REIMAGINING LIBRARY COLLECTION DEVELOPMENT IN OPEN AND DISTANCE UNIVERSITIES: INNOVATIVE STRATEGIES FOR NEP 2020

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Crossref DOI - https://doi.org/10.5281/zenodo.23393746

Abstract :

The transformation of higher education under the National Education Policy (NEP) 2020 has created new opportunities and responsibilities for Open and Distance Universities. The growing emphasis on multidisciplinary education, flexible learning pathways, digital technologies, inclusion, Indian languages, research and lifelong learning requires libraries to rethink conventional approaches to collection development. In an Open and Distance Learning (ODL) environment, the library collection must be accessible to learners who are geographically dispersed, academically diverse and often dependent on digital and self-learning resources.

This paper explores innovative strategies for library collection development in Open and Distance Universities with particular reference to NEP 2020. It proposes a learner-centred and technology-supported collection development framework based on six dimensions: learner needs, curriculum alignment, accessibility, digital transformation, research support and continuous evaluation. The paper discusses hybrid collections, demand-driven acquisition, evidence-based selection, Open Educational Resources, institutional repositories, multilingual resources, accessible digital materials, mobile-friendly resources, low-bandwidth services, artificial intelligence-assisted analysis and collaborative resource sharing. Illustrative examples are presented for programmes such as Library and Information Science and multidisciplinary programmes. The paper argues that the ODL library should move from a predominantly ownership-based model towards an access-oriented knowledge ecosystem in which resources are selected according to their educational value, accessibility, relevance and measurable use. Such transformation can strengthen learner support and contribute substantially to the implementation of the learner-centred, inclusive and technology-enabled vision of NEP 2020.

Keywords : Open and Distance Learning, Open Universities, Library Collection Development, NEP 2020, Digital Library, OER, Artificial Intelligence, Learner Support, E-resources, Multidisciplinary Education

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Introduction :

Higher education is experiencing a fundamental transformation in the ways in which knowledge is created, communicated and consumed. Printed textbooks and scholarly journals continue to be important, but they now coexist with e-books, electronic journals, research databases, institutional repositories, open educational resources, digital archives, multimedia learning objects and online courses.

This transformation is particularly important for Open and Distance Universities. Unlike conventional campus-based institutions, Open Universities serve learners who may be located in different districts, states and, in some cases, countries. Many learners combine education with employment, family responsibilities or other commitments. For such learners, the physical library cannot be the sole mechanism for providing access to knowledge.

The library therefore becomes an essential component of the learner-support system. Its effectiveness depends increasingly on the ability to provide relevant resources beyond the physical boundaries of the university.

The University Grants Commission (UGC) introduced the *University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020*, with subsequent amendments. The regulations establish standards for higher education delivered through ODL and online modes. The UGC's Distance Education Bureau currently identifies the 2020 regulations and subsequent amendments as the governing framework for ODL and online education.

NEP 2020 further strengthens this transformation. Its higher-education vision includes multidisciplinary education, greater access and inclusion, online education and Open and Distance Learning, as well as accessibility of infrastructure and learning materials for learners with disabilities.

These developments make it necessary to reconsider the fundamental question of collection development. The issue is no longer simply what materials should a library acquire, but rather:

> What combination of resources, technologies and access mechanisms will enable every learner to obtain the right information at the right time and in an appropriate format?

This paper attempts to address this question from the perspective of Open and Distance Universities.

Objectives of the Study :

- To conceptualize the changing nature and dimensions of library collection development in Open and Distance Universities.
- To develop an understanding of learner-centred, inclusive and multidisciplinary collection development in the ODL environment.
- To discuss conceptual role of digital resources, Open Educational Resources (OER) and institutional repositories in supporting ODL learners.
- To conceptualize a learner-centred and technology-enabled framework for collection development in Open and Distance Universities.

Methodology :

The paper follows a **conceptual and descriptive methodology**. It draws upon policy documents, regulatory provisions, professional literature and established concepts in library and information science, particularly in the areas of collection development, digital libraries, open educational resources, ODL and emerging technologies.

The paper does not attempt to measure the performance of a particular university. Instead, it develops a conceptual framework that can be adapted by Central Open Universities, State Open Universities and other higher education institutions offering ODL programmes.

The collection requirements of an Open University differ from those of a conventional residential university.

A conventional university generally has a learner population that is concentrated around a campus. An Open University may serve learners through:

- Regional centres
- Learner Support Centres
- Study centres
- Online platforms
- Printed self-learning materials
- Digital learning environments

UGC's ODL framework specifically recognizes learner-support arrangements and self-learning materials as important components of ODL provision. The regulations state that self-learning materials should include objectives, learning outcomes, study guidance and related references and should be periodically revised to improve quality and learner support. This has a direct implication for libraries.

Conventional library model :

Library → Collection → Campus Learner

ODL library model :

Central Library → Digital Platform → Learner Support Network → Learner

The second model requires a collection that is distributed, discoverable and accessible.

NEP 2020: Implications for ODL Library Collections :

NEP 2020 provides a broad policy environment that supports the transformation of ODL libraries.

Multidisciplinary education :

NEP 2020 promotes multidisciplinary higher education and aims to bridge disciplinary boundaries and foster interdisciplinary

This means that library collections should also move beyond narrowly separated subject silos.

For example, a programme on **Sustainable Development** may require resources from:

- Environmental Science
- Economics
- Sociology
- Geography
- Agriculture
- Political Science
- Law
- Public Policy
- Information Technology

Collection development must therefore support cross-disciplinary information discovery. Open Universities are naturally positioned to support lifelong learning. A learner may enter higher education at different stages of life and may require resources that support:

- Career development
- Professional education
- Reskilling
- Upskilling
- Second degrees
- Personal development

The library collection should therefore not be restricted to conventional academic textbooks.

Digital education :

NEP 2020 recognizes the importance of technology and online/digital education while also emphasizing the need to address the digital divide and equity concerns. For an ODL

library, this means that digital collection development must be accompanied by access for all.

Inclusion and accessibility :

NEP 2020 specifically connects access and inclusion with ODL and online education and calls for learning materials and infrastructure to be accessible to learners with disabilities. Consequently, accessibility should become a selection criterion for digital resources.

From Ownership to Access: A New Philosophy of Collection Development

Traditional collection development has largely been associated with ownership.

- A library acquires a book, adds it to the collection and provides access to users.
- In ODL, ownership alone does not guarantee educational access.
- A library may own thousands of books, but a learner living far from the university may not be able to use them.

Therefore, the ODL library needs to adopt an **Access-Oriented Collection Philosophy** (making information resources easily available to users)

Example : E-Books, E-Journals, Digital Database, Open Access Resources and provide remote access.

Traditional emphasis :

Ownership → Storage → Preservation

Emerging emphasis :

Access → Discovery → Use → Learning Outcome

The central measure should therefore be the educational value of access, rather than merely the size of the collection.

This paper proposes a six-dimensional framework called the:

L-E-A-D-R-E Framework :

L – Learner Needs

Identify:

- Learner profile
- Location
- Digital access
- Language preference
- Course requirements
- Information behavior

E – Educational Alignment :

Connect resources with:

- Programme objectives
- Course outcomes
- Curriculum units
- Reading lists
- Assignments
- Practical activities

A – Accessibility :

Ensure:

- Accessible formats
- Mobile access
- Low-bandwidth resources
- Assistive technology compatibility
- Multilingual availability

D – Digital Transformation :

Include :

- E-books
- E-journals
- Databases
- OER
- Institutional repositories
- Multimedia resources
- AI-supported discovery

R – Research Support :

Provide :

- Research databases
- Theses
- Citation resources
- Research methodology
- Datasets
- Scholarly communication resources

E – Evaluation :

Continuously assess:

- Usage
- Cost
- User satisfaction
- Collection gaps
- Course coverage
- Research requirements

Proposed model :

Learner Needs

↓

Curriculum Alignment

↓

Accessibility

↓

Digital & Open Resources

↓

Research Support

↓

Continuous Evaluation

↓

NEP 2020-Aligned ODL Knowledge Ecosystem

This framework is proposed as an original conceptual contribution of the paper.

Demand-Driven Collection Development :

Demand-driven collection development is particularly relevant to Open Universities. Instead of relying entirely on traditional selection methods, librarians can examine actual patterns of use.

Outcome:

An Inclusive + Digital + Multidisciplinary + Research-Oriented + Learner-Centred ODL Knowledge Ecosystem

The proposed framework provides a practical way for Open Universities to translate broad NEP 2020 principles into library collection decisions.

Useful indicators :

- Search queries
- E-book downloads
- Database usage
- Book requests
- Interlibrary loan requests
- Course-wise reading requirements
- Student recommendations
- Faculty recommendations

Example :

Suppose an Open University's LIS learners demonstrate increasing interest in:

Artificial Intelligence + Digital Libraries + Bibliometric + Research Data Management

The library can use this evidence to strengthen these areas rather than allocating the same acquisition budget equally across all subjects. This produces a more responsive collection. Curriculum-Linked Collection Development. Collection development should be integrated into curriculum planning. A practical sequence is:

Programme
↓
Course
↓
Learning Outcomes
↓
Information Requirements
↓
Resource Mapping
↓
Collection Gap
↓
Selection/Acquisition

For example, if a B.Lib. & I.Sc. course includes **Information Retrieval**, the collection should cover:

- Information retrieval theory
- Search techniques
- Search engines
- Boolean searching
- Information retrieval systems
- Digital libraries
- Databases

- AI and information retrieval

Another example of Geography

Instead of collecting only **Geography textbooks**, the library can develop thematic collections such as:

- **Climate Change** → Geography + Environmental Science + Meteorology + Economics
- **Urbanization** → Geography + Sociology + Economics + Urban Planning
- **Natural Disasters** → Geography + Geology + Meteorology + Disaster Management
- **Agricultural Development** → Geography + Agriculture + Economics + Soil Science
- **GIS Applications** → Geography + Computer Science + Statistics + Remote Sensing

A future-ready ODL collection should combine print and digital resources.

Print resources :

Particularly valuable for:

- Core textbooks
- Reference works
- Regional literature
- Rare materials
- Local history
- Learners with limited connectivity

Digital resources:

Particularly useful for:

- Current research
- E-books
- E-journals
- Databases
- Remote learning
- Research support

The appropriate model is therefore not **print versus digital**, but:

Print + Digital + Open + Accessible + Research Resources

Open Educational Resources as a Collection Strategy :

Open Educational Resources can help Open Universities expand access while

reducing dependence on expensive commercial resources.

Potential OER categories include:

- Open textbooks
- Open courses
- Open-access articles
- Educational videos
- Tutorials
- Learning objects
- Government educational resources

SWAYAM is particularly relevant to the Indian higher-education ecosystem. UGC regulations provide a framework for credit-based online courses through SWAYAM and require institutions to make necessary facilities, including library and computing infrastructure, available for such learning.

Example :

For a Library Science course, the library can prepare a curated OER guide containing:

Open textbooks → Research articles → Videos → Tutorials → Government resources → Relevant online courses

The librarian becomes a **curator of legally accessible learning resources**.

OER Sources for Open and Distance Learning :

- SWAYAM Study Webs of Active–Learning for Young Aspiring Minds
- eGyanKosh Electronic GyanKosh – National Digital Repository of IGNOU
- e-PG Pathshala Electronic Post Graduate Pathshala
- NDLI National Digital Library of India
- OER Commons Open Educational Resources Commons
- OpenStax OpenStax – an open educational resource initiative providing free, peer-reviewed textbooks
- MIT OpenCourseWare Massachusetts Institute of Technology Open CourseWare
- OpenLearn OpenLearn – The Open University's free learning platform
- MERLOT Multimedia Educational Resource for Learning and Online Teaching
- Open Textbook Library Open Textbook Library – a collection of openly licensed textbooks
- LibreTexts LibreTexts – an open educational resources platform for textbooks and learning materials
- NROER National Repository of Open Educational Resources
- DIKSHA Digital Infrastructure for Knowledge Sharing

- Shodhganga Shodhganga: A Reservoir of Indian Theses
- Institutional Repositories (IRs) digital repositories that collect, preserve and provide access to an institution's scholarly and educational output

These resources can be incorporated into **ODL library collection development** to provide students with accessible, multidisciplinary and cost-effective learning resources.

Institutional Repositories :

Institutional repositories can become an important component of an Open University's scholarly collection.

- Theses
- Research articles
- Conference papers
- Faculty publications
- Project reports
- University publications
- ODL research
- Digitized institutional materials

A repository can improve :

Visibility → Discoverability → Preservation → Research impact

For an Open University, this is particularly useful because its research output can be made accessible to learners and researchers beyond the physical campus.

Multilingual Collection Development :

The geographical reach of Open Universities makes language an important consideration.

A multilingual collection may include:

- English resources
- Hindi resources
- Marathi resources
- Other Indian-language resources according to learner needs

Example :

For a Maharashtra-based Open University, a collection on "Indian Society and Social Reform" could contain:

- English scholarly literature
- Marathi books
- Hindi resources

- Digitized regional materials
- Research articles

This supports the NEP 2020 emphasis on Indian languages and strengthens regional knowledge resources.

Indian Knowledge and Regional Collections :

Open Universities can contribute to preservation and dissemination of regional knowledge.

Special collections may focus on:

- Indian philosophy
- Traditional knowledge
- Regional literature
- Local history
- Folk culture
- Social reform movements
- Indigenous knowledge
- Indian scientific traditions

Such collections can serve both teaching and research.

They can also become a distinctive Knowledge Resource of the university. Accessible Digital Collection Development Accessibility should be incorporated into resource selection. Where technically and legally feasible, the library should prefer resources that support:

- Screen readers
- Text-to-speech
- Keyboard navigation
- Adjustable text size
- Accessible document structures
- Captioned multimedia
- Alternative formats

Example :

When selecting an e-book platform, the librarian should evaluate

Price + Content + Usage

and

Accessibility + Device Compatibility + Download Options + Licensing

This represents a significant change in professional evaluation criteria.

Mobile-First Collection Strategy. Many ODL learners rely heavily on smartphones.

Therefore, libraries should assess:

- Mobile compatibility
- EPUB availability
- Download facility
- Responsive interfaces
- Mobile authentication
- Low-data options

Example : Instead of designing a library service exclusively around desktop computers, an ODL library could develop:

Mobile OPAC + Mobile database access + Mobile e-books + WhatsApp/online enquiry + Digital reading guides

The aim is to make the library available **where the learner is**.

Low-Bandwidth Resource Strategy :

Digital access can itself create inequality when learners have limited connectivity.

A practical low-bandwidth strategy may include:

- Text-based guides
- Compressed documents
- Downloadable e-books
- Audio resources
- Low-resolution educational videos
- Offline reading options
- Lightweight web pages

This approach supports the NEP 2020 concern regarding equitable use of technology.

Artificial Intelligence in Collection Development :

AI can help librarians manage and improve library collections. It can quickly study large amounts of information and help librarians make better decisions.

- Trend identification

AI can find new and emerging subject areas that may become important to learners.

- Usage prediction

AI can predict which books, journals, and other resources are likely to be used more often.

- Duplicate detection

AI can identify duplicate or similar resources and help avoid unnecessary purchases.

Subject gap analysis

AI can compare the curriculum with the resources available in the library and identify missing subject areas.

- Recommendation systems

AI can suggest books, journals, and other resources that may be useful for the collection.

- User query analysis

AI can study the topics that learners search for frequently and help librarians understand their information needs.

AI should mainly be used to support librarians. The final decisions about selecting and purchasing resources should be made by librarians based on their knowledge, experience, and users' needs.

Final selection should involve professional assessment of:

- Authority
- Accuracy
- Relevance
- Scholarly quality
- Copyright
- Cost
- Bias
- Long-term value

NEP 2020 itself recognizes both the potential and risks associated with emerging technologies and stresses appropriate attention to ethical issues, data and privacy.

Open Universities should build collections that support research at undergraduate, postgraduate and doctoral levels.

A research-support collection should include:

- Research methodology
- Citation databases
- Abstracting and indexing databases
- E-journals
- Theses and dissertations
- Research reports
- Statistical sources
- Datasets

- Patents
- Standards
- Bibliometric resources

Researcher's information journey :

Topic Selection
↓
Literature Search
↓
Information Evaluation
↓
Data Collection
↓
Analysis
↓
Writing
↓
Citation
↓
Publication

The library should support each stage.

Collaborative Collection Development :

No Open University can independently acquire every scholarly resource. Collaboration can reduce duplication and improve access through:

- Library consortia
- Interlibrary loan
- Document delivery
- Union catalogues
- Shared repositories
- Cooperative acquisition

The ODL system follows institutional standards and learner-support mechanisms, so proper planning of infrastructure and learning resources is essential for quality ODL delivery

Collection Development through Learner Support Centres :

Learner Support Centres can become extensions of the university's information ecosystem.

Proposed structure :

Central Library

↓
Digital Library
↓
Regional/Learner Support Centres
↓
Local Information Resources
↓
Learner

The central library can provide:

- Digital resource discovery
- Remote authentication
- Reference assistance
- Document delivery
- Research guidance
- Information literacy

The learner-support centre can provide:

- Basic physical resources
- Computer access
- Local support
- Orientation programmes

This creates a **distributed library service model** (A library service system in which resources and services are provided through different locations or digital platforms instead of a single central library.)

Example: Consider an Open University offering B.Lib. & I.Sc.

An innovative ODL collection would include:

Resource Category	**Examples**
Core books	LIS textbooks
E-books	Digital LIS literature
Journals	LIS scholarly journals
Databases	Bibliographic and research databases
OER	Open learning resources
Multimedia	Classification/cataloguing demonstrations

Research	Theses and conference papers
Professional resources	Standards and professional guidelines
AI resources	AI applications in libraries
Regional resources	Marathi/Hindi LIS literature

This collection supports **knowledge, skills, practical learning and research**.

Example: Multidisciplinary ODL Programme

Consider an ODL programme in **Sustainable Development**.

The library can develop an interdisciplinary resource cluster:

- Environment
- Economics
- Agriculture
- Sociology
- Geography-
- Law
- Public policy
- Climate studies
- Technology

This directly supports the multidisciplinary orientation of NEP 2020.

Collection Evaluation: From Size to Impact :

The traditional measure of a library often emphasizes:

Number of books + Number of journals + Number of databases

For ODL, more meaningful indicators include:Access- Can learners access resources remotely?

Usage - Are resources actually being used?

Relevance - Do they correspond to current courses?

Accessibility - Can diverse learners use them?

Affordability - Is expenditure justified?

Research value - Do they support scholarly activity?

Learning value - Do they contribute to learner outcomes?

Thus, collection evaluation should shift from **collection size to collection impact**.

Key Points	Key Question
Course-resource coverage	Are all courses adequately supported?
E-resource usage	Which digital resources are most useful?
Cost per use	Is expenditure justified?
Search trends	What new subjects are emerging?
Learner feedback	What resources are learners requesting?
Accessibility	Are resources usable by diverse learners?
Language coverage	Are regional-language needs addressed?
Research support	Are postgraduate researchers adequately supported?
OER availability	Are suitable open resources being curated?
Collection gaps	Which subjects require strengthening?

Such evidence can inform the next year's collection development budget.

How an ODL student can access the university library from their place

1. **Online Library Portal** :
    - The student visits the university library website from a mobile phone or computer.
    - They can search the **OPAC (Online Public Access Catalogue)** to identify books, journals and other resources.
    - For example, YCMOU's Library & Resource Centre provides an online OPAC and several digital-resource links.
2. **Remote Access to E-resources** :
    - The university provides authenticated students with remote access to subscribed e-books, e-journals and databases.
    - Students log in using their university/library credentials and can access resources from home.
    - YCMOU, for example, lists **EBSCO with remote access**, along with e-ShodhSindhu, Shodhganga, DELNET and other resources.
3. **E-books and Digital Learning Materials** :
    - Students can access electronic books and other digital learning resources through the university library portal.

- This is particularly useful for students living far from the university headquarters.

4. **Institutional Repository** :

   - The library can provide access to the university's research publications, theses, dissertations, question papers, learning materials and other institutional documents through a digital repository.
   - For example, YCMOU provides access to **DnyanGangotri** and Shodhganga resources.

5. **Online Reference Service** :

   - Students can contact the librarian through **e-mail, online forms, chat, or other digital communication channels**.
   - The librarian can help with literature searching, bibliographies, database selection, citations and locating appropriate resources.

6. **Document Delivery Service** :

   - If a student identifies a required article, chapter or other document that is not directly available online, the library can provide a **document delivery service**, subject to copyright and library rules.
   - For example, YCMOU's LARC lists document delivery, referral, bibliographic and user services among its library services.

7. **Inter-Library Loan (ILL)** :

   - When the required material is not available in the university library, the library can obtain it from another participating library through **Inter-Library Loan**.
   - This is particularly valuable for postgraduate and research students.

8. **Nearest Learner Support/Study Centre**

   - Students can also use library and learning facilities available at an authorized **Learner Support Centre/Study Centre**, where such facilities are provided.
   - This creates a local access point for learners who cannot travel to the university headquarters.

9. **Mobile-Based Access** :

   - Since many ODL learners access educational services through smartphones, the library should make its OPAC, e-books, databases, research guides and help services **mobile-friendly**.

A simple ODL library access model :

Student at Home/Workplace

↓

University Library Website
↓
Student Login / Authentication
↓
OPAC + E-books + E-journals + Databases + Repository
↓
Online Reference & Research Assistance
↓
Document Delivery / Inter-Library Loan if required
↓
Learning, Assignment & Research Support
↓
For a multidisciplinary ODL student

This model becomes even more useful when students need information from several disciplines. For example, a student researching **"Artificial Intelligence in Higher Education"** can access resources from **Computer Science + Education + Psychology + Management + Library Science + Ethics** without physically visiting different libraries.

Thus, the **ODL university library should function as a "Library Without Walls"**—providing students with equitable access to information **anytime, anywhere and through multiple digital platforms**.

For YCMOU specifically, its Library & Resource Centre states that it supports the information needs of YCMOU students and provides resources/services including OPAC, e-resources, document delivery, referral services and online databases.

Challenges :

- The transformation of ODL collections also creates challenges.
- Financial constraints- Digital resources may involve significant subscription costs.
- Licensing- Electronic resources are governed by contractual terms that may restrict
- Downloading, sharing and preservation.
- Digital divide- Learners have unequal access to devices and connectivity.
- Information quality - The internet contains large quantities of unreliable information.
- Copyright- Digitization and online dissemination require careful legal compliance.
- Technology obsolescence - Digital platforms and formats change rapidly.

Staff competencies- Librarians require continuous professional development in :

- AI
- Data analytics
- Digital preservation
- Copyright
- OER
- Research support

- Digital scholarship

Recommendations for Open and Distance Universities

- **Develop a dedicated ODL Library Collection Development Policy.**
- Link every major acquisition decision with curriculum requirements.
- Conduct systematic learner-needs assessments.
- Use evidence-based collection evaluation.
- Strengthen e-books, e-journals and scholarly databases.
- Establish an OER discovery and curation service.
- Develop and maintain an institutional repository.
- Expand multilingual and Indian-language resources.
- Integrate accessibility into resource selection.
- Develop mobile-friendly library collections.
- Provide low-bandwidth access options.
- Use AI and analytics for collection-gap identification.
- Strengthen research-support collections.
- Participate actively in library consortia.
- Connect the central library with learner-support centres.
- Create subject-wise digital resource guides.
- Conduct regular collection-use and cost-effectiveness studies.
- Train librarians continuously in emerging technologies.
- Develop digital preservation policies.
- Measure collection success through learner and research outcomes rather than collection size alone.

Conclusion :

The transformation of Open and Distance Learning requires a corresponding transformation of library collection development. The library of an Open University cannot remain dependent on a physical collection located at a central campus. It must become a

distributed knowledge infrastructure capable of reaching learners across geographical, technological, linguistic and socioeconomic boundaries.

NEP 2020 provides a strong policy context for this transformation through its emphasis on multidisciplinary education, access, inclusion, technology, Indian languages, research and ODL.

Innovative collection development should therefore combine learner needs, curriculum requirements, digital resources, OER, research materials, accessibility, multilingual content, AI-assisted analysis and continuous evaluation.

The central proposition of this paper is that the success of an ODL library should not be judged primarily by the quantity of resources it owns. It should be judged by the extent to which its resources are discoverable, accessible, relevant, affordable and useful for learning and research.

The proposed **L-E-A-D-R-E framework** provides a practical conceptual approach for achieving this transformation. By adopting such a framework, Open Universities can strengthen learner support and build collections that are responsive to the changing educational environment.

The future-ready ODL library should therefore evolve:

- From ownership to access
- from collection size to collection impact
- from discipline-based silos to multidisciplinary resources
- from physical access to distributed access
- from passive acquisition to evidence-based development
- From document-centred services to learner-centred knowledge support.

Such a transformation can position the library as a strategic partner in implementing the vision of equitable, flexible, inclusive, multidisciplinary and technology-enabled higher education envisioned by NEP 2020. The ODL university library should function as a “Library Without Walls”—providing students with equitable access to information anytime, anywhere and through multiple digital platforms.

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