



Libraries & Their Strategic Role in Teacher Training: Vision Viksit Bharat

1. Dr. Kavita Gupta

Assistant Professor, Mahalakshmi College for Girls, Duhai, Ghaziabad

Email - drkavitagupta.kg@gmail.com

2. Vinati Sharma

M.Ed. Student, Mahalakshmi College for Girls, Delhi-Meerut Road, Duhai Ghaziabad

Email – vinatisharma09@gmail.com

Introduction

Since it is a universally accepted fact that libraries have an absolute pivotal role to play in education, offering relatively unhindered access to knowledge, promoting intellectual curiosity and lifelong learning. In teacher training, libraries are indispensable to provide teachers with new pedagogical trends, research-based teaching and latest technological advancements. In sync with the National Education Policy 2020, Viksit Bharat 2047 has a thrust on quality teacher training and education for world -class innovation and competition. Comprehending this vision and further firming the capabilities and proficiencies of teachers in taming the coming generation requires upgrading libraries with digital facilities, electronic & automated resources, interactive learning environments, and knowledge-management systems (Shubhendu S. Shukla, 2013).

Equity, access, and inclusion are the fundamental pillars of NEP 2020 and India's bigger ambition for Viksit Bharat 2047 (A Leading the Way: Sustainable Development and Economic Dynamics in Viksit Bharat @ 2047 , 2024). Teacher preparation programs are among these important sites where prospective teachers learn to teach diverse students. Libraries, whether physical, digital, or hybrid, are integral to the education or teaching-learning ecosystem to ensure that those whose mother tongue is not English have access to multilingual materials and to sourcing content globally to ensure equal opportunities and access to all in learning and growth. The role that libraries are providing for a variety of material, resources to all learners across urban–rural divides, pushing it up to become centers for learning spaces and guaranteeing digital access to knowledge. The library development within the discussion of inclusive education, pointing to how libraries can counteract educational disparities through

- 1) Closing the Digital Divide
- 2) Technology- integrated facilities: affordable and accessible
- 3) Strong culturally & multilingual receptive instruction
- 4) Global competencies: Fostering 21st- century skills and

A library with extensive facilities has a big impact on the students' academic results and professional growth of the users. The full library resources are accessible and utilized in the training institutions that have a major influence on the information base and capacity building. (Jayamma, 25-11-2023), (Rathod, 2025) indicates that a well-resourced library is an important information centre in nurturing self-determining learning and research skills, which are crucial for knowledge development. It has been observed that access to varied and current library holdings is positively linked with better academic performance and research output among students and faculty alike.

(Tuti Nurhaningsih Santoso, 2024) suggests, human resources in institutions tend to grow more efficiently because they have constant access to current information, research instruments and educational content with convenience. Within the field of teacher training institutes and their role in human resource development, the contrast between organizations possessing libraries and those lacking or having limited such resources is quite pronounced. The library facilitates quicker and simpler knowledge acquisition, consequently fostering thinking, which is essential, in an ever-evolving professional environment. Human resources in institutions with minimal library resources often experience difficulties in developing informed, competent human resources, and this is where productivity and professional competence differences begin to widen.

Overall, science and management human resources generally benefit from resources in environments with ample materials compared to teacher trainees. Scientists and management experts frequently require up-to-date research papers, technical manuals and specialized databases that are typically accessible in well-equipped libraries. This leads to greater efficiency and capacity for research generation and decisions based on information. Conversely, teacher trainees are more likely to depend on hands-on teaching experience and learning within classrooms. These environments, when compared to the requirements of science and management, might not gain advantage from libraries, rendering their reliance on such facilities less crucial than that of others. Consequently, the availability and use of resources within teacher training organizations are vital in cultivating skilled human capital. While science and management experts reap direct benefits due to the specifics of their professions, every sector can improve by enhanced access to information archives. Investment in library infrastructure is hence of prime importance for fostering an environment that is beneficiary and a requirement for efficient human resource development across teacher-training institutes, tasked with the generation of future human resource capital. (Štaffenová, 2023), (Anastasiia Mazurchenko, 2019) (Monu & Adeoye A. Bamgbose, 2020) (Akinlo, 2010).

The failure of some teacher training institutes to link up with libraries' outdated functionality. The digital divide sharply differentiates forecasts for teacher education and the research basis for education practice as well. This gap limits the access that teachers have to the best of the latest learning, research-based practice, and also holds back the professional growth of those involved in teaching careers. The old-fashioned database system of the library information allows faults in the teacher training program

Keywords

Library modernization, Teacher training, Professional development, Viksit Bharat 2047, Digital libraries, Knowledge management, Pedagogical innovation, educational resources, NEP 2020

Research Methodology

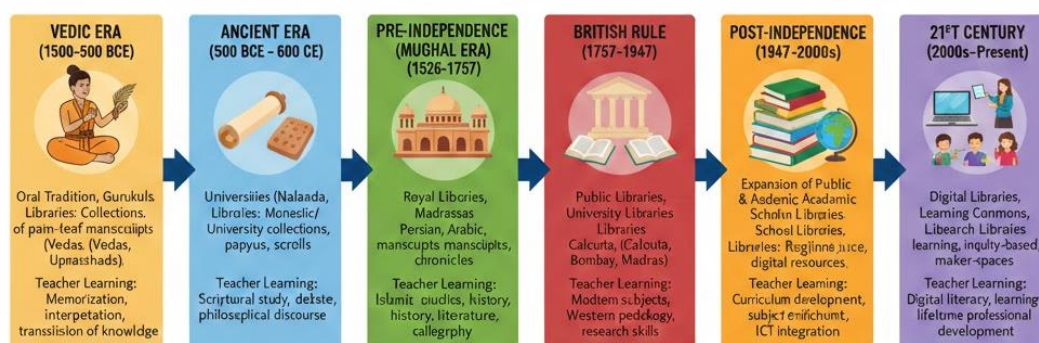
The study adopts a mixed methodology

1. **Qualitative Analysis:** Interviews with library managers, teacher educators, and policy experts to understand challenges and current practices.
2. **Quantitative Analysis:** Surveys of pre-service and in-service teachers to evaluate library usage, resource usefulness, and digital knowledge levels.
3. **Document Analysis:** Review of policy documents, library modernization reports, NEP 2020 guidelines, and international best practices in teacher training libraries.

Development of Libraries in Teacher Education: Indian Perspective

Beginning with the palm-leaf collections of Nalanda and Takshashila to the archives at NDLI, Indian libraries have facilitated teacher training, knowledge exchange and instructional innovation evolving from oral and manuscript customs to AI-powered inclusive frameworks. The progressive change of the library's function in teacher training has been a transition from mere book-storage places to active centers for learning and professional growth. This study supports their progress by highlighting critical instances and discussing their impact on the teaching process, as well as the broader educational changes brought about by technology, of which teaching is a part. Renovating teacher-education libraries in India honors the civilization of knowledge for eras. NEP 2020, combined with Viksit Bharat 2047, keeps libraries right at the centre of producing innovative and globally competitive teachers who can contribute towards skilful human capital by gaining and imparting skilful knowledge. Indeed, the trajectory of libraries from India's point of view shows a deep tradition of knowledge preservation, propagation, teaching, shaping education, and teacher training from ancient manuscript sources to today's digital learning hubs.

EDUCATIONAL LIBRARY TRANSFORMATION TIMELINE



Strategic Role of Libraries in Teacher Training

Supporting Collaborative Learning and Instructional Support: Encouraging Learn Better. Such as the library of ISB known as the Learning Resource Centre, with the strategy of connect, connectivity and customer(student) care. As part of the force in building support for both teacher preparation and students, it inspired and focused mainly on individual learning from teacher programs. Strategies such as integrating instructional tools are particularly successful and effective in school librarian-teacher collaborations for the benefit of pre-service teacher training.

Improving Information Literacy and Critical Thinking: As an educator, teaching library skills helps trainee teachers achieve proficiency by guiding them in their understanding, practice, and inception of inquiry.

Supporting Curriculum Development and Pedagogical Innovation: By providing resources to enable innovation in teaching, methods, and materials, libraries support curriculum development in a strategic way.

Encouraging Lifelong Learning and Professional Growth: The fact is that the case of SDN Sawojajar 1 has experienced the advantage from a rich collection in the school library as well as due to strategic programs applied by Reading Corner and Literary Movement for teaching and learning improvement, which also contribute to curriculum and pedagogical innovation.

Integrating Technology and Digital Resources: Technology integration into education requires that the teacher trainees be familiar with digital technologies and resources. In support of teacher training

programs' strategic objectives, the libraries have, therefore, been at the forefront in supporting teaching and learning atmosphere, providing the needed motivation towards implementation through the provision of access to digital collections, e-learning platforms, and other technological tools. (Saumure & Shiri, 2006)

Persistent Misalignment Risks: Challenges in Library Modernization In India

1. Financial Constraints and Inadequate Financing: A lot of libraries are unable to invest in the necessary areas of infrastructure, digital resources, and staff training due to the high costs involved. The scarcity of funds and the restrictions in budgets prompt libraries to lower their chances to getting and keeping the necessary technologies and resources, which are modern and could provide the library with contemporary services. (Singh) further mentions that the lack of adequate financial resources has led to the purchase of advanced equipment like servers, computers, and multimedia tools, which in turn limits the progress of technology.

2. Technological Infrastructure Deficiencies: Viksit Bharat 2047 envisions human-development equity on a large scale. However, if the digital divide is not bridged with substantial investments, the modernization of libraries will mainly benefit urban and well-off institutions, thus compromising the vision's equity aspirations, undermining the vision's equity aspirations. The absence of IT infrastructure makes it difficult to switch over from traditional libraries to digital systems

Digital Gap in Urban & Rural Teacher Training: The current library can contribute to closing this gap by offering offline and low-bandwidth digital repositories to rural institutes. Access to the first-generation learners, the economically weaker sections, and the rural trainees who usually do not have reliable technology. The limited internet access, along with its non-availability in most rural areas, creates a major obstacle to digital. Digital inequality represents one of the obstacles to inclusive education. Establishing digital community-learning hubs for teacher trainees it means universal availability of ICT infrastructure in DIETs, B.Ed colleges, and universities for better growth of individual and nationwide economy. As noted by (Anusha) indicates that libraries are falling short in managing the quantity of digital data or implementing efficient methods for curating information, making it harder for users to access dependable and straightforward information, in Academia.

4. **Limited Digital Literacy-** This puts the sustainability of reforms by 2047 at risk. Disparities in internet connectivity, device access and digital skills, among educators and library personnel. Research advises capacity development and assistance for offline/low-bandwidth options to ensure fair access.
5. **Shortage of Skilled Staff and Training:** Both librarians and patrons possess expertise in utilizing the newest library technologies. Insufficient digital training, among both users and personnel, hinders the successful implementation of digital resources. The gap created by the difficulties in adapting to modern changes in the referred areas has been widened by this. The digital divide has become a prominent factor that is hindering the training of teachers. however, utilization of OERs is highly dependent on the infrastructure and digital literacy, which are very unevenly distributed. The shortage of librarians and technical staff who are able to succeed in the digital systems and modernization initiatives is yet another challenge. Most librarians have not been exposed to developing trends in technologies and professional development opportunities to enable them to smooth the process of digitization of their institutions successfully. This skills gap results in underutilization of the available digital resources and hinders the process of sustainable transformation of libraries.

4. Unsatisfactory Institutional Support: The transformation of libraries into contemporary information centers requires the existence of supportive institutional platforms. Nonetheless, the majority of libraries are operating at a level that is below par in terms of institutional support, which in turn affects their ability to carry on with the modernization processes. The institutions' lack of support is manifested in insufficient staff, old policies, and resistance to change from the institutions.

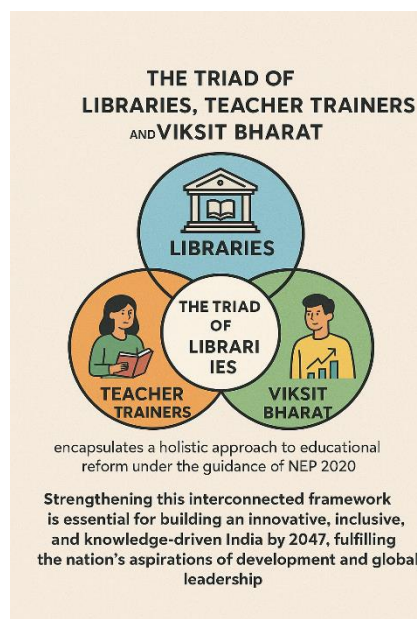
5. Cultural Heritage Preservation: The policy framework should be such that digitization is always done concurrently with the preservation standards. Any change that is intended to bring about modernization should first and foremost find the equilibrium between the new and the old, the latter being the culture and the heritage.

6. Policy Coherence and Administrative Barriers: Policy evaluations indicate the absence of cohesive policies and legal frameworks further complicates library modernization. The policy fragmentation leads to inconsistency in modernization efforts across the country. A disjointed legislative and administrative environment hinders the coordinated nationwide expansion essential to achieve 2047 goals. In reality, a consolidated national library modernization plan aligned with NEP and Viksit Bharat aims is mostly missing. Challenges, at the policy level, further obstruct advancement. For the adoption to be successful, the training of both the trainer and the trainees plus the institutional support for continuous technological upgrading must be comprehensive, at least.

Proposed Solutions to the Problem

India's vision of a developed nation will have to be achieved through a teamwork-based method that brings together the critical support of education. The National Education Policy (NEP) 2020 focuses on changing the education scenario by means of new innovative techniques, complete digital involvement, and human resource development. The triumvirate of Libraries, Teacher Trainers, and the main aim of Viksit Bharat are at the core of this transformation.

Monitoring, evaluation & open metrics: Define KPIs (key performance indicator) that measure access, usage by teachers, resource quality, and learning outcomes. Policy analyses highlight the need for better M&E to scale programs successfully. (B Preedip Balaji, 2018)



Triad Model

Trainers of teachers use library resources with the help of proper training and ensure that the teachers are able to manage and use the services of both the digital and the physical libraries. The Triad of Libraries, Teacher Trainers, and Viksit Bharat reflects a comprehensive approach to educational reform guided by NEP 2020. The strengthening of this interlinked structure is vital for the establishment of a 2047 India that is innovative, inclusive, and knowledge-driven, thus meeting the country's dreams of progress and global leadership.

Library Modernization: Viksit Bharat (Developed India) via NEP 2020

- **Infrastructure Development with Innovative Practices and Models:** Establish digital-first libraries with cloud access to global teaching resources. Blended learning models, which merge offline classes with online courses, have been adopted by some institutions. This facilitates personalized learning & also enhances the quality and efficiency of the resources, making them more accessible.
- **Digital Resource Integration & Equitable Access to Digital:** Integrate library modules into teacher training programs for practical application. Implement feedback systems to evaluate library usage, resource relevance, and impact on teaching practices. Expanding access to e-books, online journals, and educational databases to provide up-to-date materials for teacher training. OERs make education diversify through high-quality, free access to content. Libraries need to integrate NDLI, DIKSHA, SWAYAM, e-PG Pathshala, and other OER platforms. OERs curate culturally relevant, disability-inclusive, multilingual material. Such initiatives support financially disadvantaged learners and increase equitable access to modern learning materials.
- **Professional Development for Library Staff:** Providing training programs for librarians to enhance their skills in managing digital resources and supporting educators effectively.
- **Collaborative Partnerships:** Collaborate with industry and universities for resource-sharing and mentoring programs. Establishing collaborations with educational institutions, technology providers, and policymakers to foster a supportive ecosystem for library modernization.
- **Implementation of Digital Libraries and E-Resources in Teacher Training:** (Raju, 2014) reported that the use of multimedia tools, digital records, and e-resources facilitated the service in improving one's research skills and technological proficiency. Digital libraries offer round-the-clock availability of educational materials, enabling teachers to engage in ongoing learning.
- **Offline Digital Library Solutions:** For instance, offline digital library setups by iDream Education support regional languages and provide access to educational resources with no need for continuous internet connectivity.
- **Gender, Disability & Minority Inclusion through Libraries:** making available formats such as Braille, audio books, and screen readers. This can guarantee a protected, culturally affirming education area for girls and minority learners, thereby fulfilling the aim of inclusive education. The collection development that reflects marginalized communities and represents social justice and social equality in the learning zone.
- **Multilingual Education & Culturally Responsive Teaching:** NEP 2020's focus on Mother Language, and the libraries should endorse the same vision-mission. It becomes the responsibility to develop a library in such a way that it curates resources in regional languages, i.e., provides bilingual and multilingual OERs for teacher trainees. This ensures that future teachers develop pedagogies sensitive to India's linguistic and cultural diversity. (Gradin, 2022). This ultimately nurtures cross-cultural competencies by bringing global resources together.
- **Universal Design for Learning (UDL) Principles in Library Modernization:** UDL should be affirmed as it is the only way to have a flexible learning environment that meets the requirements of many different learners. Libraries have the potential to provide diverse learning materials such as audio, video, text, and tactile ones, which support the different types of students by helping them personalize their learning via digital platforms.
- **21st-Century Skills through Library Ecosystems:** Libraries help teacher trainees acquire global **competencies** and future-ready skills by integrating AI-based research tools. A means to

prepare teachers for a world where education is more and more reliant on technology and globalization is the creation of digital partnership environments that symbolize cooperation and innovation.

The library should be hubs of pedagogy, digital literacy, and interdisciplinary partnerships. Teacher training institutions can help close this gap by teaching future educators how to efficiently search, evaluate, and use different types of educational materials. This will help ensure that future educators, just like their peers in science and management, are equally proficient and aligned with the demands of the knowledge economy. This will help empower both educators and learners, and knowledge empowerment is what drives India to Viksit Bharat. This is NEP 2020 in action, the policy framework that focuses on digital literacy, inclusive pedagogy, a culture of research, and eco systems of collaborative pedagogy.

Conclusion

Libraries can help shape future educators. Libraries can change from just storage to a professional development and teaching creativity and learning center. Libraries can support the digital services and teaching goals. Future educators should have the ability to provide, promote and evaluate the vision of a knowledge and analytical India by 2047. Bring up-to-date libraries goes beyond advancements it signifies a decisive strategy for teacher education in India.

Digital projects like NDLI, NDEAR, and the National e-Library of India grant services, in unification with the NEP 2020, serve as an underpinning for the potential modernization of libraries in the spirit of Viksit Bharat 2047. A review of policy and literature, however, stresses that the vision will require greater policy assimilation, more dependable financing, deeper capacity building, and a more robust equity framework, especially concerning the resource and empowerment of teacher training, public libraries, and other educational institutions, to offer educational digital services inclusively and sustainably by 2047. The impact of the modernization of libraries in conjunction with the NEP 2020 and Vision 2047 will be the acquisition of critical reasoning, digital skills, and access to a wide array of global knowledge systems. India has, indeed, established fundamental policies via what were previously discussed, namely, NDLI, NDEAR, Rashtriya, e-Pustakalaya, and Samagra Shiksha grants, but for India to achieve the Vision 2047, policies will need to become more robust, funds will need to implement capacity building on a large scale, and the rural and underfunded institutions will need to explicitly focus on equitable fund distribution. Libraries, used appropriately, can underpin the education of teachers to create a cadre of educators who can deliver quality, inclusive and globally competitive education. Ultimately, this will fast track India's quest to become a knowledge and innovation-powered economy by 2047. Outdated libraries can also promote inclusive education. In India, by implementing UDL, libraries can transform to close the gaps in multilingual education, equitable access to OER, and foster global citizenship, or via TRIAD approach as suggested in this study. The future library ecosystem in this revised research prediction aligns seamlessly with NEP 2020 and Viksit Bharat 2047 to ensure that teachers, irrespective of their location and background, have the knowledge, competencies, and tools to build and sustain an inclusive and equitable society.

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