printed resources. The libraries of today are dynamic learning centers, which combine physical and digital resources, offer a wide range of services, including teaching and research, access to technology and digital literacy creation, and community learning and engagement. Knowing this evolution is critical in the need to know how libraries could help in bringing transformation to education.

Higher education academic libraries offer many different ways of assisting in research, such as access to research databases and journals, research consultation and instruction, data management and scholarly communication, and individual and collaborative study facilities. The services are directly aligned with the research and innovation objectives as highlighted in NEP 2020. Nevertheless, according to a comparative study of academic libraries in India and the U.S. by Rathod (2025), it can be observed that there are vast differences in resource access and the sophistication of the services offered with most Indian libraries yet to establish extensive digital library facilities.

School libraries perform unique and equally significant roles, which include provision of age-oriented reading, facilitating curriculum-based learning, fostering the culture of reading and development of literacy, and providing secure environments of learning and discovery. School libraries require sufficient staffing, whose trained school librarians are critical in merging library resources in the learning and teaching process. Regrettably, limited library professionals are found in most Indian schools and as a result of this fact, the effectiveness of the library resources is limited.

Public libraries also serve as community learning centers providing their services to the community beyond formal learning to facilitate life time learning. They offer free access to information resources to all members of the community, child, youth, and adult programs, access to technology to members who do not have access to home internet, and community gathering and cultural activity space. Joseph and Chinnasamy (2024) review the public libraries as community learning centers through NEP 2020 lens and find additional ways of playing its roles to support formal and informal education.

Digital libraries are a fast-emerging aspect of the library ecosystem, which provides 24/7 access to digital resources, distance and online learning, digital cultural heritage preservation, and open educational resource platforms. The National Digital Library of India is a vivid example of this model as it is a centralized repository of various digital resources (Sahoo and Mohanty, 2021). The success of digital libraries, however, is determined by the level of digital literacy of users and their access to the right technology.

User satisfaction studies indicate that there are complicated interrelationships between library services and education outcomes. Gyau et al. (2021) revealed that although users usually report being satisfied with the library in supporting learning and research, there is still a lot to be desired. As it was shown by Idhalama et al. (2025), the practice of digital literacy has a profound effect on the quality of services that libraries can offer and the satisfaction of users, which means that libraries need to invest in resources as well as in the education of users to achieve the desired effect.

Information literacy instruction is one of the most important library service functions to be integrated. The article by Liu et al. (2019) considers the library user learning as window learning to inquiry-based learning in higher education and reveals how library instruction can facilitate more profound pedagogical change. Nonetheless, the learning of information literacy is not evenly distributed in all the Indian educational establishments, and a significant population of students is not exposed to these skills in a systematic manner.

D. Problems and Prospects of Library Change

The process of the redesign of library services to become entirely conducive to the implementation of NEP 2020 and SDG 4 implementation is fraught with several challenges, but also has substantial opportunities. Both dimensions are important in developing viable plans on how to ensure library-mediated educational development.

The greatest challenge is financial constraints. Most libraries have poor budgets that hamper their capability to stock up to date resources, technology infrastructure, staffing, and development of services. This difficulty is especially acute in rural and underserved regions where the libraries can be in the lack of even the basic infrastructure. The subsidiary effects of budget restrictions are that it provides libraries with less capacity to meet changing educational requirements and restricts their capacity to contribute to policy implementation.

Financial constraints are made complicated by workforce development issues. The shortages of trained professionals, lack of opportunities to continued professional education, low level of compensation and lack of recognition of expertise of library professionals are some of the challenges facing many libraries, making it hard to recruit and recruit professionals. Das (2025) consider the issue of library and information science education in India by saying that the curriculum must be aligned with the priorities of NEP 2020 and then with new professional skills.

There are further barriers that are caused by the infrastructure constraints especially in relation to technology. Digital divide occurs in libraries in the form of low internet access, the lack of computers and devices, low access to the digital resources and assistive devices to support persons with disabilities. These infrastructure gaps have a direct effect of restricting the capabilities of libraries to promote digital education initiatives highlighted in NEP 2020 and SDG 4.

Issues of integration are indicative of the fact that libraries are typically considered marginal, but not central to the educational processes. Most educational establishments have no structures in place to systematically incorporate library resources into curriculum and teaching, do not involve library professionals in educational planning, do not give libraries and academic departments enough communication, and have minimal expectations regarding the library roles in learning outcomes. To address these challenges of integration, it will need cultural and organizational change other than resource allocation.

In spite of these obstacles, there are huge prospects of library transformation. The policy awareness in NEP 2020 establishes a positive atmosphere on developing libraries, therefore, justifying increased investments, structural models on strategic planning and possible official institutional funding. This policy window is an important means of library advocates to promote strategic priorities.

Technology provides a revolutionary opportunity to increase library services and access. Geographic barriers may be overcome by using digital resources, lean online services can be provided to extend library hours and accessibility, data analytics may be used to provide information on how to make the service better, and new technologies such as artificial intelligence may be used to improve the discovery of information and provision of personalized learning support. Nevertheless, to make this potential a reality it is important to strategically invest in the technology infrastructure as well as professional capacity to effectively implement and administer new tools.

Another library development opportunity is partnership opportunities. Cooperation among various types of libraries may produce more holistic service ecosystems, relationships with learning institutions may help increase the integration of library services into teaching and learning, community relationships may increase library access and influence, and cross-border relationships may lead to resource sharing and professional growth. Such collaborations can assist libraries to address the resource limitations as they increase their ability to meet the needs of a wide range of users.

The COVID-19 pandemic, despite the difficulties, has established even more awareness of the values of libraries, especially in the context of the digital resources and services. Mwenda et al. (2022) reported the use of electronic library services during ongoing learning in the period of disruption caused by pandemic, and 92% of users used the services through smartphones. This has been a learning lesson that can emphasize the significance of library services and also the necessity of investing further in digital infrastructure and educating the users.

VI. FINDINGS

This discussion provides a number of important conclusions about the contribution of library services to the realization of the educational visions expressed by NEP 2020 and SDG 4:

Findings 1: NEP 2020 gives specific acknowledgment of the significance of libraries, but it has to be rolled out with systematic insertion beyond the infrastructure structure.

Though NEP 2020 provides particular guidelines on how the libraries can be developed in relation to educational levels, to make the vision of the policy work, it is necessary to go beyond the physical infrastructures to the development of the workforce, integration of services, and education of the users. The libraries need to be placed as the active participants of the educational change instead of the storage of the resources.

Finding 2: Libraries play a role in various SDG 4 goals in a range of different ways, which are not necessarily reflected in formal frameworks.

This analysis finds certain mechanisms of how libraries facilitate quality education, equity, literacy, lifelong learning, and other priorities in SDG 4. Non-notably, however, libraries have a role in SDG 4 monitoring and reporting, to the detriment of the appreciation of their significance and resource allocation, which may be limited.

Finding 3: Digital transformation provides important opportunities, but also increases inequalities.

Online library services and materials have the capacity to increase access and underpin creative methods of education. Nevertheless, the digital divide, the presence of inequalities in the access to technology, the access to the internet, and the digital literacy, implies that digital change can increase, but not decrease, educational inequalities unless actively managed by the means of equity-oriented policies and programs.

Findings 4: Excellence of the library services to the users hinge on the availability of resources and the abilities of the users.

The studies have always shown that knowledge of library resources does not necessarily result into either satisfaction or utilization. User education and information literacy teaching are the most important ones in complementing resource provision. To achieve the most effective use of libraries, libraries need to invest in collections and development of user capacity.

Findings 5: Systemic barriers need systemic solutions that involve a number of stakeholders.

The current predicaments of the library development such as lack of funding, staffing, inadequate infrastructure and lack of integration cannot be solved by the libraries. These solutions need collaboration among the policymakers, institutions of learning, library workers and communities. The coordination can be implemented according to NEP 2020 and SDG 4, yet it will take long-term dedication and allocation of resources.

Finding 6: Varied types of libraries are used to complement each other as they compose an overarching educational ecosystem.

School, civic, academic, and online libraries separately and collectively provide various yet related services to various educational needs and populations. Positive changes in the education sector would entail building all types of libraries as well as ensuring a level of coordination and sharing of resources across the libraries. Disconnected strategies that put emphasis on one type of library and not the rest will restrict the influence.

Finding 7: Evidence-based practice needs enhanced information on the contributions of libraries to the outcomes of education.

Although there is much evidence of associations between library services and user satisfaction, stronger data about library services and particular educational outcomes (learning achievements, graduation rates, research productivity, etc.) would reinforce the argument of investing and creating more effective library services as well as make the service design more efficient. The creation of proper metrics and evaluation systems is one of the areas of concern of library research and practice.

All these findings imply that libraries can play an important role in educational change as desired by NEP 2020 and SDG 4, but it will take a strategic intervention that focuses on both the issue of resource limitation and integration into the system to achieve it.

VII. CONCLUSION

The research indicates the importance of library services to the educational change that is envisaged in NEP 2020 and SDG 4. Libraries are important learning facilities that facilitate quality education, equity, literacy, lifelong learning and research. Nevertheless, to be able to achieve their potential, libraries should not just be viewed as a storage facility of information but primarily as a place of learning and community involvement.

It is important to note that NEP 2020 acknowledges the value of libraries, but there are still several problems in the field of their implementation, such as insufficient financing, absence of infrastructure, and insufficient presence in the teaching-learning process. To resolve the problems, the joint efforts of the policymakers, schools, and the library workers will be necessary.

Digital transformation is a new chance to increase access and enhance learning, however, it runs a risk of increasing existing inequalities unless it is backed by inclusion strategies and enhancement of digital literacy. The results also highlight the fact that efficient services in the library rely not only on the presence of resources but also on education and information literacy programs among the users.

At the policy level, the development of the library should be included in the educational planning, investing in professional training, and enhancing cooperation between organizations are necessary. On the whole, libraries should be considered as a key part of the education system, and their enhancement should become the priority to help to achieve the successful realization of NEP 2020 and SDG 4.

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