Empowering Adolescent Learning through School Libraries: Integrating Digital Resources under NEP 2020 and NCFSE 2023

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Abstract

This paper explores the evolving role of school libraries and digital learning resources in adolescent education. School libraries play a crucial role in fostering next-generation learning. The National Education Policy (NEP) 2020, introduced by the Government of India, serves as a holistic blueprint aimed at transforming the country's education system across all levels. The National Curriculum Framework for School Education (NCFSE) 2023 is a key document under NEP 2020 that provides guidelines for school education in India. It aims to transform the curriculum, pedagogy, and assessment to align with 21st-century skills, competency-based learning, and holistic development. This paper highlights the role of school libraries and digital learning resources in adolescent education within the context of NEP 2020 and NCFSE 2023. Indian initiatives such as SWAYAM, DIKSHA, and the National Digital Library of India (NDLI) support self-paced learning and skill development. The study focuses on the importance of school libraries in adolescent education, as suggested by NEP 2020 and NCFSE 2023, and explores the various ways in which school libraries support adolescent learning. The findings suggest that well-equipped school libraries, combined with accessible digital infrastructure, play a crucial role in skill development, interdisciplinary learning, and holistic education.

Keywords: *National Education Policy 2020, National Curriculum Framework for School Education 2023, Adolescent Education, School Libraries, Digital Learning Resources.*

1.   INTRODUCTION

Adolescence, the transitional period between childhood and adulthood, is a critical phase of growth and development. According to WHO, adolescence spans the age range of 10 to 19 years. This phase of human growth is characterized by major transformations in physical, mental, emotional, and social domains. During adolescence, education becomes a powerful tool that shapes a young person's identity and future. It not only imparts essential academic knowledge but also nurtures skills like critical thinking, emotional intelligence, digital proficiency, and problem-solving—ensuring they are well-prepared for higher studies, career challenges, and active participation in society.

2. REVIEW OF LITERATURE

Miglani and Bika (2024) meticulously scrutinized and thoroughly analyzed major commissions such as the Mudaliar Commission, Kothari Commission, NPE-1986, CABE Committee Report, National Knowledge Commission, and RMSA, ultimately culminating in the landmark National Education Policy (NEP) 2020. Their study highlights the recommendations of these commissions, examining the strengths and limitations in the pursuit of goals within the secondary education system.

Sardar and Das (2024) focused on NEP 2020 and the evaluation system at the secondary level. Their paper outlines the salient features of NEP 2020 and examines its impact on the existing education system.

Sardar and Miah (2024) discussed the opportunities and challenges presented by NEP 2020 for school education in India. The report offers meaningful insights into the policy's impact, serving as a resource for researchers, academics, and policymakers.

Soni and Dahiya (2024) analyzed how NEP 2020 influences the development of essential skills and this analysis highlights the alignment and support offered by the National Curriculum Framework (NCF) 2023 in realizing the NEP 2020 vision. NCF 2023 serves as a foundational tool for enhancing student skills and competencies. Their study also examined the provisions of NEP 2020 aimed at fostering social skills, evaluated their anticipated effectiveness, and discussed the role of NCF 2023 in further strengthening these outcomes.

Harsh (2023) proposed assessment changes in NEP 2020 and explored their potential effects on the Indian educational system. The study examined the transition from conventional exam-based evaluations to a more comprehensive and continuous assessment method. Through a thorough review of literature, policy documents, and empirical data, the research established a contextual framework that enables readers to better understand and appreciate the assessment reforms introduced in NEP 2020.

Singh and Ila (2023) explored the transformative impact of NEP 2020 on secondary education in India. Their study highlighted key elements introduced in secondary education, including curriculum and pedagogical changes, the implementation of the 5+3+3+4 structure, and a renewed emphasis on skill development and vocational education. Additionally, the study examined the policy's shift towards competency-based assessments, reducing the reliance on rote learning.

Ujjal Tripura (2023) examined the concept of holistic development in secondary school students within the context of the National Curriculum Framework for School Education (NCFSE) 2023. Recognizing the importance of nurturing well-rounded individuals, this article investigates how NCFSE 2023 aligns with and supports holistic development in secondary education. Through a comprehensive examination of the framework, the study elucidates its implications for the physical, emotional, social, and cognitive development of students. The findings indicate that NCFSE 2023 adopts a holistic approach to education, emphasizing the cultivation of various facets of student growth.

3. NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION 2023

The National Curriculum Framework for School Education (NCF) has been formulated in alignment with the objectives of the National Education Policy (NEP) 2020, with the aim of enhancing the quality and effectiveness of the Indian education system. It focuses on making learning meaningful by connecting school culture, teaching methods, and the learning environment to meet the needs of children aged 3 to 18 years.

3.1 Role of Libraries in the National Curriculum Framework for School Education 2023 in Adolescent Education

- ❖ **Language Education:** Library resources are crucial in supporting language development, helping students improve reading, comprehension, and analytical skills.
- ❖ **Open-Book Tests:** Encouraging students to use library books, class notes, and references during open-book assessments fosters deeper understanding and critical thinking.
- ❖ **Library as a Curricular Requirement:** Dedicated library hours are mandated to help students engage with reading materials and develop learning standards.
- ❖ **Access to Literature:** Libraries and reading corners must provide quality children's literature. Teachers should motivate students to borrow books, promoting reading habits.
- ❖ **Dynamic Learning Space:** Libraries should not only be book repositories but also engaging spaces where book displays are periodically refreshed to maintain student interest.
- ❖ **Fostering Reading Habits:** Regular borrowing and reading of books cultivate a love for literature, encouraging students to explore various genres.
- ❖ **Reviewing and Referencing Skills:** Libraries help students develop critical review skills and effectively use reference materials for academic projects.
- ❖ **Reading Comprehension:** Dedicated library hours ensure continuous reading engagement, improving students' understanding of different subjects.
- ❖ **Vocabulary Development:** Exposure to diverse books enhances students' vocabulary, **strengthening their language proficiency.**
- ❖ **Interest in Reading**: In a regular language classroom, teachers must actively build students' interest in reading. For example, activities such as:
  - ❖ 'Book of the Day' – where extracts from a chosen book are read aloud in class, followed by discussions on the plot, characters, and themes.
  - ❖ 'Author of the Day' – where students explore multiple works of the same author, analyzing their writing style and overarching themes.
  - ❖ Library Visits – trips to the local library to learn about book cataloging, searching, and library maintenance.
  - ❖ Literature Festivals – events featuring book talks, exhibitions, creative writing competitions, and displays about authors from diverse backgrounds.
  - ❖ Book Exhibitions – where students showcase their current readings to encourage peer recommendations.

  These activities help enhance students' interest in books and foster a lifelong reading habit.
- ❖ **Exposure to Multicultural Texts:** Libraries should provide a diverse collection of multicultural texts for students to read in their free time, promoting inclusivity and a broader worldview.
- ❖ **Pedagogy for Individuals in Society:** Students should be encouraged to actively seek information to address their questions or enhance their understanding through supplementary resources. For instance, they may consult community members, teachers, or subject-matter experts, visit local libraries, or explore credible sources on the Internet.
- ❖ **Library Project:** The library project will engage students in managing the school library with guided support. Through this initiative, students will take part in organizing books and maintaining the library space using effective management practices.
- ❖ **Library and Reading Corner:** A well-curated collection of books and learning resources is vital for both school libraries and classroom reading corners. The library

may be located in a separate room, a shared hall, or even a designated space within individual classrooms. The primary emphasis should be on ensuring a wide range of relevant books and establishing an accessible system that benefits all students.

❖ **Bilingual and Multilingual Books:** The library must include bilingual books and books in various Indian languages.

❖ **Role of Teachers in Libraries:** Teachers play a crucial role in selecting books for purchase and integrating them into student learning. They should guide students on exploring topics beyond textbooks and encourage discussions about books based on students' interests.

❖ **Encouraging Library Use**: Assignments requiring students to read and write about people, social issues, and real-life matters from library resources will promote focused book usage.

❖ **Library Committee:** A library committee comprising teachers, students, and community members can be entrusted with overseeing various library activities and arrangements. Decisions regarding the purchase of new books and resources should be made in consultation with the School Principal and may involve reviewing book recommendations, attending book fairs and bookstores, and gathering input from students, teachers, and the wider community. A consolidated 'wishlist' of suggested books can be compiled from these sources.

❖ **Accessibility and Inclusion:** Assistive technology devices should be made available in the library to support students with disabilities. These may include magnifiers, text-to-speech software, large print books, Braille books and displays, personal amplification systems, speech output tools, and specialized educational apps.

3.2. Role of the Library in Language Development:

❖ **Access to a Wide Range of Resources:** A school library can offer students access to a diverse collection of resources, including books, magazines, newspapers, and other reading materials. Organizing books by grade level, themes, and subjects, along with clear labeling, can enhance student engagement and make the collection more accessible.

❖ **Development of Language Abilities:** Exposure to diverse reading materials helps students build vocabulary, understand different text structures and viewpoints, and develop stronger comprehension and overall language skills.

❖ **Opportunities for Independent Reading**: A library offers a space where students can freely select books that interest them and read at their own pace. Promoting reading through activities such as allowing students to borrow books and organizing book-related sessions during assemblies can foster a reading culture among all students.

❖ **Support for Classroom Learning:** The school library should align its book collection with Learning Standards to ensure it complements classroom instruction. This integration enables the library to function as an extension of the classroom rather than operating in isolation.

❖ **Encouragement of a Love of Reading**: Providing a diverse selection of engaging and age-appropriate books enables students to cultivate a lifelong love for reading, which significantly contributes to their language acquisition and overall development.

❖ **Promotion of Literacy Skills**: The school library can play a key role in promoting literacy by offering enriching activities such as book clubs, creative writing workshops, and storytelling events, all of which contribute to students' growth as skilled and confident communicators.

❖ **Supporting Research and Inquiry**: The library plays a crucial role in inquiry-driven education by providing students with access to encyclopaedias, dictionaries, and

reference materials. Through hands-on research and project-based learning, students refine their literacy and communication skills, becoming more capable and confident in presenting their knowledge.

3.3. Illustrative Library Activities for Language Development

- ❖ **Drawing Time**: Students may be invited to the library to choose and read a book of their interest. Afterwards, they can be given stationery to create an illustration that reflects their understanding of the text.
- ❖ **Book Reviews**: Students should be encouraged to reflect on their reading through discussions and presentations. Sharing book reviews with peers helps them organize their thoughts, deepen their understanding, and articulate their responses effectively for clear communication.
- ❖ **Story time**: Storytime sessions in the library can serve as an inviting opportunity for students to engage with the space. These sessions can be made interactive and enjoyable by incorporating elements such as songs, finger puppets, and other engaging activities.
- ❖ **Reading Buddies**: Creating reading pairs with older and younger students can be both enjoyable and educational. Older students can assist with reading and language learning, while younger students benefit from personalized attention and encouragement.
- ❖ **Book Clubs**: Establishing a book club for young readers can inspire a deeper interest in reading and foster discussion around the books they explore. It also encourages students to express their thoughts through writing. This activity is especially effective for Middle Stage students and can be conducted within the library setting.
- ❖ **Writing Workshops**: Writing workshops can be designed to focus on specific genres such as poetry or creative writing, and can be adapted to suit the age group and skill level of participating students.
- ❖ **Book Displays**: Creating thematic, visually engaging displays that incorporate participatory components such as writing prompts and book reviews can stimulate student interest and foster literacy skills.
- ❖ **Enrichment Programmes**: Events such as author visits, 'Author of the Day,' and 'Genre of the Week' can enhance students' listening and speaking skills by encouraging discussions, idea sharing, and peer interaction.
- ❖ **Book Repairs and Book Canvassing**: These activities help students appreciate the value of quality literature and meaningful ideas.

3.4 Types of School Libraries suggested by the National Curriculum Framework for School Education 2023:

Depending on the space available in the school, three types of libraries can be set up:
- ❖ **School Library:**
    1. A well-designed library should be housed in a separate room equipped with suitable furniture to accommodate and organize a diverse collection of books. These resources should be systematically arranged and catalogued for convenient access by both students and teachers.
    2. Books can be categorized based on factors such as reading level, language, genre, and subject. This classification supports targeted reading and encourages independent book selection.
    3. Clear, systematic labelling—using color codes or symbols—can help students easily navigate the library collection. A library record book or digital logging system should be maintained for issuing and returning books.

4. Storybooks for early readers are typically lightweight and filled with illustrations. These can be attractively displayed on strings or wall-mounted racks at lower levels to draw young readers' attention and ensure easy accessibility. This approach fosters exploration and independent selection.

5. The library can also serve as a multimedia hub, equipped with computers, projectors, and audio-visual materials to enhance learning. Adequate seating arrangements and dedicated reading or research zones should be provided, offering students a comfortable and resource-rich environment to read, study, or explore digital content.

❖ **Classroom Library Corner:**
1. In schools where space is limited, libraries can be effectively integrated within individual classrooms. Each classroom can house a mini-library curated with age-appropriate and grade-specific reading materials to support the learning needs of that particular group of students.

2. A designated reading corner within the classroom can serve as a compact yet inviting library space. Books can be neatly arranged in shelves, cupboards, or on tables, making them easily accessible to students. This setup encourages frequent reading and builds a habit of independent learning in a familiar environment.

❖ **Community Library:**
1. Schools can enhance the impact of their libraries by making them accessible to the local community after school hours. This initiative promotes a culture of reading beyond the student population.

2. A portion of the library could be set up outside the school premises in a shared space that welcomes not only the school's students but also children and adults from surrounding areas. This increases outreach and builds stronger community ties.

3. These libraries can become vibrant and enriching hubs when community members contribute books, magazines, and periodicals. A diverse collection enhances the appeal and usefulness of the library.

4. Alumni, local youth, and adult volunteers can actively participate by reading aloud to children, conducting storytelling sessions, or assisting in managing and organizing the library resources.

5. Community libraries also provide a quiet and resourceful space for students to study after school hours, collaborate with peers, and seek help with homework, fostering both academic and social development.

4. NATIONAL EDUCATION POLICY 2020:

The National Education Policy (NEP) 2020, approved by the Union Cabinet on July 28th, 2020, aims to transform India's education system to meet the needs of the 21st century. Built on five foundational pillars—Access, Equity, Quality, Affordability, and Accountability—the policy envisions an inclusive, flexible, and learner-centric approach. NEP 2020 is designed to empower young learners with the knowledge, skills, and values necessary to face both national and global challenges confidently and responsibly.

4.1 Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

❖ **Development of Enjoyable and Inspirational Books:** Books will be created for students at all levels. High-quality translations in local and Indian languages will be encouraged, using technology where needed. These books will be widely available in school and public libraries.

❖ **Expansion of Public and School Libraries:** Libraries will be significantly expanded to promote a strong reading culture. Special focus on rural and underprivileged areas to improve access to books.

❖ **Establishment of Digital Libraries:** Digital libraries will provide online access to books and learning materials. Ensures wider accessibility, including for students in remote locations.

❖ **Community Engagement through School Libraries:** School libraries, especially in villages, will be open to the community during non-school hours. Book clubs and reading groups will be organized in public and school libraries to encourage reading habits.

❖ **National Book Promotion Policy:** A policy will be formulated to ensure the availability, accessibility, and quality of books. Encourages reading across different geographies, languages, and genres.

❖ **National Repository on Foundational Literacy and Numeracy:** High-quality learning resources will be made available on DIKSHA (Digital Infrastructure for Knowledge Sharing). Supports teachers and students in improving literacy and numeracy skills.

4.2 Technology Use and Integration

❖ **Development of E-Content:** Educational content will be created by various bodies such as the States, NCERT, CIET, CBSE, NIOS, and other relevant institutions. This e-content will be made available in all regional languages to ensure inclusivity and reach. All resources will be uploaded to the DIKSHA platform, providing students and teachers with easy and centralized access to high-quality learning materials.

❖ **Teacher's Professional Development:** DIKSHA will serve as a key platform for delivering teacher training through digital content. To support this, CIET will be further strengthened to enhance the reach and effectiveness of DIKSHA and other educational technology initiatives. Additionally, schools will be equipped with appropriate digital infrastructure to enable teachers to seamlessly incorporate technology into their classroom practices.

❖ **Integration of Technology-Based Education Platforms:** Platforms like DIKSHA and SWAYAM will be better integrated between school and higher education. User ratings and reviews will be introduced to improve content quality and usability. Content developers will be encouraged to create user-friendly and high-quality digital learning materials.

4.3 Online and Digital Education: Ensuring Equitable Use of Technology

In light of the growing significance of digital technologies and their transformative potential in education, this Policy proposes several key initiatives to effectively integrate technology into teaching and learning across all levels—from schools to higher education.

(a) **Pilot studies for online education**: Relevant institutions like NETF, CIET, NIOS, IGNOU, IITs, NITs, and others will be entrusted with conducting multiple pilot studies simultaneously.

These studies will assess the advantages of integrating online education with traditional methods while also addressing potential challenges such as screen addiction and identifying preferred e-content formats. The findings will be shared publicly and will inform ongoing enhancements in digital education practices.

(b) **Digital infrastructure**: It is essential to build open, interoperable, and adaptable public digital infrastructure in the education sector. Such infrastructure should support a variety of platforms and solutions to address the vast scale, diversity, and varying levels of digital access across India. This approach will help ensure that technology-driven educational tools remain relevant and sustainable despite rapid technological advancements.

(c) **Online teaching platform and tools**: Existing e-learning platforms like SWAYAM and DIKSHA will be further enhanced to offer teachers structured, user-friendly tools that support effective monitoring of student progress. The development of assistive technologies—such as interactive two-way audio and video interfaces for virtual classrooms—has become crucial, especially in light of the recent pandemic, which highlighted the importance of robust online teaching solutions.

(d) **Content creation, digital repository, and dissemination**: A comprehensive digital repository will be developed to host a wide range of educational content, including coursework, learning games, simulations, as well as Augmented and Virtual Reality experiences. This repository will feature a public rating system to help evaluate the quality and usefulness of the content. To promote engaging, fun-based learning, student-friendly tools such as mobile apps and gamified content on Indian art and culture will be created in multiple languages, with clear user instructions. Additionally, a dependable backup system will be established to ensure uninterrupted access to e-content for all students.

(e) **Addressing the digital divide**: Considering that a significant portion of the population continues to face limited digital access, traditional mass media channels like television, radio, and community radio will be leveraged more extensively to deliver educational content. These programmes will be made accessible round-the-clock in multiple languages to address the diverse needs of learners across the country. Emphasis will be placed on developing content in all Indian languages to ensure that teachers and students receive digital learning materials in their respective mediums of instruction, wherever possible.

(f) **Virtual Labs**: E-learning platforms like DIKSHA, SWAYAM, and SWAYAMPRABHA will be utilized to develop virtual laboratories, ensuring all students can access high-quality practical and experiential learning opportunities. Efforts will also be made to provide students and teachers with special educational needs and disabilities (SEDG) appropriate digital devices, such as tablets pre-loaded with relevant content, to facilitate inclusive and effective learning.

(g) **Training and incentives for teachers**: Teachers will receive intensive training in learner-focused pedagogical methods and in the effective use of digital tools to create engaging online content. The training will also emphasize the teacher's role in fostering interactive learning environments that encourage active participation, collaboration, and deeper engagement with both the subject matter and peers.

(h) **Online assessment and examinations**: Relevant organizations, including the proposed National Assessment Centre (PARAKH), School Boards, the NTA, and other designated bodies, will be responsible for developing and executing comprehensive assessment frameworks. These will include the formulation of competencies, creation of student portfolios, rubrics, standardized testing methods, and the use of analytics. Pilot studies will be conducted to explore innovative assessment models leveraging educational technologies, with a focus on evaluating 21st-century skills.

5. DIGITAL LEARNING RESOURCES
5.1. SWAYAM

SWAYAM, an initiative of the Government of India, aims to uphold the core principles of the National Education Policy: access, equity, and quality in education. This digital platform offers a wide range of courses from Class 9 to postgraduate levels, allowing learners across the country to access quality educational content anytime and anywhere, entirely free of cost.

The platform features over 1,000 courses developed by expert educators from renowned institutions across India. Each course follows a four-quadrant approach that includes:
- ❖ Video lectures,
- ❖ Downloadable and printable reading materials,
- ❖ Self-assessment tools like quizzes and tests, and
- ❖ Online discussion forums to address learners' queries.

For school-level content, NCERT, NIOS, and IGNOU act as National Coordinators, ensuring a wide range of high-quality learning materials for diverse learners.

Home Page of SWAYAM (https://swayam.gov.in/)

5.2. DIKSHA

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform dedicated to school education, developed by the National Council of Educational Research and Training (NCERT) under the guidance of the Ministry of Education, Government of India. It was officially launched in 2017 by the Hon'ble Vice President of India, Shri M. Venkaiah Naidu. This platform serves as a digital learning hub for teachers, students, and educators across the country, offering high-quality educational content that is accessible anytime, anywhere. DIKSHA currently supports 108 languages, including 101 Indian languages and 7 international languages, making it an inclusive resource for diverse learners.

Home Page of Diksha (https://diksha.gov.in/)

5.3. ePathshala

ePathshala is a collaborative initiative by the Ministry of Human Resource Development (MHRD), Government of India, and the National Council of Educational Research and Training (NCERT). It serves as a comprehensive platform for accessing a wide range of educational digital resources, including textbooks, audio and video materials, periodicals, policy documents, and other print and non-print content. The platform offers high-quality e-content in multiple languages and ensures free, anytime-anywhere access. In addition to NCERT textbooks, ePathshala also hosts e-books from various state education boards. Currently, resources are available in Hindi, English, Urdu, Mizo, and Kannada. Students, teachers, educators, and parents can access these e-books across various devices—mobile phones and tablets (in EPUB format) as well as laptops and desktops (as flipbooks). Users can download as many books as their devices allow. The platform's features include online reading, zooming, bookmarking, highlighting, easy navigation, search functionality, day/night reading modes, and the ability to make digital notes.

Home Page of ePathshala (https://epathshala.nic.in/index.php?ln=en)
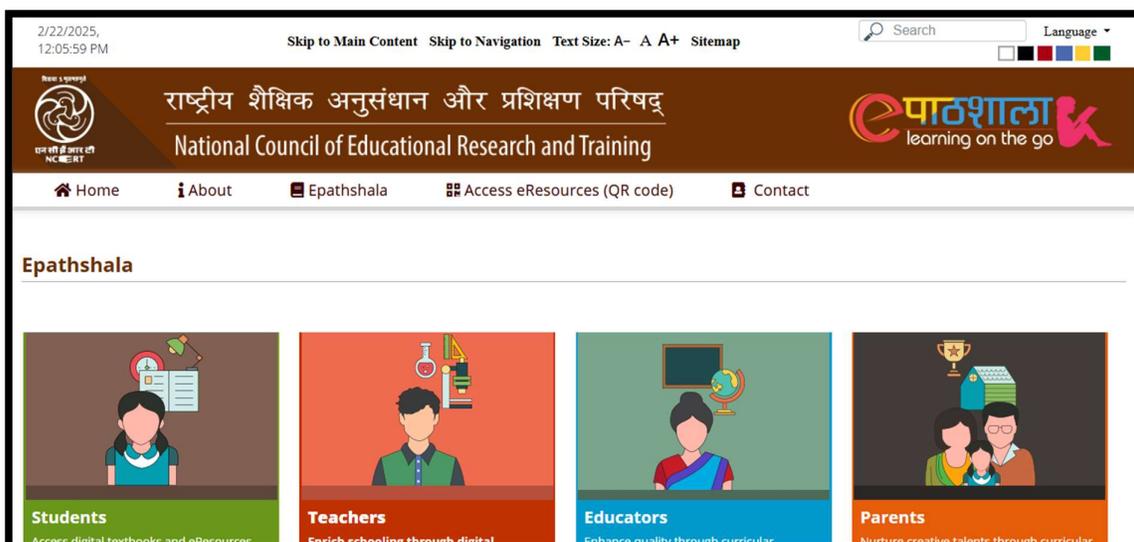
5.4. National Digital Library of India (NDLI)

The National Digital Library of India (NDLI) is an extensive digital platform that goes beyond being a simple repository of educational materials. Developed and maintained by the Indian Institute of Technology Kharagpur, NDLI offers a wide array of learning resources and personalized services to meet the diverse needs of learners across India. Funded and guided by the Ministry of Education under the National Mission on Education through Information and Communication Technology (NMEICT), NDLI caters to students, educators, researchers, job seekers, and lifelong learners. The platform includes tailored services such as exam preparation resources for school and college students, as well as for competitive exam aspirants. NDLI supports multilingual content and offers user interface options in 10 major Indian languages, making it inclusive and accessible to a broader audience. It is designed to accommodate learning across disciplines and educational levels, and it is compatible with various devices, including those adapted for differently-abled users.
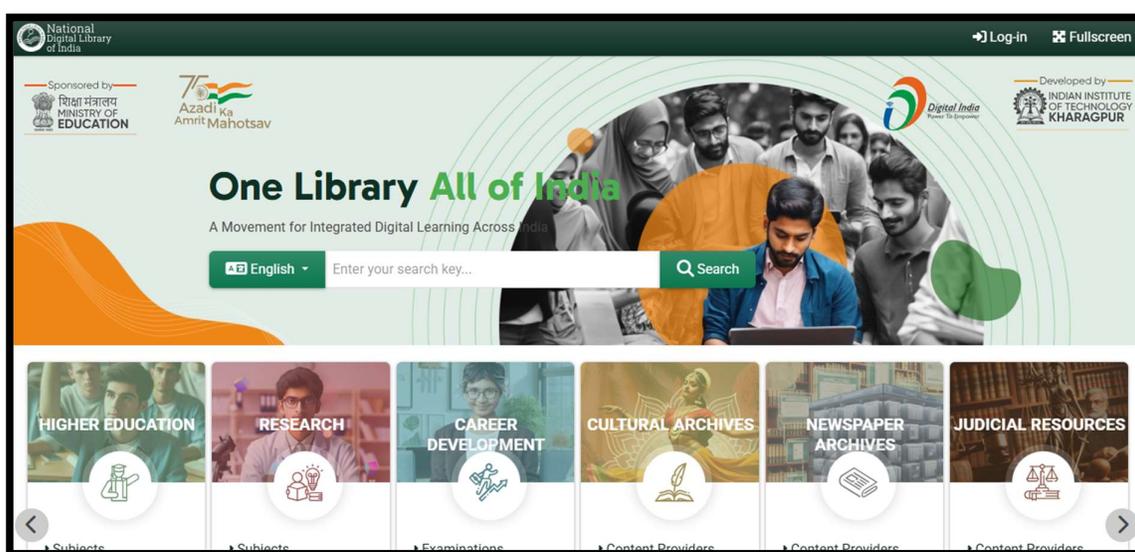
Homepage of National Digital Library of India (NDLI) (https://ndl.iitkgp.ac.in/)

5.5. SWAYAM PRABHA

SWAYAM PRABHA is an initiative comprising a bouquet of 40 dedicated Direct-to-Home (DTH) channels that broadcast high-quality educational content round-the-clock. Using the GSAT-15 satellite, these channels deliver curriculum-based learning material to students across the country, ensuring access to education regardless of geographical barriers. Each channel features fresh content for a minimum of four hours daily, which is rebroadcast five times throughout the day, offering students the flexibility to learn at their convenience. The channels are uplinked by BISAG-N (Bhaskaracharya National Institute for Space Applications and Geo-Informatics), located in Gandhinagar, Gujarat. The academic content is developed and contributed by leading institutions such as IITs, UGC, CEC, and IGNOU, ensuring credibility and quality. The INFLIBNET Centre is responsible for managing the platform's web portal, making resources accessible online as well.
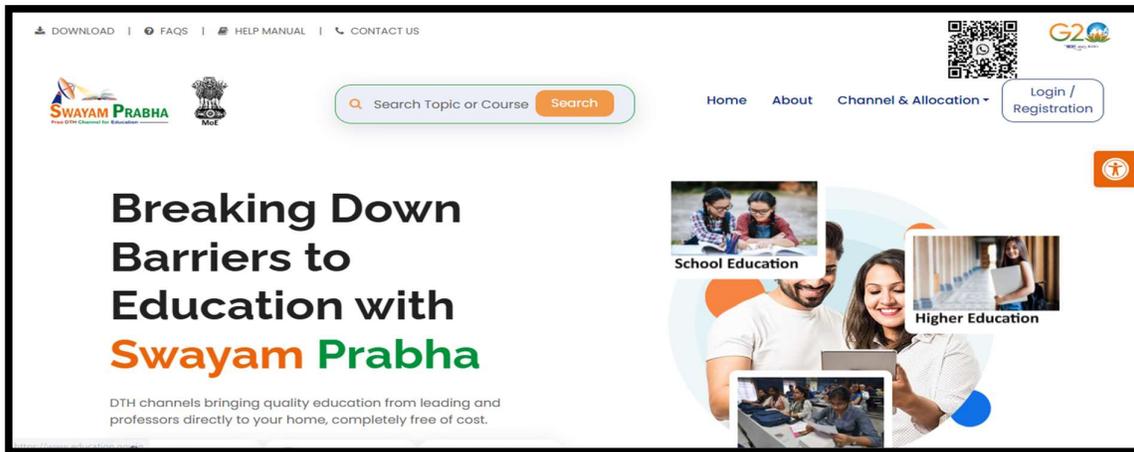
Home Page of SWAYAM PRABHA (https://swayamprabha.gov.in/home)

5.6. Virtual Labs

The Virtual Labs project is an initiative by the Ministry of Education (MoE), Government of India, under the National Mission on Education through Information and Communication Technology (NMEICT). Coordinated by IIT Delhi and involving a consortium of twelve participating institutes, this project represents a significant advancement in ICT-enabled education. For the first time, Virtual Labs provide remote access to over 100 web-based laboratories, featuring more than 700 experiments that students can operate and observe online. These labs aim to spark curiosity among high school students, encouraging them to pursue higher studies in science and technology. One key advantage of Virtual Labs is that they do not require any physical infrastructure at the user's location. Students can access interactive, simulation-based experiments remotely through the internet, making practical learning widely accessible regardless of geographical or infrastructural constraints.

Home Page of Virtual Labs (https://www.vlab.co.in/)

5.7. Gyan Vani

Gyan Vani (GV) is a 10 KW FM radio initiative launched in 2001 to serve as a nationwide network of educational radio stations, broadcasting from various cities across India. The primary objective of Gyan Vani is to enrich and support the formal and informal teaching-learning processes. It covers a broad spectrum of educational themes, including school-level education, adult literacy, vocational and technical training, higher and distance education, and

lifelong learning. A key feature of Gyan Vani is its Interactive Radio Counseling (IRC) sessions, which provide a platform for students to engage directly with educators, academic counselors, and support personnel, thereby fostering an interactive and learner-focused environment. The programmes broadcast through each stations include both pre-recorded and live content. GyanVani stations operate at the frequency 105.6 Mhz. Gyanvani - Delhi programs may also be listened to on this platform from 8.00 Hrs. to 21.00hrs. GyanVani- Delhi station programs are broadcast on DD free Dish and can be heard from anywhere in India.

https://onlineservices.ignou.ac.in/empclive/

5.8. SATHEE

SATHEE (Self Assessment Test and Help for Entrance Exams) is a pioneering initiative by the Ministry of Education, Government of India, in collaboration with IIT Kanpur. It aims to provide free, high-quality guidance and support for students preparing for competitive examinations. Through the SATHEE platform, learners can access a comprehensive suite of resources, including video lectures by expert faculty, mock tests, and preparatory materials, all curated to enhance self-paced learning and exam readiness. The platform is especially beneficial for students from diverse backgrounds who may not have access to formal coaching facilities.
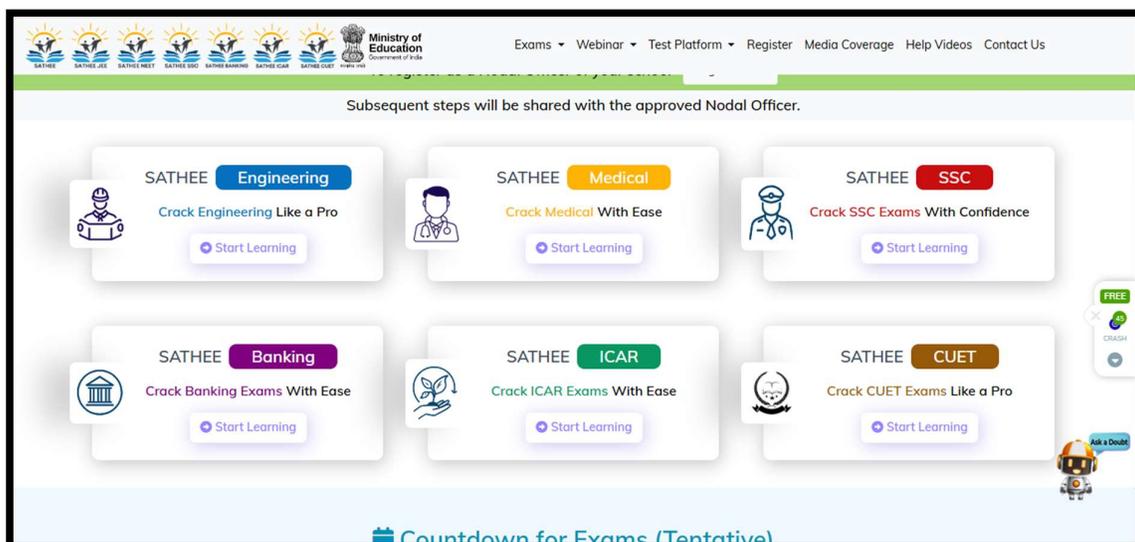
Home Page of SATHEE (https://sathee.prutor.ai/)

6. CONCLUSION

The National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023 recognize the critical role of libraries in school education. NEP 2020 and NCFSE 2023 emphasize the development of well-equipped school libraries to support student learning, language development, and the promotion of reading habits, among other benefits. The policy acknowledges that libraries serve as centers for learning, providing access to a wide range of resources, including books, journals, and digital media. A majority of private schools recognize the importance of libraries and have established well-equipped library facilities, along with appointing qualified library staff. The Government of India has also introduced digital learning resources for school education to benefit students. The Government should accept the needs of the school library staff and appropriate staff has to be fulfilled to provide better library services for adolescents.

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