IMPLEMENTATION OF ACHIEVING THE UNITED NATION'S SUSTAINABLE DEVELOPMENT GOALS (SDGS) BY NATIONAL LIBRARY OF INDIA: AN ASSESSMENT STUDY.

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CERTIFIED THAT THE THESIS ENTITLED

Implementation of achieving the United Nation's Sustainable Development Goals (SDGs) by National Library of India: An Assessment Study. submitted by me for the award of the Degree of Doctor of Philosophy in Arts at Jadavpur University is based upon my work carried out under the Supervision of Prof. Subarna Kumar Das And that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

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DECLARATION

The Thesis entitled **Implementation of achieving the United Nation's Sustainable Development Goals (SDGs) by National Library of India: An Assessment Study.**, is submitted to Jadavpur University for fulfillment of the requirements for award of the degree of Doctor of Philosophy in Library and Information Science. I hereby declare that this thesis is original record of my research work under the supervision of Prof. Subarna Kumar Das, Department of Library and Information Science, Jadavpur University.

I further declare that it has not been previously submitted either in part or full to this or any other University or Institution for any degree. Every time something has been taken from another source or cited: the appropriate acknowledgement has been made.

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<u>ACKNOWLEDGEMENT</u>

ABSTRACT

Libraries play a critical role in implementing the Sustainable Development Goals (SDGs) set forth by the United Nations in 2015. The SDGs are a collection of 17 goals aimed at achieving a sustainable future for all, and libraries can contribute to achieving these goals in several ways. Firstly, libraries provide access to information, knowledge, and education, which are essential for achieving several SDGs, including quality education (Goal 4), gender equality (Goal 5), and reducing inequalities (Goal 10). Libraries serve as learning and knowledge centers that offer resources, programs, and services that support education, literacy, and lifelong learning. Secondly, libraries contribute to the promotion of sustainable development and environmental awareness, which is crucial for achieving SDGs related to sustainable cities and communities (Goal 11) and climate action (Goal 13). Libraries can host community events and workshops focused on environmental issues, as well as provide resources on sustainable practices. Thirdly, libraries can contribute to SDGs related to economic growth and innovation (Goal 8) by providing resources and services that support entrepreneurship, innovation, and business development. Overall, libraries have an essential role to play in achieving the SDGs by providing access to information, promoting sustainable development, and supporting education, entrepreneurship, and innovation. By leveraging their resources and expertise, libraries can contribute to a sustainable and equitable future for all.

As motors of change driving development, public libraries, with their commitment to information provision and access, are crucial to the realization of the United Nations 2030 Agenda for Sustainable Development (herein referred to as the UN 2030 Agenda). Officially named 'Transforming Our World: The 2030 Agenda for Sustainable Development', the UN 2030 Agenda was formally adopted in September 2015 by all 193 members of the UN at an historic international summit on sustainable development at UN headquarters in New York City. Coming into force on 1 January 2016, this ambitious document represents an unprecedented programme promoting shared prosperity and wellbeing for all of humanity and the planet. Over the course of the following 15 years – which at the time of this article's writing approaches the one-third mark of its existence and implementation, with varying degrees of success thus far – all UN members and countries are committed, by consensus, to mobilize resources and efforts to address and achieve the agenda's comprehensive goals and accompanying targets. Public libraries are important resources that must (continue to) be

consulted, harnessed, and used to secure sustainable development and, ultimately, a more equitable, inclusive, and healthy world. The importance of public libraries to sustainable development efforts are implicitly recognized within the UN 2030 Agenda.

The 17 Sustainable Development Goals are:

Goal 1. End poverty in all its forms everywhere, Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable, Goal 3. Ensure healthy lives and promote well-being for all at all ages, Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, Goal 5. Achieve gender equality and empower all women and girls, Goal 6. Ensure availability and sustainable management of water and sanitation for all, Goal 7 Ensure access to affordable, reliable, sustainable, and modern energy for all, Goal 8. Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all, Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation, Goal 10. Reduce inequality within and among countries Goal 11. Make cities and human settlements inclusive, safe, resilient, and sustainable, Goal 12. Ensure sustainable consumption and production patterns, Goal 13. Take urgent action to combat climate change and its impacts, Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development, Goal 15. Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss For Sustainable Development, Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels, Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development. Advancing digital inclusion through access to Information & Communications Technologies(ICT), and dedicated staff to help people develop new digital skills (Advancing Sustainable Development, 2014), Serving as the heart of the research and academic community, Preserving and providing access to the world's culture and heritage, More specifically, libraries has supported the implementation of the SDGs by providing access to information, support for literacy and ICT skills, and access to community space. Some of the existing initiatives of library support to SDGs may include:

- UN Depository Libraries that support dissemination of information and research to help decision makers achieve the SDGs

- Access to health, environmental, and agricultural information that are targets of the SDGs, including Open Access resources

- Media and information literacy programmes for marginalized populations to make an important contribution to achieving universal literacy (Bradley, 2016)

There is no truly sustainable development without access to information and no meaningful, inclusive access to information without libraries. The SDGs provide a road map, but implementation is up to us. Librarians stand ready to work with governments, international organizations, and funders to deliver the programs that will improve the lives of those in our communities. Librarians have the power to help change people's lives and create a better tomorrow.

- ✓ Government should ensure that libraries and information centre are fully integrated into the scheme of activities at ·both the local and national level.

- ✓ Library and information centers should regularly organize seminars, workshops; symposium that will serve as an educational forum where citizens irrespective of gender, age, and profession can listen to information on social, economic, health agriculture or education to enable them to develop ·themselves physically and mentally.

- ✓ The government and the parent institution should support the library and information centres financially in order to end challenges of inadequate infrastructure and facilities, poor network distribution and would also assist in the publishing of research findings conducted by researcher.

- ✓ Adequate Staffing with professional qualification needs to be provided so that they will give quality contributions to ·national development in spheres of life. Engaging in effective lobbying and advocacy programmes:

- ✓ Heads of libraries should endeavor to engage in sustainable lobbying and advocacy programmes. Librarians should acquire lobbying and advocacy skills at all costs to ensure that they contribute their own quota to the reality of the SDGs

Role of National Library

The genesis of the National Library of India can be traced back to the establishment of the Calcutta Public Library in 1835. The Imperial library was established in the year 1891 by amalgamating several secretariat and record room libraries. The Calcutta Public Library and

the Imperial Library were merged and declared open for public on 30thof January 1903. The Imperial Library was renamed, through an enactment of Parliament as The National Library in the year 1948 and was shifted to its present location at Belvedere Estate. The National Library inherited a rich and valuable collection in the shape of the collections of the Home Department, East India College, Fort William, and the Library of the East India Board in London. Copies of each publication published in Bengal province was deposited in Calcutta Public Library under Press Registration of Books Act, 1867. The National Library being a Depository Library also acts as a permanent repository of India's publication output, as such India's largest public library offer both reading and lending services to larger sections of the society. As there is a service element besides its normal activities, the National Library is also bound to change into hybrid nature to make its collection development more comprehensive and dynamic.

National Library of India is in the process of transforming its resources and services suitable for the modern Knowledge Society. An E-resource Centre with about seventy think line clients and a network printer will be opened soon to give opportunity to a greater number of users at a time. Besides, the City Hub, proposed to set up at the heart of Kolkata will another state-of-the art library for access of the entire electronic resources owned and created by the library. The importance of public libraries to sustainable development efforts are implicitly recognized within the UN 2030 Agenda. It envisages: a world free of poverty, hunger, disease and want, where all life can thrive. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being is assured. (United Nations, 2015a).

The study is basically interdisciplinary and transdisciplinary. References in connection with "role of public libraries in "Peace" and Social Cohesion" collected from diverse sources. The connection string of all reflections was peace. The researcher began the research process by reviewing the literature from different resources on peace and social cohesion relatively as well as its concurrent disciplines such as Peace Studies, Conflict Resolution, etc. Existing literature in this area i.e., peace education clearly reflects a variety of papers with different focus, methodology, sampling, and analysis techniques, while all the time the attempt had been made to recognize the role of public libraries in peace and social cohesion. There has been a lot of research on peace education as an area though many of them are in Peace and Conflict studies. Research on "recognizing the role of public libraries in peace and social

cohesion" in the discipline of Library and Information Science as well as Peace and social Studies is not available. The search for published research in this area was mainly drawn from Peace and Social Studies. It is no surprise that SDG 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements enjoys high popularity in European libraries. Fighting against discrimination also includes migration policies and literacy programmes for immigrants.

A strong library system is a cornerstone of a strong community. It provides positive social impact on communities by contributing to education, literacy and lifelong learning for residents. In what ways do public libraries support personal development, adult learning, and community empowerment? In what ways do public libraries promote well-being and act to maintain a sense of social cohesion in communities? While many researchers (Buschman, 2003; McCabe, 2001; Matarasso, 1998) have speculated on the importance of public libraries and proclaimed to be significant in the promotion of learning, there is little strong empirical evidence to confirm the role they may play in promoting well-being through lifelong education, and as sites of socio-cultural development. Lifelong learning has become important to all people in this information age due to free access to information. For adults, particularly newcomers, who could not continue their education in the formal educational institutions, public libraries are important alternative sites of learning and offer adults flexible learning opportunities and supporting the learning process (Abumandour, 2020). Public libraries serve as community hubs for learning experiences through the coordination of support services, computer literacy classes, free access to internet, books, and other educational materials. The value of the public library is well understood. Public libraries support the information, educational, cultural, and recreational needs of adults in communities through access to books and online resources. Quality library facilities not only enhance the quality of life, but also a chance to progress, seize opportunities and gain more satisfaction and enjoyment, and support the engagement with development of social well-being of the community (Brewster, 2014; Lippman et al. 2011).

The aim of the paper is to expand on an existing work on library use through an analysis of public libraries as sites for promoting lifelong learning. In addition, the paper explores the extent to which public libraries can be regarded as sites of control. In recent years a new perspective was added to the conversation about the role and value of public libraries, because of the establishment of a global Agenda for Sustainable Development. The agenda,

which was adopted in 2015 by all member states of United Nations (UN), offers a common framework to help create a better world. It presents 17 universal Sustainability Development Goals (SDGs) - and 169 underlying targets - that reflect mayor global problems and policy areas in which positive change is needed. In September 2015, the United Nations, through her General Assembly developed a 2030 blueprint for Sustainable Development that contains 17 agenda.

The agenda were designed to give a clear road map for achieving sustainable development for all the member countries. The Sustainable Development Goals are all inclusive as people of all backgrounds including persons with disabilities are within the framework. The agenda were adopted in 2015 to cover 15-years lifespan (2030). At the targeted year, it is believed that all nations of the world would have been a better place for all. The Goals are meant to achieve a better and more sustainable future for all nations. They also focus on some of the global challenges which include poverty, inequality, climate change, environmental degradation, peace and justice (United Nations, 2021). To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values, and attitudes that empower them to contribute to sustainable development. Education, therefore, is crucial for the achievement of sustainable development. However, not all kinds of education support sustainable development. Education that promotes economic growth alone may well also lead to an increase in unsustainable consumption patterns. The now well-established approach of Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations. ESD must be understood as an integral part of quality education, inherent in the concept of lifelong learning: All educational institutions – from preschool to tertiary education and in non-formal and informal education – can and should consider it their responsibility to deal intensively with matters of sustainable development and to foster the development of sustainability competencies. ESD provides an education that matters and is truly relevant to every learner in the light of today's challenges.

The Contribution of the National Library in Achieving the SDGs

Around the world, access to opportunity begins with access to information and knowledge. Public access to information enables people to make informed decisions that can improve their lives. Communities that have access to timely and relevant information for all are better

positioned to eradicate poverty and inequality, improve agriculture, and provide quality education, and support people's health, culture, research, and innovation (IFLA, 2014). As stated in target 16.10: a well-informed society contributes significantly to the development of the nation as the availability of information resources would promote peaceful and inclusive societies for sustainable development, providing access to justice for all and build effective, accountable and inclusive institutions at all levels (Bradley, 2014).Library services contribute to improved outcomes across the SDGs by: Promoting universal literacy, including media and information literacy closing gaps in access to information and helping government, civil society, and business to better understand local information needs, providing a network of delivery sites for government programmes and services. Another important outcome can be realized through excellent mapping, implementing cultural programmes, engaging in teamwork, and conducting community outreach services by volunteering. Public libraries take responsibility for community outreach programmes dealing with various matters such as implementing green environment drive, social activities, and entrepreneurial information services.

When conducting research, you're taking information and data and organizing it in a way that allows you to make informed decisions. It's important to know what research methodology is so one can understand why it's important, as well as how to choose the right one for your research. There are three main types of research methodology: qualitative, quantitative, and mixed methodologies. Qualitative research is conducted using interviews, focus groups, and surveys. It's often used to gather information about people's thoughts, feelings, and experiences. Quantitative research is conducted using measures such as surveys, interviews, and focus groups. It's used to gather data about how people behave, think, and feel. Mixed methodologies involve the use of both qualitative and quantitative research. This allows researchers to get a more complete picture of a situation or problem. Research methodology helps us learn about the world. Every day, we learn something new about the world around us. We learn about the people and things around us, and we learn about the world around those people and things.

To learn about the world, we need to use research methodology. Research methodology helps us learn about the world by using different ways of gathering information. Survey research is the most common form of research and it's usually done by asking people questions about the things they know. This type of research is usually done by asking people questions about the

things they know about their own lives or the lives of the people around them. Observational research is done by watching things happen and then trying to learn what happened. This type of research is usually done by watching people in natural settings or by asking people to carry out experiments. Experimental research is done by trying different things to see what happens. This type of research is usually done by doing experiments in a lab. Research methodology is used to study human behavior.

There are many reasons why research methodology is important. It can help us understand human behavior, which is necessary for a variety of reasons. For example, research helps us develop new products and services, understand the effects of certain policies or actions, and determine the effectiveness of advertising campaigns. There are a few different research methods, and each has its own advantages and disadvantages. Some research methods are more reliable than others, and some are more expensive. Ultimately, the type of research methodology that is used depends on the goals of the study. Research methodology is also used to study the natural world. Research methodology is used to study the natural world to gain a better understanding of the natural world. The main types of research methodology used in the natural world include observational, experimental, and quasi-experimental research. Observational research is conducted without manipulating the variables of the study. Experimental research involves the manipulation of the variables of the study. Quasi-experimental research is a type of research that falls between the two, involving the manipulation of some variables but not all. Overall, libraries have an essential role to play in achieving the SDGs by providing access to information, promoting sustainable development, and supporting education, entrepreneurship, and innovation. By leveraging their resources and expertise, libraries can contribute to a sustainable and equitable future for all.

CONTETNTS

PREFACE

The primary objective of any Library can play a crucial role in achieving the Sustainable Development Goals (SDGs) by providing access to information and knowledge. Through innovative services and technologies, libraries can contribute to specific SDGs, such as promoting education, environmental sustainability, and empowering vulnerable populations. Additionally, partnerships and collaborations between libraries and other stakeholders can help achieve SDGs and promote social cohesion and inclusive communities. As such, there is a need for further research on SDGs and libraries to identify best practices and effective strategies for leveraging libraries' potential to contribute to the global agenda of sustainable development. By harnessing the power of libraries, we can move closer to achieving a more just, equitable, and sustainable world. A society should be developed as a knowledge society if we want to empower it. Such a society would have some specific characteristics like knowledge creation, dissemination, and deployment. Knowledge sharing is also very important in this regard. Libraries should establish knowledge hubs, knowledge clusters and knowledge architecture to contribute to a knowledge society, which in turn would pave the path to achieve certain important goals of sustainable development. The facilities and services provided to the local citizens must be innovative in nature and be able to cater to the needs of the present generation. Especially, outreach programmes should be conducted to improve the quality of life of the local citizens.

Libraries play a critical role in implementing the Sustainable Development Goals (SDGs) set forth by the United Nations in 2015. The SDGs are a collection of 17 goals aimed at achieving a sustainable future for all, and libraries can contribute to achieving these goals in several ways. Firstly, libraries provide access to information, knowledge, and education, which are essential for achieving several SDGs, including quality education (Goal 4), gender equality (Goal 5), and reducing inequalities (Goal 10). Libraries serve as learning and knowledge centers that offer resources, programs, and services that support education, literacy, and lifelong learning. Secondly, libraries contribute to the promotion of sustainable development and environmental awareness, which is crucial for achieving SDGs related to sustainable cities and communities (Goal 11) and climate action (Goal 13).

 Libraries can host community events and workshops focused on environmental issues, as well as provide resources on sustainable practices. Thirdly, libraries can contribute to SDGs

related to economic growth and innovation (Goal 8) by providing resources and services that support entrepreneurship, innovation, and business development. Overall, libraries have an essential role to play in achieving the SDGs by providing access to information, promoting sustainable development, and supporting education, entrepreneurship, and innovation. By leveraging their resources and expertise, libraries can contribute to a sustainable and equitable future for all.

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<u>ABBREVIATIONS</u>

SDGS: Sustainable Development Goals

SD: Sustainable Development

UN: United Nation

CAS: Current Awareness Services

SDI: Selective Dissemination of Information

IR: Institutional Repository

WEB OPAC: Web Online Public Access Catalogue.

LMS   Library Management Software

UNESCO: United Nations Educational Scientific and Cultural Organisation

IL: Information Literacy

DA21:   Development and Access to Information (DA2I)

MDGS: Millennium Development Goals

CDP: Committee for Development Policy

CSD: United Nations Commission on Sustainable Development

DAC: Development Assistance Committee

FAO: Food and Agriculture Organization of the United Nations

HDI: Human Development Index

IAEA: International Atomic Energy Agency

ICUN: International Union for Conservation of Nature

NGO: Non-Governmental Organization

ROI(s):   Return(S) On Investment

SD21:   Sustainable Development in the 21st Century

ILO: International Labour Organization

IMF: International Monetary Fund

IMO: International Maritime Organization

IOM: International Organization for Migration

IPBES:	Intergovernmental Platform on Biodiversity and Ecosystem Services
IPCC:	Intergovernmental Panel on Climate Change
ODA:	Official Development Assistance
OECD:	Organisation for Economic Co-operation and Development
SDM:	Security Distributing and Marketing
SDSN:	Sustainable Development Solutions Network
SEA:	Strategic Environmental Assessment
SEEA:	United Nations Statistical Commission's System of Environmental-Economic Accounting
UN DESA:	United Nations Department of Economic and Social Affairs
UNDG:	United Nations Development Group UNDP United Nations Development Programme
UNECE:	United Nations Economic Commission for Europe
UNEP:	United Nations Environment Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UN Women:	United Nations Entity for Gender Equality and the Empowerment of Women
UNWWAP:	United Nations World Water Assessment Programme
USDA:	United States Department of Agriculture
USFWS:	United States Department of Fish and Wildlife Service
WB:	World Bank
WBCSD:	World Business Council for Sustainable Development WDI World Development Indicators
WHO:	World Health Organization
WIPO:	World Intellectual Property Organization
WITCH:	World Induced Technical Change Hybrid
WMO:	World Meteorological Organization
WTO:	World Trade Organization
WWF:	World Wildlife Fund

Chapter 1

Introduction

Chapter 1

INTRODUCTION

1.1 Beginning

Libraries play a critical role in implementing the Sustainable Development Goals (SDGs) set forth by the United Nations in 2015. The SDGs are a collection of 17 goals aimed at achieving a sustainable future for all, and libraries can contribute to achieving these goals in several ways. Firstly, libraries provide access to information, knowledge, and education, which are essential for achieving several SDGs, including quality education (Goal 4), gender equality (Goal 5), and reducing inequalities (Goal 10). Libraries serve as learning and knowledge centers that offer resources, programs, and services that support education, literacy, and lifelong learning. Secondly, libraries contribute to the promotion of sustainable development and environmental awareness, which is crucial for achieving SDGs related to sustainable cities and communities (Goal 11) and climate action (Goal 13). Libraries can host community events and workshops focused on environmental issues, as well as provide resources on sustainable practices. Thirdly, libraries can contribute to SDGs related to economic growth and innovation (Goal 8) by providing resources and services that support entrepreneurship, innovation, and business development. Overall, libraries have an essential role to play in achieving the SDGs by providing access to information, promoting sustainable development, and supporting education, entrepreneurship, and innovation. By leveraging their resources and expertise, libraries can contribute to a sustainable and equitable future for all. The success of any institution, country, or society rests squarely on the adequacy of its library collections because the library is also seen as an agency for findings, discovery, innovation, vocational skills repository, scholarship, and research (Buchannan, 1994; Adeleke, Okusaga, & Lateef, 2002; Dada, 2016). Promotion of sustainable development in the 21st century demands access to information: information professionals consult the information for research and discovery, farmers need the information to connect to new markets, entrepreneurs need the information to find capital to start business, girls, and women require information for their vocational skills acquisition, and health workers need to research and provide current data care to patients. With the increasing need for information, the diverse needs of every individual can be solved and attended to once there is free access to information, which libraries can support through traditional and electronic mediums. In the attainment of the Sustainable Development Goals (SDGs), I believe that libraries have a

critical role to play as individuals are given access to information without dichotomy and discrimination. Seeing great potential in the role of libraries in achieving sustainable development, ministers and country representatives from Angola, Burkina Faso, Cape Verde, Cote D'Ivoire, Lesotho, Guinea, Madagascar, Malawi, Mozambique, Nigeria, South Africa, South Sudan, and Swaziland came together in August 2015 to sign a declaration in support of providing the resources necessary to support the contribution of libraries in their nations (Bradley, 2016; IFLA, 2015). The mandate was that each of these member nations should adopt the International Federation of Library Association and Institutions (IFLA) tool kit and benchmarks in achieving the SDGs. The seventeen SDGs were built on the Millennium Development Goals (MDGs) and call upon the collaborative partnership between countries in balancing, economic growth, environmental sustainability, and social inclusion for all (United Nations, 2015). The seventeen SDGs goals of the Lyon Declaration (2015) include the following with targets aimed at all spheres of development:

1.2 What are the SDGs?

The UN 2030 Agenda is a universal call to action to end poverty, protect the planet and ensure that everyone everywhere enjoys peace and prosperity. The SDGs are interconnected – often the key to success for one will involve tackling issues more commonly associated with another. The UN's 193 Member States adopted them in September 2015, and they came into force on 1 January 2016. While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of all of the Goals. An ongoing monitoring process, built on quantitative data collection and national reporting, will maintain the momentum. Clearly, not all politicians or decision-makers will explicitly talk about the SDGs. However, they should care about the issues they cover, from fighting poverty and improving health to promoting justice and reducing corruption.

1.3 Libraries and Sustainable Development

Libraries play an important role in achieving the Sustainable Development Goals. It is globally considered as a center of research and a place of information empowerment whose role can never be over emphasized, as the public benefit immensely from it. Library and information centers are an institution that is responsible for the selection, ordering, acquisition, processing, storing, and preservation of resources in diverse formats for users at the appropriate time. Similarly, Nicholas and Perpetual (2015) pointed out is library an information centre that acquires, process, organizes, store, retrieve and disseminate

information to users. Adesoji (2007) posit that the culture of continuous learning and reading is intertwined with libraries, which is still in student's culture of reading. The role of information in any nation cannot be left behind because libraries are seen as the custodians of knowledge and the most reliable information center that deals with the acquisition, organization, dissemination, and preservation of information all for actualizing sustainable development.

1.4 The SDG at a glance:

The Sustainable Development Goals (SDGs) are an ambitious set of 17 goals and 169 targets that were defined and developed through an unprecedented dialogue among UN Member States, local authorities, civil society, and other stakeholders.

Figure 1: The global goal for Sustainable Development

Goal 1: End poverty in all its forms everywhere

Goal 2: End hunger, achieve food security, and improved nutrition, and promote sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all

Goal 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all

Goal 9: Build resilient infrastructure, promote inclusive, and sustainable industrialization, and foster innovation

Goal 10: Reduce inequality within and among countries

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12: Ensure sustainable consumption and production patterns

Goal 13: Take urgent action to combat climate change and its impacts

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

1.5 The Contribution of the Library in achieving the SDGs

Around the world, access to opportunity begins with access to information and knowledge. Public access to information enables people to make informed decisions that can improve their lives. Communities that have access to timely and relevant information for all are better positioned to eradicate poverty and inequality, improve agriculture, provide quality education, and support people's health, culture, research, and innovation (IFLA, 2014). As stated in target 16.10: a well informed society contributes significantly to the development of the nation as the availability of information resources would promote peaceful and inclusive societies for sustainable development, providing access to justice for all and build effective, accountable and inclusive institutions at all levels (Bradley, 2014). Library services contribute to improved outcomes across the SDGs by:

Promoting universal literacy, including media and information literacy Closing gaps in access to information and helping government, civil society, and business to better understand local

information needs Providing a network of delivery sites for government programmes and services Advancing digital inclusion through access to Information & Communications Technologies (ICT), and dedicated staff to help people develop new digital skills (Advancing Sustainable Development, 2014) Serving as the heart of the research and academic community Preserving and providing access to the world's culture and heritage. More specifically, libraries have supported the implementation of the SDGs by providing access to information, support for literacy and ICT skills, and access to community space. Some of the existing initiatives of library support to SDGs may include UN Depository Libraries that support the dissemination of information and research to help decision makers achieve the SDGs Access to health, environmental, and agricultural information that are targets of the SDGs; including Open Access resources Media and information literacy programmes for marginalized populations to make an important contribution to achieving universal literacy (Bradley, 2016).

These three Ps of sustainability are at the heart of the UN's 17 Sustainable Development Goals (SDGs) and public libraries around the world are playing an important role in meeting them. Beyond providing accessible sources of knowledge and information to educate and enable their communities, libraries are also active participants in environmental efforts and contribute to economic growth. Now, as pandemic restrictions ease up and things return to a new version of "normal", it'll be important to maintain this commitment to people, prosperity and the planet. With this in mind, library associations and public libraries are setting an example for what sustainable development looks like in practice. Oladeji (2014) opines that a long term requirement for sustainable development is to foster a development process that will not sacrifice interests and well-being of the future generations. If future generations must live at least as well as the current generation, sustainability will require a careful balance between economic growth and environmental preservation. He opines further, that of utmost importance to sustainability, is the pursuit of human capital development through education and health which will deliver on greater productivity, employment, income equality and environmental protection. Amusan et al (2012) posit that libraries (school, academic, public or special) provide resources for knowledge acquisition, recreation, personal interests and interpersonal relationships of users. With regard to this, Ubale and Yahaya (2016) expressed that education equips learners of all ages with the skills and values needed to be responsible global citizens, such as respect for human rights, gender equality and environmental

sustainability. Investing in and strengthening a country's education sector is key to the development of that country and its people.

According to the IFLA/UNESCO School Library Manifesto (cited in IFLA, 2015), the school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. The library staff provides support to patrons in the use of books and other information sources, ranging from fictional to documentary, from print to electronic, both on-site and remote. The materials complement textbooks, teaching materials and methodologies. The school library is integral to the educational process (IFLA, 2015). The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core Library services:

> ➢ Supporting and enhancing educational goals as outlined in the school's mission and curriculum;

> ➢ Developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives.

> ➢ Offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;

> ➢ Supporting all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;

> ➢ Providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;

> ➢ Organizing activities that encourage cultural and social awareness and sensitivity;

> ➢ Working with students, teachers, administrators and parents to achieve the mission of the school;

> ➢ Proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy.

> ➢ Promoting reading and the resources and services of the school library to the whole Library Community and beyond.

1.5.1 Take a look at the list of SDGs below, and examples of how libraries contribute.

SDG 1 – No Poverty - End poverty in all its forms everywhere: Libraries provide opportunities for people to improve their own lives and support informed decision-making. Mobile libraries make books, services, and internet access available in rural and remote communities, providing opportunities to people that would otherwise be isolated. Also, they must ensure that both the rich and the poor should have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.

SDG 2 – Zero hunger - End hunger, achieve food security and improved nutrition and promote sustainable agriculture: Agricultural libraries provide access to research and data on crops, market information, and farming methods that help develop resilient, sustainable produce. Public and community libraries also promote literacy; provide ICT training, access to information in local languages, and a gateway to government services and funding for rural communities, as well as fostering partnerships to support local development.

SDG 3 -Good Health & Well-being -Library and information centers should provide information both in print and electronic format that will the public to eradicate child mortality and improve maternal health. The effect of a bad diet on health should be emphasized by providing information on the cause of diseases and the natural ways to prevent diseases. Also, they should ensure universal access to sexual and reproductive healthcare services, including family planning, information and education, and the integration of reproductive. Ensure healthy lives and promote well-being for all at all ages: Medical libraries and hospital libraries provide access to medical research that supports improved clinical and public health outcomes. Public access to health information in all libraries helps people to make better lifestyle choices and to stay healthy. Public libraries have a key role in providing health information to vulnerable groups such as new immigrants and people experiencing homelessness. Services include: accessing reliable health information, developing health literacy skills, providing help in researching and acquiring appropriate health insurance, and organising and participating in first aid training.

SDG 4 - Quality Education - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: Libraries are at the heart of schools, universities and colleges in every country around the world. All libraries support literacy programmes,

provide a safe space for learning, and support researchers to access, apply and reuse research and data to create new knowledge. Hands-on computer classes, after-school support, and programmes addressing subject areas with high failure rates are just a few examples of how libraries respond to local needs and take action to improve education. Libraries also act as facilitators in their communities, setting up local learning centers to support learning. More so, they must organize and disseminate information that society will access and use to inform themselves on various issues of life and by empowering communities through knowledge and the ability to access information for themselves.

SDG 5 - Gender Equality - Library and information centers should encourage gender equality and when selecting information resources, the use of enabling technology should be adopted by libraries, in particular information and communications technology, to promote the empowerment of women. Achieve gender equality and empower all women and girls. Libraries offer programmes for women and girls to access information about their rights and health. They also provide ICT and literacy programmes, as well as coding clubs and entrepreneurship training. Libraries provide a safe environment for women to read or pursue learning, access computers and the internet, undertake technology training, or talk with other women.

SDG 6 - Clean Water & Sanitation - Ensure availability and sustainable management of water and sanitation for all: Libraries provide public access to information on water, energy usage and sanitation. They offer access to research and evidence for policy makers and development organisations, to support the effective allocation of resources to sustainable water infrastructure and sanitation projects.

SDG 7 - Affordable & Clean Energy - Ensure access to affordable, reliable, sustainable and modern energy for all: Many public and community libraries around the world represent the only place where people can get reliable access to light and electricity to read, study and apply for a job. Libraries and library like rural information centers can provide public-access computers, sometimes powered by solar panels or generators, allowing people to hold meetings, charge devices and access the Internet at night.

SDG 8 - Decent Work & Economic Growth- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all: Public access to ICTs and training at libraries enable people to apply for jobs. People lacking access to a

computer or the Internet at home come to the library to find these, as well as skilled library staff who can help them write their CVs, send online applications, scan certificates and diplomas, and find the right job. Some libraries offer employment clubs to share tips and resources with other job-seekers in the same area.

SDG 9 - Industry, Innovation & Infrastructure - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation: Libraries are at the heart of research, technology, innovation, and academic life. They provide access to research infrastructure, data and quality information to foster innovation and competitiveness. Some libraries operate business centers that offer entrepreneurship training as well as legal and financial advice to help entrepreneurs start up their businesses.

SDG 10 - Reduce inequality Goal- Library and information centers should encourage safe and dependable mobility of citizens through a reliable migration policy that is well planned and managed. Library Services include information and support about legal, childcare, housing, health, and education, providing support with applications for citizenship, residence, subsidized housing, and government benefits. Reduce inequality within and among countries: Equitable access to information, freedom of expression, freedom of association and assembly, and privacy are central to individuals' independence. Libraries help to reduce inequality by providing safe, civic spaces open to all, in both urban and rural areas across the world. They foster community engagement and citizen participation through local programmes and partnerships with other civil society organisations and local governments. They are a lifeline to marginalised groups, who may struggle to access information, skills or support elsewhere.

SDG 11 - Sustainable Cities & Communities- Make cities and human settlements inclusive, safe, resilient and sustainable: Libraries have an essential role in safeguarding and preserving invaluable documentary heritage, in all forms, for future generations. Culture strengthens local communities and supports the inclusive and sustainable development of cities – libraries are at the heart of initiatives to promote this. With targeted services to reach the most vulnerable groups, libraries provide a safe space for older people, offering opportunities to socialise and take part in cultural activities. They are also a welcoming space for immigrants, people experiencing homelessness, and refugees, who sometimes face many of the same challenges.

SDG 12 - Responsible Consumption- Ensure sustainable consumption and production patterns: Libraries are sustainable institutions; they share resources within communities and across borders, to ensure that everyone has access to information. Libraries are the precursors of the new sharing economy, offering all kinds of materials for a loan (not only books, music, movies, and all kinds of information resources, but also tools, musical instruments, appliances, and more), thus reducing the carbon footprint and the impact on the environment. Libraries offering access to 3D printers and digital manufacturing skills allow people to develop their creativity using recycled materials. This helps to raise awareness to sustainable consumption and production.

SDG 13 - Climate Action- Take urgent action to combat climate change and its impacts: Libraries play a key role in providing access to reliable data, research, and knowledge that supports informed research and public access to information about climate change. They ensure longterm access to environmental data and information for future generations through thorough preservation strategies that outlast the policies of individual governments. School and public libraries help raise awareness among younger generations about the critical and urgent need to protect our environment and to work together to mitigate and adapt to the effects of climate change.

SDG 14 - Life below Water- Conserve and sustainably use the oceans, seas and marine resources for sustainable development: Libraries support decision-making by preserving and giving access to data and information related to the sustainable use of oceans, seas and other water bodies, appropriate fishing practices, and effective water management.

SDG 15 - Life on Land- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss: Libraries foster research and help protect the earth's ecosystems by offering open access to biodiversity data and literature. Botanical and forest libraries help raise awareness among younger generations about the need to respect and protect nature.

SDG 16 - Peace, Justice & Strong Institutions- Promote peaceful and inclusive societies for sustainable development provide access to justice for all and build effective, accountable and inclusive institutions at all levels: Libraries are a key source of information for the public. They are also equipped to teach and enable citizens to benefit from this open access. Libraries

are a trusted information source, with skilled staff that helps individuals, institutions and governments to communicate, organise, structure and use information in a meaningful way to promote development.

SDG 17 - Partnership for the Goals - In support of this Uhegbu&Igwe (2006) asserts that librarians, whether in school, university, public or in special libraries have a greater responsibility in the development of a global partnership for development by acquiring, packaging, organizing and disseminating knowledge and experience to Nigerians. Librarians, therefore, can foster understanding and communication through a library awareness campaign strategy, and this brings together some of the ideas for global development. Strengthen the means of implementation and revitalize the global partnership for sustainable development: Libraries partner at all levels with local, regional and national civil society institutions, governments and organisations from private sectors to offer community based programmes and services that engage and empower citizens, in turn, strengthening societies. All libraries have a collective mission to democratize access to information and learning — regardless of where they're located or the type of community they serve. This goes hand in hand with the themes that underpin the 2030 Agenda for Sustainable Development: empowerment, resilience and equality.

1.6 Six Principles of action

While it is important to underscore the reciprocal relationship between community-based learning practice and national and local public policy, it is even more important to acknowledge that both should be guided by a shared vision of ESD (first two circles in Figure 1). Learning and development programmes organized by CLCs following the action principles described below are responsive to local needs and local contexts. These six action principles (third circle in Figure 1) do not exist independently of each other, but are mutually reinforcing, and are most effective when practiced in an integrated manner.
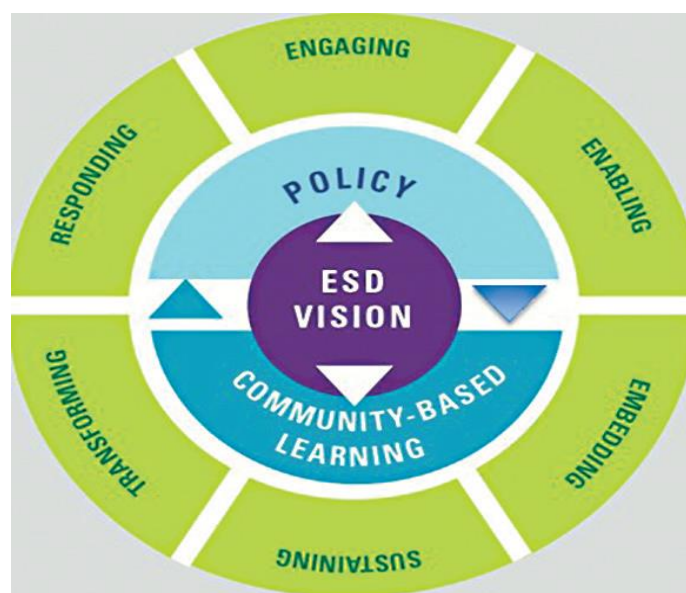
Figure 2: Six action principles towards a shared vision of education towards Sustainble Development

(i) Responding: Providers of community-based learning are often at the forefront in responding to emerging issues experienced by local communities. This has led to ESD being identified with specific environmental issues. This responsiveness to specific issues is, however, only the entry point for learning. ESD has a deeper role in developing an understanding of the complex and interconnected nature of cause and effect, as well as in devising an appropriate response. Education that responds only to symptoms can be described as reactive, while education that attempts to establish links and identify holistic and comprehensive solutions can be characterized as responsive.

(ii) Engaging: Community-based ESD acknowledges that the complex nature of the issues at stake requires engagement with different disciplines and knowledge systems in order to identify comprehensive, long-term solutions. Engaging with these different approaches productively requires working in partnership with different players both within and outside the immediate communities. This, in turn, demands recognition that there will often be more than one perspective involved. Allowing different generations, sectors and cultures to contribute knowledge and ways of learning is vital to finding sustainable solutions. This may involve recognizing and harvesting the contribution that formal, non-formal and informal education makes in achieving the vision of a sustainable future. It also implies the need for CLCs to engage with socially marginalized or minorities groups and empower them by

providing educational activities and spaces to learn and interact with other community members.

(iii) Enabling: This holistic, partnership-based approach to learning requires ongoing capacity-building of both local communities and the institutions that enable and conduct community-based learning. It acknowledges and addresses the dynamic context of change often experienced by communities. In this rapidly changing context, we need to rethink our notion of basic literacy, starting with language policy. Language policies within formal education often limit the capacity of indigenous peoples to learn and share their own stories. While reading, writing and mathematics will continue to be essential, new knowledge and skills, such as in using technology, will gain importance in most contexts. However, the most important basic skill will continue to be 'individuals' and 'institutions' capacity for ongoing earning and creation of knowledge for sustainable futures.

(iv) Embedding: It is not sufficient for organizations that facilitate community-based learning merely to respond to problems by engaging across generations, sectors or disciplines. The ESD approach needs to be embedded within all aspects of education and work. ESD is not just another subject, but rather another way of learning and living that recognizes the complexity and interrelatedness of issues and the need to work together to contribute to attaining the vision of an equitable and sustainable future. This begins with embedding a new way of thinking, learning and working together in the institutions that facilitate ESD.

(v) Sustaining: Community-based learning providers need to survive and flourish for the long-term change process of sustainable development to bear fruit. However, it is not only the projects or institutions that need to be sustained but also the communities that host these institutions. These communities have both material needs, such as physical infrastructure and human and financial resources, and less tangible needs concerning, for example, relationships and the spiritual properties some communities attribute to nature, which need to be supported.

(vi) Transforming: The challenge of ESD for community-based learning providers involves not just changes to the way we learn or the way we live. It also demands a complete transformation of the social, economic, political and cultural systems that have contributed to the issues this agenda is trying to address. Part of this transformation will require that we

embrace new ways of teaching and learning made possible by new technologies; part will involve changes to the way we work.

1.7 Library

The word library is derived from the French word "Librairie"; Latin "liber" = book. The library plays an important role in our academic and social lives. A Library is an organized collection of information resources made accessible to a defined community for reference or borrowing and this collection of information may be in the form of books, newspapers, CDs, journals and research papers etc. library provides us physical or digital access to material, and may be a physical building or room, or a virtual space, or both containing collection of informative material. A library can be of different types like school library, college library, office library or community library etc. and collection in a library may vary from books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blue-ray Discs, ebooks, audio books, databases, and other formats. Libraries range in size from a few shelves of books to several million items. Libraries offer free education and entertainment to the masses which can be a student, a work professional or a common person of a community. It doesn't matter what your economic status is, you can come in and have free access to books that can inform and transform you. Though the use of school/college and research libraries is limited only to the students of that particular school/college but state and community libraries are open for all and anyone can avail the benefits of these during working hours. It would not be wrong to say that a library is the storehouse for books of all kinds and on all subjects under one roof. A good modern library usually subscribes to practically all the important newspapers and periodicals so that these are made available to all those interested in these information sources. Books, newspapers and periodicals are the main features of a library and they represent the endeavours, achievements and glory of writers, statesmen, scientists, philosophers and saints and one can learn a lot from these. A library can act as a local museum of sorts, displaying the type of information which simply can't be experienced on an online library through a computer or an I-pad. A library is not just a source for reading books and newspapers, in fact, it means a lot more than that. It should be a repository for local history, currently collected in a haphazard and voluntary manner by local groups who often lack the facilities to do so adequately. A library is a soul-nourishing place for people of any age, and a natural focal point for the meeting of minds.

1.7.1 Types of Libraries

A library is not just a building where you can go and borrow books for a certain period of time; in fact, it means a lot more than that. There are libraries in a lot of places. A library is a place where you can find books and other informative material to read and borrow for a few days. Libraries can be a great place to improve literacy by running all sorts of fun and helpful things and where you can meet other people who are enthusiastic about the knowledge. Libraries are informational and are very important in today's world where a simple internet search can give you many results out of which not even a single may actually meet answer to your question. In that case, a library may come to your rescue where you have loads of informative resources all arranged appropriately to make your search easier and more precise. Different types of libraries are:

1.7.2 National Library:

A national or state library serves as a national repository of information, and has the right of legal deposit, which is a legal requirement that publishers in the country need to deposit a copy of each publication with the library. Every writer or a publisher publishing any new book or copy must submit a reference copy to these libraries. A National Library is not a normal school/college library, unlike a public library; they rarely allow citizens to borrow books. Often, these also include numerous rare, valuable, or significant works. There are wider definitions of a National Library, putting less emphasis on the repository character. Many National Libraries cooperate within the National Libraries Section of the International Federation of Library Associations and Institutions (IFLA) to discuss their common tasks, define and promote common standards and carry out projects helping them to fulfil their duties.

1.7.3 Academic Libraries:

An academic library is the one that is generally located on the campuses of schools, colleges and universities and the sole purpose of these libraries is to serve the students and faculty of the institution. These libraries contain books of academic interests, newspapers, journals, various research papers and articles as well as question banks that include question papers from the previous year. Specific course-related resources are usually provided by the library, such as copies of textbooks and article readings held on and are loaned to the students for a short-term only. The academic library provides a quiet study space for students on campus; it may also provide group study space, such as meeting rooms. The library provides a

"gateway" for students and researchers to access various resources, both print/physical and digital.

1.7.4 Research Library:

Another important form of a library is a research library that is an expertise collection of materials on one or more subjects for the scientific or scholarly research on a particular topic by individuals. It supports scholarly or scientific research and will generally include primary as well as secondary sources. These libraries contain information about a particular topic ranging from the slightest of the information available to the enormous collection available on that particular topic. It will maintain permanent collections and attempt to provide access to all necessary materials. These types of libraries always keep on updating their information sources from time to time. A research library is most often an academic or National library, but a large special library may have a research library within its special field and a very few of the largest public libraries also serve as research libraries. A large university library that contains a lot of research papers, as well as research generals and copies, may be considered a research library.

1.7.5 Reference Library:

These kinds of libraries are generally found in college, universities, and offices. A reference library does not lend books and other items; instead, they must be read at the library itself. There are also few general libraries that have a reference section where all books are available to be read at the library itself and are not lent to anyone under any circumstance and such reference sections are also known as reading rooms. Typically, such libraries are used for research purposes. Some items at reference libraries may be historical and even unique or very expensive.

1.7.6 Special Library:

There are few different kinds of libraries that cannot be classified among any of the above-described types and are referred to as special libraries. Many private businesses and public organizations, including hospitals, museums, research laboratories, law firms, and many government departments and agencies, maintain their own libraries for the use of their employees in doing specialized research related to their work. For example, a law firm houses various law books for the reference by their employee whenever needed to consult for a case. Depending on the institution, special libraries may or may not be accessible to the general public or elements thereof. In more specialized institutions such as law firms and research

laboratories, librarians employed in special libraries are commonly specialists in the institution's field rather than generally trained librarians, and often are not required to have advanced degrees in a specifically library-related field due to the specialized content and clientele of the library.

1.8 National Library:

A National or State Library serves as a national repository of information, and has the right of legal deposit, which is a legal requirement that publishers in the country need to deposit a copy of each publication with the library. Every writer or a publisher publishing any new book or copy must submit a reference copy to these libraries. A National Library is not a normal school/college library, unlike a public library; they rarely allow citizens to borrow books. Often, these also include numerous rare, valuable, or significant works. There are wider definitions of a National Library, putting less emphasis on the repository character. Many National Libraries cooperate within the National Libraries Section of the International Federation of Library Associations and Institutions (IFLA) to discuss their common tasks, define and promote common standards and carry out projects helping them to fulfil their duties. A Library is a communal place so adds to the importance of community in our lives. A library offers us education, relaxation and access to all sorts of books, magazines, music and movies that we could never afford to buy. It is a safe place to meet friends, use the internet or get help with school assignments. It is a place where all walks of life may be present, including great importance of its own. For a person of average means, it is difficult to purchase more than one or two daily newspapers or monthly magazines, but it is the keen desire of educated people to know all possible shades of opinion as expressed in different newspapers.

Libraries play a very healthy role throughout our life. Libraries provide the students very healthy environment for learning as well as making notes or completing an assignment. Library provides a very calm and disciplined atmosphere which helps students to maintain a good concentration on their studies. Also, students can take reference books which can help them to make some quality notes. Libraries are the only place where we are free from all conventions because reading is absolutely a matter of personal choice. Readers are allowed to read what they like and also read the book according to their own manner. Nobody would check them or disturb them. Since everything is systematic and the atmosphere is calm so students can gain more in less time. One can save time and energy studying in libraries.

1.8.1 History and genesis of National library

The National Library, Kolkata came into existence in 1948. The origin of the library, however, can be traced dating back to March 1836 when the Calcutta Public Library was established and opened to the public at 30 Esplanade Row, Calcutta. The Imperial Library was founded in 1891 by combining a number of Secretariat libraries. Later with the efforts of Lord Curzon, Governor General of India Calcutta public Library also merged into Imperial Library and the new library, called Imperial Library, was formally opened to the public on 30 January 1903 at Metcalf Hall, Kolkata.

The aims and objectives of the Imperial Library were well defined in a notification in the Gazette of India. The policy of acquisition broadly adhered to by the Imperial Library was outlined by Lord Curzon in his speech at the inauguration. At the opening Lord Curzon declared: "It is intended that it should be a library of reference, a working place for students, and a repository of material for the future historians of India, in which, so far as possible, every work written about India at any time can be seen and read." ~ Curzon (1903). After Independence, the Government of India changed the name of the Imperial Library to the National Library with the enactment of the Imperial Library (Change of Name) Act, 1948. B. S. Kesavan was appointed as Librarian and Maulana Abul Kalam Azad, Minister for Education at that time, inaugurated the library at its new location on 1 February 1953. At present, the National Library enjoys the status of an Institution of National Importance under Article-62 in the Seventh Schedule of the Union List of the Indian Constitution and functions as a subordinate office of the Ministry of Culture, Government of India. It is the largest library in the country. Membership is free, and the library provides every possible library service, traditional as well as modern, to the users using latest ICT tools to meet every information related requirement of the countrymen.

It functions as both public library as well as a repository library and it provides variety of user service to the library users. In 1954 the Delivery of Books (Public Libraries) Act, also known as DB Act, was passed whereby a copy of books published in India and all documents authored by Indians, or authored by foreigners but concerning India, wherever published had to be deposited with the National Library and three other designated public libraries within 30 days of publication.

The Act was amended in 1956 to bring newspapers and periodicals within its purview. Apart from DB Act the National Library also procures many foreign books, journals (print + online) databases to fulfill the readers need. It has also signed Memorandum of Understanding (MoU) with many countries under gift and exchange policy. Under this policy the library receives institutional publications as gift of those foreign institutions. Important collections of the library are Indian, English &Foreign language books, Rare Books, Science and Technology, Indian Official Documents, Foreign Official Documents, Newspapers and Periodicals, Manuscripts, Maps and Prints, Microforms. The library has over 88,000 maps, a substantial collection of microfilms and microfiche, over 9000 digitized books covering over 3 million pages. It also serves readers through electronic catalogue on-line (Web-OPAC).

1.8.2 Collection Development policy of National Library:

The National Library has a collection of nearly 221akhs of books and other materials (1996), The collection is built up through Books received through the Delivery of Books and Newspapers Act, Purchase, Gifts, Exchange, Depository privileges

Most books are in English and in the Indian languages and the rest in a few foreign languages. The broad categories of publications acquired through purchase are as following:

➢ Books and journals in India, in any language, published anywhere in the world.

➢ Indian publications, published before 1954, and not available in the library. Books by Indian authors published abroad.

➢ Standard reference works.

➢ Books on library, documentation, and information sciences; science and technology (general histories, reference works); education, agriculture, planning and development; standard works on history, geography, sociology, etc.; Biographies of eminent personalities of the world; rare and out-of-print books in microforms; foreign language books as far as the budget permits.

The National Library has some notable gift collections which have enriched its holdings considerably. Some of the outstanding gifts have been the collections of Sir Asutosh Mukherji (76,000 books), Ramdas Sen, Barid Baran, Jadunath Sarkar, Dr. S.N. Sen, Prof. Vaiyapuri Pillai and the archival papers of Sir Tej Bahadur Sapru. The pride of place in these gifts goes to Sir Asutosh collection which covers the whole gamut -of subjects in the

humanities and in the sciences as far as knowledge extended upto the early decades of the twentieth century. The National Library has exchange relations with 170 institutions in 56 countries all over the world, and with a number of institutions within the country. Through this method of collection building, the National Library has enriched its collection by the acquisition of valuable foreign documents, not normally available through trade channels and Indian publications not obtained through the Delivery of Books and Newspapers (Public Libraries) Act, 1954. The library, being a repository for United Nations documents and its agencies, has built up a rich collection of UN Publications. Besides the UN publications, the publication of the following agencies and governments are deposited in the National Library, according to agreements made with the Government of India.

1.8.3 Processing of documents in National Library

The library's cataloguing system follows the Anglo-American cataloguing Rules (A.ACR-2), the Rules for Descriptive Cataloguing of the Library of Congress, for uniformity and consistency in subject headings; the Subject Headings used in the Dictionary Catalogue of the Library of Congress, 8th edition is followed. The books are classified according to the Dewey Decimal Classification (DDC) The four editions of DDC i.e.23rd have been used for this purpose. Cutters Three Figure Author Tables is used as a guide to assign author marks. The library catalogue is both in the card and printed forms. The card catalogue is in the dictionary form for English language publications, arranged in two sequences, author and subject.

1.8.4 Reader's Services in National Library

The National Library extends its services through its various reading rooms, lending section, bibliography and reference divisions. Presently the following services are offered:

➢ Lending Services

➢ Reading Rooms

➢ Bibliography and Reference Services

➢ Reprography Services

a) **Lending Services**: A peculiar feature of the National Library of India, is that, except for rare books, gift collections, generally out-of-print publications, government and UN documents and serials, all other books are lent out for home reading. This function is rather peculiar to a National Library, as most National Libraries are for reference only and seldom offer lending services to individual users. However, for

historical reasons, the National Library, of India, has continued its lending facilities to the members of the library in and out of Calcutta. On an average 250 books are issued every day. Inter library loan service is offered to members and institutions with the co-operation of other libraries, both at the national and international levels. This service obtains loan of books from Russian State Library, Moscow, the British Library, U.K., and libraries in Australia, Hungary, Denmark, Sweden and a few other countries.

b) **Reading Rooms**: Apart from its main reading room which accommodates many readers at a time, the National Library maintains ten reading rooms for using different specialised materials. The main reading room stocks a very selective and open shelf collection of about 10000 volumes of general reference books and books for basic study and reference on specific fields of knowledge.

c) **Bibliography and Reference Service**: The Bibliography Division of the National Library was established in 1951 with an aim to function as an active agent to disseminate knowledge and information in an organised and effective manner: This service is offered in response to requests from scholars, researchers and writers for a bibliography on a specific topic, without any charge for the service. These bibliographies are usually short and selective. Occasionally extensive and exhaustive bibliographies are also compiled in collaboration with other institutions. The Indian National Bibliography, a monthly record of Indian Books, is compiled and published by the Central Reference Library (located in the premises of the National Library) based on publications received by the National Library under the Delivery of Books and Newspapers (Public Libraries) Act. Reference service is offered to persons who visit the library in person as well as to those who make enquiries through telephone or post. This service ranges from identifying a publication for a reader to answering fact finding questions or handling complex questions of subject oriented or technical nature, involving prolonged search through a number of documents and. occasionally consultation with experts.

d) **Reprography Service**: With the installation of Plain Paper Copiers at the main and other reading rooms, facilities are provided for obtaining copies of journal articles, small technical reports, etc., at nominal rates to scholars and research workers. An In-house printing unit is operating for printing small documents for limited circulation.

1.8.5 Modernisation and Automation activities in National Library

National Library with the help of specialists developed a standardised chart of diacritics for automated bibliographic services in Indian languages. To keep pace with modernisation and automation of library services, a Computer Centre has been set up in December 1987 installing a H P 3000/37 MICRO AX-a minicomputer. In 1991, one PCAT/286-microcomputer has been added to this Centre. One 24 Pin L & T Printer is attached with this system. The Library has acquired MINISIS (Minicomputer Integrated set of Information Systems) from the International Development Research Centre (IDRC) Ottawa, Canada and CDS/ISIS from National Information System for Science and Technology (NISSAT), New Delhi. MINISIS is installed for bibliographic control of library operations, while CDS/ ISIS is used to create small databases for special areas or subjects.

E-based Readers' Services

- Electronic catalogue service.
- Document delivery service.
- Bibliographic service.
- Reference service.
- Electronic document delivery service
- E-directory for e-journals
- Internet Service
- Readers' Awareness Programme
- Consultancy services to librarians

Integration of Chamos Discovery

In the second phase of the ICT up gradation of National Library the Virtua ILMS will be upgraded to the latest version and Chamos Discovery module will be integrated to enable the users with federated search within the OPAC among the available e-resources and digitized materials in the National Library. Chamos Discovery fully integrates the discovery process within the OPAC and gives users the types of self-service capabilities they have come to expect through the web, by placing the library and its unique offerings at the forefront, with all library functions directly available for the users.

Integration of EZ Proxy Software

National Library will integrate access and authentication software viz, Ezproxy software to deliver secure Web access to e-content simply and effectively. EZproxy facilitates a single sign-on to e-content using existing library-issued credentials, such as a library card number and PIN or username and password. EZproxy removes barriers for remote information seekers. This allows users to gain secure, remote access to the library's online licensed content without having to manage additional passwords and authorizations.
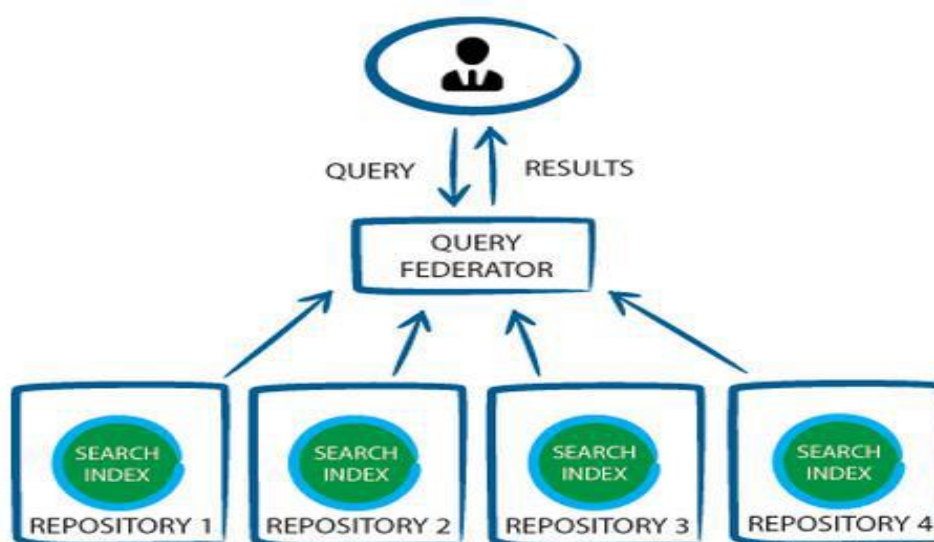
Figure: 3 How the EZproxy works in Library

Targeted Communication to Stakeholders

Communication of various news related to electronic resources to different readers, students, teachers, researchers, policy makers and others may be channelized in the following ways:

- Announcements through RSS feed, Social Networking sites like Blog, Facebook, Twitter etc. Press Releases, articles in Newspapers, reviews in scholarly journals mass communication media like Radio, etc.

- Regular User orientation programmes by the publishers to make the users aware of their special characteristics of their products.

1.9 How do libraries support teaching and learning?

Throughout time, libraries have supported education and played a key role in literacy dissemination. The word "library" is derived from the Latin word liber, which means "book". Libraries ensure the provision of educational materials, books collections, electronic resources, periodicals, multimedia materials, referral services, etc. At the same time, this term

could refer to the building or space itself, which includes all the previously mentioned materials (Shukla et al., 2013).

In 1994, International Federation of Library Associations/The United Nations Educational, Scientific and Cultural Organization (IFLA/UNESCO) (1996) defined public libraries as the perpetual source of information and knowledge. Public libraries promote lifelong learning, cultural development, peace and social welfare for the public. Public libraries are hubs of information, providing all kinds of knowledge available to users nationally and internationally. Public libraries help communities to develop, improve and carry out decision-making independently. The manifesto stated that public libraries deliver different services and materials for various categories of users based on equity and equality. In addition, IFLA/UNESCO recommended public libraries to disseminate special services, materials and reference sources among users who cannot have access to the regular library services and materials, such as linguistic minorities, disabled, hospitalized or imprisoned people (IFLA/UNESCO, 1996).

Users of different categories could easily access all the provided materials and organized collections through the help of well trained and skilled librarians. Skilled subject librarians acting significant roles in both public and academic libraries. Generally, these tasks include collection-cataloging, development, reference services, building collaboration with educational organizations (schools, universities and research institutions) and providing instructional lectures to users.

A library is fundamentally an organized set of resources, which include human services as well as the entire spectrum of media (e.g., text, video, and hypermedia). Libraries have physical components such as space, equipment, and storage media; intellectual components such as collection policies that determine what materials will be included and organizational schemes that determine how the collection is accessed; and people who manage the physical and intellectual components and interact with users to solve information problems. Libraries serve at least three roles in learning. First, they serve a practical role in sharing expensive resources. Physical resources such as books and periodicals, films and videos, software and electronic databases, and specialized tools such as projectors, graphics equipment and cameras are shared by a community of users. Human resources librarians (also called media specialists or information specialists) support instructional programs by responding to the requests of teachers and students (responsive service) and by initiating activities for teachers

and students (proactive services). Responsive services include maintaining reserve materials, answering reference questions, providing bibliographic instruction, developing media packages, recommending books or films, and teaching users how to use materials. Proactive services include selective dissemination of information to faculty and students, initiating thematic events, collaborating with instructors to plan instruction, and introducing new instructional methods and tools. Second, libraries serve a cultural role in preserving and organizing artifacts and ideas. Great works of literature, art, and science must be preserved and made accessible to future learners. Although libraries have traditionally been viewed as facilities for printed artifacts, primary and secondary school libraries often also serve as museums and laboratories. Libraries preserve objects through careful storage procedures, policies of borrowing and use, and repair and maintenance as needed.

In addition to preservation, libraries ensure access to materials through indexes, catalogs, and other finding aids that allow learners to locate items appropriate to their needs. Third, libraries serve social and intellectual roles in bringing together people and ideas. Browsing a catalog in a library provides a global view for people engaged in specialized study and offers opportunities for serendipitous insights or alternative views. In many respects, libraries serve as centers of interdisciplinary places shared by learners from all disciplines. Digital libraries extend such interdisciplinary by making diverse information resources available beyond the physical space shared by groups of learners. One of the greatest benefits of digital libraries is bringing together people with formal, informal, and professional learning missions.

Much learning in life is informal--opportunistic and strictly under the control of the learner. Learners take advantage of other people, mass media, and the immediate environment during informal learning. The public library system that developed in the U.S. in the late nineteenth century has been called the "free university", since public libraries were created to provide free access to the world's knowledge. Public libraries provide classic nonfiction books, a wide range of periodicals, reference sources, and audio and video tapes so that patrons can learn about topics of their own choosing at their own pace and style. Just as computing technology and world-wide telecommunications networks are beginning to change what is possible in formal classrooms, they are changing how individuals pursue personal learning missions. Professional learning refers to the ongoing learning adults engage in to do their work and to improve their work-related knowledge and skills. In fact, for many professionals, learning is the central aspect of their work. Like informal learning, it is mainly self-directed, but unlike

formal or informal learning, it is focused on a specific field closely linked to job performance, aims to be comprehensive, and is acquired and applied longitudinally. Since professional learning affects job performance, corporations and government agencies support libraries (often called information centers) with information resources specific to the goals of the organization. The main information resources for professional learning, however, are personal collections of books, reports, and files; subscriptions to journals; and the human networks of colleagues nurtured through professional meetings and various communications. Many of the data sets and computational tools of digital libraries were originally developed to enhance professional learning. The information resources--both physical and human--that support these types of learning are customized for specific missions and have traditionally been physically separated, although common technologies such as printing, photography, and computing are found across all settings.

As anthropogenic alterations accelerate, sustainable development efforts must be urgently adopted and advanced by all. As Ant´onio Guterres, the present UN Secretary-General, states, 'the coming years will be a vital period to save the planet and to achieve sustainable, inclusive human development' (United Nations, 2019a). National Library plays an important role in these efforts to advance sustainable development for the benefit of both people and planet. Fiona Bradley (2018: 118) argues that 'libraries have an essential role in helping to meet this grand challenge by providing access to information, public access to ICT (information and communication technology), helping people to develop the capacity to effectively use information, and by preserving information to ensure ongoing access for future generations. Public libraries are 'motors of change', and their facilitating of information access is a 'driver of development', for both individuals and societies. As motors of change driving development, public libraries, with their commitment to information provision and access, are crucial to the realization of the United Nations 2030 Agenda for Sustainable Development (referred to as the UN 2030 Agenda). Officially named 'Transforming Our World: The 2030 Agenda for Sustainable Development', the UN 2030 Agenda was formally adopted in September 2015 by all 193 members of the UN at an historic international summit on sustainable development at UN headquarters in New York City. Coming into force on 1 January 2016, this ambitious document represents an unprecedented programme promoting shared prosperity and wellbeing for all of humanity and the planet. Over the course of the following 15 years which at the time of this article's writing approaches the one-third mark of its existence and implementation, with varying

degrees of success thus far, all UN members and countries are committed, by consensus, to mobilize resources and efforts to address and achieve the agenda's comprehensive goals and accompanying targets. Public libraries are important resources that must (continue to) be consulted, harnessed, and used to secure sustainable development and, ultimately, a more equitable, inclusive and healthy world.

1.10 Mapping of Library services with SDGs:

Mapping of National library activities, services, collections, and programmes with SDGs is crucial for anyone to acknowledge the contributions of libraries towards attaining the SDGs proposed by the United Nations. Among the 169 listed targets of SDGs, the necessity of having information services is stated directly only in a few places. However, "access to information" is one of the key provisions required to plan, implement, and achieve progress in all 17 goals. The contribution of libraries is vital for the practice of education, social inclusion, and open government. According to IFLA's advocacy guide, libraries must focus on several activities, such as understanding the landscape, coordinating works, mobilising the field, gathering evidence, communicating, building relations with decision-makers, building advocacy partnerships, and evaluating advocacy. According to the reviewed literature as well as the author's expertise and 25-yearexperience in the academic library sector, the outputs of mapping are highlighted as follows.

✓ **Supporting the institution's mission:**

Each university's mission, as per its mission statement, together with its long-term commitment to sustainable development will be the key to success. University administrations are required to adopt more proactive roles in emphasising the SDGs incorporated in their overall mission. National Library need to adhere and support these goals and targets and that requires the unstinted support of their respective universities, the University Grants Commission (UGC), and the Education Ministry. All academic librarians should be conscious of the contributions that the library sector must make in the context of SDGs. Whether we perform the various activities needed to further the SDGs purposefully or desultorily, the mapping will help us to identify the strengths and gaps. Moreover, we need to arrange some additional activities and draw up agendas to make sure we can attain all the SDGs by 2030.Many universities around the world have formulated their own strategic plans, including some with sustainable development for sustainability policies and procedures and these countries are reported to have well-formulatedpolicies3. Among the 17 SDGs, SDG 4 is

about equitable quality education and promotion of lifelong learning," which is a goal that could be achieved directly through educational institutions.

✓ **Increasing literacy**

National Library should teach Information Literacy (IL) to their patrons as well as to the public through community outreach. The major outcome of IL teaching will be to create lifelong learners with the capacity for critical and analytical thinking. Mapping will help to improve and transform the existing programmes, services and the type of resources that would better cater to the requirements of present and future generations.

✓ **Transforming nations through knowledge**

Missingham (2020)[12] stated, "Aggregated activities of libraries increase knowledge and promotes the development of all individuals in countries around the world. The yem body the aspiration of theory of change to create a systematic uplift of community. The paper emphasises that transmission of knowledge is linked closely with SDGs in terms of economic development, equitable participation in politics, advances in all disciplines through the democratic distribution of knowledge, and development of institutional capabilities. This is possible through digitization and open access to information. Therefore, transforming individuals, developing a knowledge society, and empowering communities and nations will be considered as essential outputs for the mapping of SDGs.

✓ **Promoting peace, social harmony, and social cohesion**

Another important outcome can be realised through excellent mapping, implementing cultural programmes, engaging in teamwork, and conducting community outreach services by volunteering. National Library take responsibility for community outreach programmesdealing with various matters such as implementing green environment drive, solid waste management, social activities, and entrepreneurial information services.

✓ **Bridging the digital divide**

Rural citizens, especially farmers, small and medium size entrepreneurs, students, and teachers often struggle to acquire the crucial information required for their projects. Developing knowledge hubs and extending e-information services, eresources /digital libraries and repositories to the surrounding villages could bridge the existing digital divide. This type of service can be provided formally or informally to the university libraries located in rural areas. National Library should plan, prepare, and implement programmes that could

ultimately bridge the digital divide. Chakraborty and Chaudhuri (2018)13 discussed the need for information hubs for integrating the diverse knowledge base required to empower the rural farmers in India.

✓ **Reducing social and gender inequalities**

There are social stigmas and the glass ceiling that militate against women empowerment. If academic libraries could enrich their collections of gender-based titles, provide research material on such issues, and conduct empowerment programmes, that will help to reduce inequalities.

1.11 Assessing National Library

National Library have been evaluated based on their collections and transactions, rather than on their knowledge and capabilities. At present, libraries are assessed based on their economic and social value. Value assessment of libraries considers several aspects based on their ability to fulfil the needs of users, academics, and administrators. That means providing improved services and resources to users to support their academic work, assisting academics engaged in research and publication of scholarly papers, and supporting administrators so they can be more effective at decision-making. Economic and social values are assessed based on 'Financial Return on Investment' and 'Social Return on Investment'14, respectively. Indicators of these assessments may be students' learning, publications, and citations of academia, as well as improved administrative activities. However, the National library services are expected to be evaluated by using innovative methods, theories and in the context of SDGs.

Libraries are leading promoters and providers of free access to all types of information to all citizens. To show the potential of the global library field, the Library Map of the World features all types of libraries, including national, academic, public, community, school, and special libraries. The initial set of performance metrics include number of libraries, number of libraries providing internet access, number of staff and volunteers, number of registered users and visitors, and number of loans.

As part of the UN 2030 Agenda, each country is being asked to make sure that everyone, from stakeholder organisations to the public, knows about the SDGs and why they matter to everyone. Librarians can help by providing information and updates about the SDGs both for decision makers and people in local communities:

➢ Libraries can share information about the SDGs and national development priorities

➢ Within their communities and across borders, and connect people with further

➢ Information about the Goals online.

➢ Libraries designated as UN Depository Libraries and UN Information Centres across

➢ The world fulfils an essential role in communicating UN information and research, and

➢ Getting the feedback that helps local and national decision makers achieve the Goals.

1.12 Conclusions

Libraries can play a crucial role in achieving the Sustainable Development Goals (SDGs) by providing access to information and knowledge. Through innovative services and technologies, libraries can contribute to specific SDGs, such as promoting education, environmental sustainability, and empowering vulnerable populations. Additionally, partnerships and collaborations between libraries and other stakeholders can help achieve SDGs and promote social cohesion and inclusive communities. As such, there is a need for further research on SDGs and libraries to identify best practices and effective strategies for leveraging libraries' potential to contribute to the global agenda of sustainable development. By harnessing the power of libraries, we can move closer to achieving a more just, equitable, and sustainable world. The study unearths and gives an insights the status of implementation of SDG related practices by National library in the view of users. It also explored the users' opinion about the role National Library can play in implementing Sustainable Development Goals.

The study revealed many findings which clearly meets the objectives of the study. The major findings includes users are satisfied with library services rendered and SDGs related implementation; they access and use resources frequently. In spite of the ICT has changes the way to access and use e-resources, users still prefer print formats which indicate that 'Paperless Society' is not a pragmatic concept. Further findings also revealed that National Library can play a highly significance role in SDGs. There are also evidences from the study that library users are using good space for disabled and elderly person, women and children. Climate change, sanitation, financial literacy, information literacy, and all other major fields are well approached by National Library.

The findings of the study are interesting and opened a window for further research in suggested domain above. In conclusion, it can be said that in view of credibility, emerging and cutting edge technologies have changed the way of scholarly communication, e-resources access and management and the way people communicate, interact, acquire, sharing knowledge, search, investigate and participate in creation and reuse of the content. Further, the study concludes that the library committees, librarians and management of the Institutes need to be committed to be taken necessary steps being implemented strengthened the goals of SDGs.

1.13 Structure of Study

The present research study is covered in following chapters covering different aspects of the topic as detailed below:

Chapter 1: Introduction

Chapter 2: Objectives, Scope and Hypothesis of the Study

Chapter 3: Review of literature

Chapter 3: Research Methodology

Chapter 4: Data Analysis and Interpretation

Chapter 5: Findings, Suggestion and Conclusion

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Annexure

Appendix

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CHAPTER-2

Objectives and Scope

2.1 Introduction

The library plays an important role in our academic and social lives. A Library is an organized collection of information resources made accessible to a defined community for reference or borrowing. Libraries offer free education and entertainment to the masses which can be a student, a work professional or a common person of a community. It doesn't matter what your economic status is, you can come in and have free access to books that can inform and transform you. Though the use of school/college and research libraries is limited only to the students of that particular school/college but state and community libraries are open for all and anyone can avail the benefits of these during working hours. It would not be wrong to say that a library is the storehouse for books of all kinds and on all subjects under one roof. A good modern library usually subscribes to practically all the important newspapers and periodicals so that these are made available to all those interested in these information sources. Books, newspapers and periodicals are the main features of a library, and they represent the endeavours, achievements and glory of writers, statesmen, scientists, philosophers and saints and one can learn a lot from these. A library is not just a source for reading books and newspapers, in fact, it means a lot more than that. It should be a repository for local history, currently collected in a haphazard and voluntary manner by local groups who often lack the facilities to do so adequately. A library is a soul-nourishing place for people of any age, and a natural focal point for the meeting of minds.

2.2 Objectives of the Study

The objectives of the study are as following.

1. To know the status of implementation of SDG related practices by National library in the view of users

2. To explore the users' opinion about the role National Library can play in implementing Sustainable Development Goals.

2.3 Scope of the Study

Worldwide, 320,000 public libraries and more than a million parliamentary, national, university, science and research, school, and special libraries ensure that information and the skills to use it are available to everyone – making them critical institutions for all in the digital age. Libraries provide information and communication technology (ICT) infrastructure, help people develop the capacity to effectively use information, and preserve information to ensure ongoing access for future generations. They provide an established,

trusted network of local institutions that effectively reach new and marginalised populations. Access to information is a cross-cutting issue that supports all of the SDGs. Library services contribute to improved outcomes across the Sustainable Development Goals (SDGs) by:• Promoting universal literacy, including media and information literacy, and digital literacy skills;• Closing gaps in access to information and helping government, civil society and business to better understand local information needs;• Providing a network of delivery sites for government programmes and services • Advancing digital inclusion through access to ICT, and dedicated staff to help people develop new digital skills • Serving as the heart of the research and academic community• Preserving and providing access to the world's culture and heritage. More specifically, libraries can support the implementation of the SDGs by providing access to information, support for literacy and ICT skills, and access to community space. Some examples: • UN Depository Libraries support dissemination of information and research to help decision makers achieve the SDGs• Access to health, environmental, and agricultural information are targets of the SDGs, and libraries provide access to research and infrastructure related to them, including Open Access resources• Media and information literacy and literacy programmes for children, women, adults and other marginalized populations make an important contribution to achieving universal literacy

Research Questions:

1. What is the extent of implementation of SDGs by National Library in users' opinion?

2. What is the difference in opinion of Male and Female Users' about the roles National Library can play in implementing Sustainable Development Goals.

2.4 Hypotheses of the research:

Research question 1 is exploratory and in an exploratory research question, a hypothesis is not required.

Research Question 2 was related to testing the difference of opinion between male and female users. So following hypotheses were framed-

Research Question 2 Related Hypotheses

H01: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have an important role in implementing SDGs**"

H02: There is no any significance difference between the opinion of male and female users about the statement "**Libraries can inform people about SDGs**"

H03: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can empower stakeholders regarding SDGs**"

H04: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in achieving awareness about SDGs**"

H05: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have the potential to implement Sustainable development practices in their operations.**"

H06: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in the conservation of culture and heritage.**"

H07: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about climate change**"

H08: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in spreading awareness regarding pollution and global warming**"

H09: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in sensitization about gender issues.**"

H010: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing access to the knowledge base of society.**"

H011: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about financial literacy.**"

H012: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about information literacy**"

H013: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about technological literacy**"

H014: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about health and wellbeing.**"

H015: There is no any significance difference between the opinion of male and female users

about the statement that "**Libraries can help in increasing awareness about sanitation, and hygiene".**

H016: There is no any significance difference between the opinion of male and female users about the statement that **Libraries can help in increasing awareness about environmental conservation."**

H017: There is no any significance difference between the opinion of male and female users about the statement that "**can help in increasing awareness about the settlement of immigrants."**

H018: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy."**

H019: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in developing institutional capacity and organizational development projects."**

H020: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in connecting people and cultures"**

Research Instrument 1

Perception of the Role of Libraries in implementing Sustainable Development Goals.

S.No.		Completely disagree	disagree	Undecided	Agree	Strongly agree.
1.	**Libraries have an important role in implementing SDGs.**					
2.	**Libraries can inform people about SDGs**					
3.	**Libraries can empower stakeholders regarding SDGs**					
4.	**Libraries can help in achieving awareness about SDGs**					
5.	**Libraries have the potential to implement Sustainable development practices in their operations.**					
6.	**Libraries can help in the conservation of**					

S.No.		Completely disagree	disagree	Undecided	Agree	Strongly agree.
	culture and heritage.					
7.	**Libraries can help in increasing awareness about climate change**					
8.	**Libraries can help in spreading awareness regarding pollution and global warming.**					
9.	**Libraries can help in sensitization about gender issues.**					
10.	**Libraries can help in increasing access to the knowledge base of society.**					
11.	**Libraries can help in increasing awareness about financial literacy.**					
12.	**Libraries can help in increasing awareness about information literacy.**					
13.	**Libraries can help in increasing awareness about technological literacy.**					
14.	**Libraries can help in increasing awareness about health and well-being.**					
15.	**Libraries can help in increasing awareness about sanitation, and hygiene.**					
16.	**Libraries can help in increasing awareness about environmental conservation.**					
17.	**Libraries can help in increasing awareness about the settlement of immigrants.**					
18.	**Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy.**					
19.	**Libraries can help in developing**					

S.No.		Completely disagree	disagree	Undecided	Agree	Strongly agree.
	institutional capacity and organizational development projects.					
20.	**Libraries can help in connecting people and cultures.**					

2.5 Conclusions

Libraries can play a crucial role in achieving the Sustainable Development Goals (SDGs) by providing access to information and knowledge. Through innovative services and technologies, libraries can contribute to specific SDGs, such as promoting education, environmental sustainability, and empowering vulnerable populations. Additionally, partnerships and collaborations between libraries and other stakeholders can help achieve SDGs and promote social cohesion and inclusive communities. As such, there is a need for further research on SDGs and libraries to identify best practices and effective strategies for leveraging libraries' potential to contribute to the global agenda of sustainable development. By harnessing the power of libraries, we can move closer to achieving a more just, equitable, and sustainable world. The study unearths and given an insights the status of implementation of SDG related practices by National library in the view of users. It also explored the users' opinion about the role National Library can play in implementing Sustainable Development Goals. The study revealed many findings which clearly meets the objectives of the study. The major findings include users are satisfied with library services rendered and SDGs related implementation; they access and use resources frequently. In spite of the ICT has changes the way to access and use e-resources, users still prefer print formats which indicate that 'Paperless Society' is not a pragmatic concept. Further findings also revealed that National Library can play a highly significance role in SDGs. There are also evidences from the study that library users are using good space for disabled and elderly person, women and children. Climate change, sanitation, financial literacy, information literacy, and all other major fields are well approached by National Library.

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Chapter - 3

REVIEW OF LITERATURE

3.1 Introduction

A review of literature is a set of output on a particular area of research and organized in a helpful sequence to strengthen the present technique. The main objective of the review of literature is to understand the research activities that have been taken place in a particular area of research. The relevant literature available in this area is reviewed here. A literature review is a study of the primary literature on a particular topic over a period of time. It gives a basic idea of the subject or topic and can supply a range of information on the same. The primary purpose of a literature review is to understand the subject of the study. The literature review is one of the most important tasks in research. One can evaluate the earlier effort and work done on the research topic or related subjects. A literature review gives a general idea of the research and helps the researcher to get a better understanding of the same.

A literature review is essential to gain retrospective and current knowledge of the topic. There might be various issues related to the research topic. A review of literature gives the insights to understand these issues and to apply them (the concepts) in the research. One of the most important benefits of a Literature Review is that it gives a flow to the research and shows a clear path to conduct the research. The literature review is an analysis of the already published literature that helps a researcher in identifying and leading towards a new productive work by analyzing the most commonly discussed criteria and issues used in related studies. It helps the researcher in formulating the research design and appropriate tools for the successful completion of the study. It provides a theoretical overview of the literature to articulate the relationships between the literature and the field of research. According to Kumar (2012), literature review presents a theoretical background to the current study by creating links between what has already been studied and what needs to be examined and to contextualize the findings by comparing them with other studies in relation to the area of investigation. Thus, it facilitates a researcher to show how the results of the study will contribute to the existing body of knowledge in their profession.

A good literature review is a foundation of both the theoretical and practical complexity of any research and improves the quality and usefulness of subsequent research. Thus, it aids a reader to identify all the relevant concepts related to the research, such as what knowledge and ideas have been drawn to the topic, problems and issues related to the topic. According to Boote and Beile (2005), a good literature review must possess the following characteristics:

> ➢ It should achieve the objectives of the research,

➢ Set a background for the study,

➢ Help in defining the scope of the investigation,

➢ Validate those decisions in the light of other studies.

The Sustainable Development Goals (SDGs) are seventeen goals and 169 targets that show the eagerness of governments globally to reduce poverty and hunger and to tackle poor quality education, ill-health, gender inequality, environmental degradation and empowerment for peoples of the world. These goals respond to the world's most development challenge. It is argued that the purpose of development is to improve people's lives by expanding their choices, freedom and dignity (Igbuzor, 2006). The Sustainable Development Goals (SDGs) are intended to be universal in the sense of embodying a universally shared common global vision of progress towards a safe, just and sustainable space for all human beings to thrive on the planet (Oshborn, Cutter and Ullah, 2015). Amacker (2011) is of the opinion that Sustainable Development is a concept that at its core is revolutionary, yet unfortunately incredibly difficult to pragmatically define. The history behind sustainable development is one that is not stretched far. The great challenge that lies ahead with sustainable development is not only the need to educate it to the people, but to first define it in a way people will understand it. It was thus merely seen on quite a basic level, at the time of its coinage. In 1987 the white paper, named Our Common Future, was published by the World Commission on Environment and Development (WCED). The document set the loose foundation of sustainable development with a widely quoted definition, which states "Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs". The document, also frequently known as the Brundtland Report, has "since been taken up by almost every international institution, agency and NGO".

The Brundtland Report became the first document to support sustainable development as a multi-disciplinary field, as it explained that the economy, society, and the environment were key to sustainable development. Krolak (2005) highlights the dynamics in the role of librarianship when he posits that libraries and librarians have evolved to become facilitators of information and lifelong learning opportunities with an emphasis on service, identifying user needs and communicating solutions. The role of libraries in the provision of information for development is trite. No nation can be developed without relevant information to drive its developmental sustainability. For any nation to develop, it needs to have and provide relevant

and adequate information on every issue. Libraries can provide such access to information that would enable people to enjoy gainful lives as they are skilled at acquiring, organizing, disseminating and preserving materials in diverse forms so that when they are required, they can be quickly located and utilised. As libraries over the years have been instrumental to community and national development, and the sustainable development which is about development at a global scale, the role of libraries in achieving these goals becomes crucial. Libraries have long been regarded as knowledge institutions as they provide the public with spaces, for information and learning. And this space is accessible to all groups of society, regardless of gender, age and ethnic affiliation (IFLA, 2003). This role of the library must be seen against the backdrop of the fact that the development of the society and individuals can only be attained through the ability of well-informed citizens to exercise their democratic rights and play an active role in society (Drotner, 2005). Libraries have rightfully staked their claim as gateways to participation in society through lifelong learning and information.

According to Abata-Ebire (2018), libraries play an important role in achieving Sustainable Development Goals (SDGs) as it is globally considered a center of research and knowledge generation to empower people and address human challenges. The United Nations 2030 SDGs agenda is an inclusive, integrated framework of 17 goals with a total of 169 targets spanning economic, environmental and social development across the globe (United Nations, 2015). The goals lay out a plan for all countries to actively engage in making the world a better place for people and the planet and are expected to help member states focus their attention on poverty eradication, climate change, and the development of people. By achieving this agenda, all countries across the globe are expected to have lifted their society out of poverty. Bradley (2016) points out that libraries have an essential role in helping to meet the grand challenge of SDGs by providing access to information, public access to ICT, helping people to develop the capacity to effectively use information, and preserving information to ensure ongoing access for future generations.

Ashwill and Norton (2015) note that access to information is a key enabling right for governments to deliver quality, inclusive services to its people as set out in the SDGs. The mission of Public Libraries to support student learning and success, and excellence in research, has embedded within it the need to attend to issues of equity, inclusion and justice (Janicke Hinchliffe, 2019). Mori Jr, Flen and Horne (2019) argue that the education sector is one of the few sectors that can support, promote and contribute to all SDGs. Building

capacity and ownership for the SDGs in a university requires support, collaboration and engagement with a wide range of stakeholders, including students and student engagement teams, such as academic libraries, who can help develop, deliver and champion the SDGs (Sustainable Development Solutions Network, 2020). A reasonable share of the SDGs targets refers to the importance of information and, in doing so, underlines the importance of the services libraries provide (International Federation of Library Associations and Institutions, 2018). Academic libraries play an essential role in addressing and advancing the UN 2030 global sustainability challenges as they strengthen the impact of education, research and disseminate knowledge to power the world (Council of Australian University Librarians, 2019). While the SDGs are not the only social outcomes metric, they can be a valuable addition to the library assessment toolkit, used alone or in conjunction with other international, national, industry or organisation indicators to demonstrate the value and impact of a library.

3.2 Community drivers of sustainable development

Community-based learning is important for sustainable development and active citizenship. It enables people to take direct, practical action to tackle the challenges of a rapidly changing, increasingly global world. It also helps people gain new knowledge and skills to improve their lives in sustainable ways, for example through eco-friendly farming or by working to address social and economic inequalities. Learning empowers people to make informed decisions that can lead to transformative actions. By developing greater shared ownership of their community's future, they are able, through learning, to participate in the development of their own communities while also responding to global issues. A community approach to lifelong learning for sustainable development helps people to re-identify, re-evaluate and further develop local and indigenous knowledge, based on still-relevant but frequently neglected traditional wisdom, which community based learning can help reclaim.

3.3 The role of community learning Centers

Community learning spaces, centers and networks (hereafter 'community learning centers' or 'CLCs') are active in different cultures and societies and play a key role in expanding access to lifelong learning for adults, young people and children. People of all ages, from diverse cultural, economic, social and ethnic backgrounds, benefit from taking part in learning activities organized by or at CLCs. While there are differences from culture to culture, common features of CLCs are: (1) strong community ownership, (2) diverse learning

provision and (3) low costs of participation in learning activities (UIL, 2014). Creating CLCs and promoting participation in adult learning and education were commitments made at the Sixth International Conference on Adult Education in 2009. This was reiterated in the Recommendation on Adult Learning and Education 2015 (UIL, 2016) and was one of five priority action areas in the UNESCO Global Action Programme on Education for Sustainable Development (UNESCO, 2015). The Education 2030 Framework for Action emphasized the need to 'make learning spaces and environments for non-formal and adult learning and education widely available, including networks of community learning centers' (UNESCO, 2016b, p. 52). The 2014 Kominkan-CLC International Conference on Education for Sustainable Development in Okayama City recognized that community-based learning contributes to the creation of sustainable societies in the following ways:

1. As a 'PLACE' for advancing sustainable development by promoting participation, learning, action, creation and empathy.

2. As a bridge between formal, non-formal and informal education.

3. As a provider of inclusive and flexible education to socially marginalized peoples.

4. As a facilitator of relevant and responsive learning.

5. As a catalyst for innovative and effective learning.

6. As a weaver of intergenerational and multidisciplinary knowledge and cultural diversity, contributing to social inclusion.

7. As a capacity builder of community education professionals.

8. As a hub to engage and empower individuals by changing their mindset from thinking and acting for themselves to working for the benefit of the wider community.

The proximity of community learning venues to home or the workplace is another key enabler of sustained participation in learning and education. For many learners, distance or inaccessibility of learning can be insurmountable barriers. Although many CLCs organize only a limited number of courses, usually in basic literacy and equivalency education, income generation or life skills education, in some communities they support a range of social cohesion and sustainable development activities. In Indonesia, for example, education for sustainable development (ESD) is widely practised in more than 10,000 CLCs through a skills development programme which uses locally available materials and activities to prepare for and prevent natural disasters. National government supports their work through

regulation, funding and partnership. These interventions are of practical importance, but they also give due recognition to the role of CLCs as significant institutions in the education system as well as in environmental protection and management (UIL, 2014; NILE and UIL, 2017). With this sort of support, CLCs can help create the foundation for a learning society characterized by social inclusion, active citizenship and personal development.

In order to integrate sustainability into everyday library business, the SDGs provide a framework against which libraries can benchmark and identify opportunities and stretch targets. The International Federation of Library Associations and Institutions (2018), which contributed to the development of the SDGs, recommends a combination of metrics and narrative stories to report progress against the goals. The emphasis on narrative tools that value anecdotal evidence for impact assessment is a distinguishing feature of how researchers and libraries have endeavored to identify their contributions to the goals (Ochôa& Pinto, 2019). In the Australian library context, the Australian Library and Information Association is leading engagement with the SDGs in collaboration with national and state libraries, public, health and academic library associations. The association (2019) set 24 stretch targets aligned with 12 of the 17 SDGs. The targets overlap and interlink across the 17 goals and describe how libraries can fully contribute to a goal, collaborate with partners, or provide a supporting voice through advocacy (Australian Library and Information Association, 2019). Australian academic libraries, through the Council of Australian University Librarians, have also started documenting and planning how academic libraries contribute to theSDGs, including the identification of assessment frameworks and key performance indicators for its members (Council of Australian University Librarians, 2019).

3.4 The 17 Sustainable Development Goals are:

Goal 1. End poverty in all its forms everywhere, Goal 2. End hunger, achieve food security and improved nutrition and promote sustainability, Goal 3. Ensure healthy lives and promote well-being for all at all ages, Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, Goal 5. Achieve gender equality and empower all women and girls, Goal 6. Ensure availability and sustainable management of water and sanitation for all, Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all, Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation, Goal 10. Reduce

inequality within and among countries Goal 11. Make cities and human settlements inclusive, safe, resilient, and sustainable, Goal 12. Ensure sustainable consumption and production patterns, Goal 13. Take urgent action to combat climate change and its impacts, Goal 14. Conserve and sustainably use the oceans, seas, and marine resources for sustainable development, Goal 15. Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss For Sustainable Development, Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels, Goal 17. Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development.

Advancing digital inclusion through access to Information & Communications Technologies(ICT), and dedicated staff to help people develop new digital skills (Advancing Sustainable Development, 2014), Serving as the heart of the research and academic community, Preserving and providing access to the world's culture and heritage, More specifically, libraries have supported the implementation of the SDGs by providing access to information, support for literacy and ICT skills, and access to community space. Some of the existing initiatives of library support to SDGs may include:

- UN Depository Libraries that support the dissemination of information and research to help decision-makers achieve the SDGs
- Access to health, environmental, and agricultural information that are targets of the SDGs; including Open Access resources
- Media and information literacy programmes for marginalized populations to make an important contribution to achieving universal literacy (Bradley, 2016)

The impact assessment perspective was the cornerstone of the Model for Evaluating Public Libraries Contribution to SDGs. Being driven by an evidence-based approach, the model also emphasises an aspect that is crucial for the assessment process: the existence of adequate evaluation skills. Building on previous research on impact evaluation competencies for cultural organisations (Ochoa and Pinto 2017), the essential competencies for implementing the assessment framework were identified and grouped around six domains: reflexive practice, technical practice, situational analysis, management, inter-organisational and interpersonal. As information is an essential ingredient for socioeconomic development, the study recommends that community libraries need to change, adapt, reconfigure, mutate, and

expand their roles, resources, and services to achieve the cohort of SDGs by making information available and accessible to the users to achieve the SDGs. The study recommends that the governments at both local (municipalities), provincial and national levels need to provide community libraries with an adequate budget to broaden their collections for citizens to acquire information to achieve the SDGs. An adequate budget is also required for community libraries to change, reconfigure and expand their roles and services to assist the country to achieve all SGDs to improve people's lives. Finally, it is important to mention that to raise awareness of the role they can play in the next years, public libraries need to show proof of their contribution to the UN 2030 Agenda and the SDGs by measuring and gathering shreds of evidence of their performance, namely in what concerns access to information and knowledge, access to ICT infrastructures and media and literacy competences development. At the same time, library workers' participation and engagement in the ongoing advocacy process must be boosted by providing them with adequate sustainability evaluation competencies.

For many people, "sustainable development" prompts thoughts of going "green" or adopting environmentally friendly practices in their personal habits or business operations. But while the planet is a core focus area of sustainable development, there are two other priorities that businesses, communities, and governments have to keep top of mind: people and prosperity. These three Ps of sustainability are at the heart of the UN's 17 Sustainable Development Goals (SDGs) and public libraries around the world are playing an important role in meeting them. Beyond providing accessible sources of knowledge and information to educate and enable their communities, libraries are also active participants in environmental efforts and contribute to economic growth. In the same vein, by enabling communities with media literacy and other sources of education, libraries promote the development of **peace, justice, and strong institutions (SDG 16).** All libraries have a collective mission to democratize access to information and learning — regardless of where they're located or the type of community they serve. This goes hand in hand with the themes that underpin the 2030 Agenda for Sustainable Development: empowerment, resilience, and equality. Libraries are a core piece of our social infrastructure, fostering community engagement and social services, and that means they naturally contribute to the people-focused SDG goals. Now, as we emerge from the global pandemic, libraries are still facing challenges. Funding cuts and reduced private donations are presenting a major obstacle for institutions that are eager to serve their communities and make tangible progress against the SDGs. As libraries

navigate this uncertain future, policymakers need to revisit the value that libraries bring to their communities and ensure they are set up for success — and as library advocates, it's up to us to make sure they do so.

The study is interdisciplinary and transdisciplinary. References in connection with the "role of public libraries in "Peace" and Social Cohesion" were collected from diverse sources. The connection string of all reflections was peace. The researcher began the research process by reviewing the literature from different resources on peace and social cohesion relatively as well as its concurrent disciplines such as Peace Studies, Conflict Resolution, etc. Existing literature in this area i.e. peace education reflects a variety of papers with different focus, methodologies, sampling, and analysis techniques, while all the time the attempt had been made to recognize the role of public libraries in peace and social cohesion. There has been a lot of research on peace education as an area though many of them are in Peace and Conflict studies. Research on "recognizing the role of public libraries in peace and social cohesion" in the discipline of Library and Information Science as well as Peace and Social Studies is not available. The search for published research in this area was mainly drawn from Peace and Social Studies. It is no surprise that SDG 16.10 Ensure public access to information and protects fundamental freedoms, in accordance with national legislation and international agreements enjoys high popularity in European libraries. Fighting against discrimination also includes migration policies and literacy programmes for immigrants.

In recent years, the library as a place connecting people and enabling interaction is emphasized in relation to social inclusion and community building (see e.g. Goulding, 2009). However, previous research on the public library and its contribution to peace, community building, social cohesion, and social sustainability assumes libraries to be self-evidently and naturally safe and open places where the adversities of users meet. Bradley (2014) elaborates that a well-informed society contributes significantly to the eradication of poverty and the development of the nation as the availability and access to information resources and services would promote peaceful and inclusive societies for sustainable development. As Kofi Annan, United Nations Secretary-General stated that 'While technology shapes the future, it is people who shape technology and decide to what uses it can and should be put'. This shows that people play a more significant role in peace than technology. (Dutton, 2004, p. 138). Libraries engagement in corporative activities therefore should be beneficial to all stakeholders. The library is the known and trusted custodian of information resources all over

the world with a duty of acquiring, organizing, preserving, storing, and making information available to those who need them through these activities, the library has always served as a change agent throughout history. Public libraries are crucial to public infrastructure and the health of local communities. As access points to knowledge and promoters of culture and literacy, libraries play an important role in supporting social development goals. In the digital age, libraries are no longer restrained to circulating books, as user needs to evolve within ever-changing socioeconomic and cultural contexts. Public libraries have since transformed into social learning spaces designed for interaction and collaboration.

The goals lay out a plan for all countries to actively engage in making the world a better place for people and the planet and are expected to help member states focus their attention on poverty eradication, climate change, and the development of people. According to Rowley (2006), the vision for library and information services for the 21st century is in the significant contribution that they can make in an information and knowledge-based society through promoting democracy, inclusiveness, public information, lifelong learning, knowledge creation, innovation, economic growth, and business success. Trust, social cohesion, equity, and social exclusion are related to the concept of social sustainability (Bramley and Power, 2009, Vallance et al., 2011). In contrast to the Millennium Development Goals, the Sustainable Development Goals (SDGs) adopted by all UN Member States in September 2015, present a potentially radical set of long-term solutions to the challenges of violence and injustice.

This is most prominently articulated in SDG 16, which commits countries to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels. However, "the education for sustainable development can change individual action and behavior and increase inter- and trans-disciplinary collaborations" (Barth and Michelsen,2013). The universities should "integrate education for sustainable development into their curricula to enable future professionals to cope with issues of sustainable development in their work" (Rieckman, 2012; Sibble, 2009) and to "reinforce sustainability competencies of students" (Svanstrom et al., 2008; Thomas, 2004). Education for sustainable development implies "culture building, financial aids, and research funding". (Noonan and Thomas, 2004). Lately, universities are required to leave their ivory tower and become more involved in addressing the needs of the society (Paunescu et al, 2017).

According to UNESCO (2017), education for sustainable development relates to the core of teaching and learning, integrating sustainability concepts into the curricula, but also to achieve sustainability-related learning outcomes. In this regard, curricula it is expected to "improve the capacity of our education systems to prepare people to pursue sustainable development" (United Nations, 2012, p 230). An important factor for changes in curriculum and teaching practice is the new approach to a sustainability-centered education (UNESCO,2014a) and a whole-person approach to educating students (Wu & Shen, 2016).

The internationalization process is an essential element to facilitate ESD through the use of international debates, based on cultural diversity, providing the opportunity to study abroad, explore practical experiences, and participate in UNESCO conferences and specialized debates. To have successful outcomes, the participation of key stakeholders such as students, teachers, local NGOs, and experts is demanding, having at the same time the appropriate institutional structural conditions and the freedom to engage in organizational learning processes (UNESCO, 2017).

Several authors tried to identify methods for applying sustainability in education. Using a model, Jabbour (2010) analyzed the contribution of business schools to environmental management knowledge; Rusinko (2010) proposed a matrix of options for integrating sustainability in management and business education; Amran et al. (2010)suggested how to promote sustainable development for the business community; Blewitt(2010) discussed the relationship between low-carbon economic development, social sustainability, and higher education learning (Wu & Shen, 2016).Developing reliable paths of management education for sustainability is a complex challenge for existing business schools and higher education institutions (Lee and Schaltegger, 2014). The main barriers identified to achieving sustainability are: lack of qualified staff to teach sustainability, lack of resources to develop and implement sustainability instruments, the theoretical and very large character of sustainability (Fishern and Bonn, 2011), lack of leadership, and a lack of accountability mechanisms (Wright, 2002, p. 207).

According to Oyemike (2016), Library and information service is an aspect of social service endeared to the society at different degrees and at different levels to ensure that members of the society at any time have access to timely and accurate information relevant to their information needs. Specifically, public libraries are there to support functional literacy programmes and provide information services to people from all walks of life, with the

special libraries supporting research institutes and other organizations with specific interests. In the same vein, academic libraries support research, teaching, and learning in tertiary institutions while school libraries support the pupils and students of both primary and secondary schools by assisting them to imbibe the reading culture that fosters a strong educational base. Moreover, the national library helps in preserving our cultural heritage amongst other functions. From the above, it is safe to admit that libraries and information centers (LICs) occupy a central position in the overall development of the society in all ramifications.

The 2015 United Nations SDGs are projected to achieve sustainable development in its three dimensions - economic, social, and environmental - in a balanced and integrated manner. SDG agenda addresses impediments to sustainable development such as poverty, hunger, ill health, education, gender inequality, and environmental sustainability. Five elements were listed as essential in the targets of the goals which include people, peace, planet, partnership, and prosperity.The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large. The SDGs are an inclusive agenda. They tackle the root causes of poverty and unite us together to make a positive change for both people and the planet.

The National Library –

> ➢ is now a free service for everyone in all libraries across the country,
> ➢ is a local service with a nationwide reach – members can use all library services, including borrowing and returning items at any library in the country,
> ➢ offers a national public library catalogue supported by a nationwide delivery service – items can be ordered online or in person and delivered quickly to the local library – the first such national service anywhere in the world,
> ➢ provides access to a large collection of free online resources, with more than –
> 400 e-learning courses and 80 online language courses,
> 17,000 e-books and 7,000 e-audio books, and 300 international magazine titles and 1,300 accessible newspapers

3.5 Concept of sustainable development

It is associated with a set of goals that primarily focuses on people, environment, prosperity, peace, partnership, and security of nations. The concept has been accepted and widely used over the past three decades to address issues of global economic concerns, equity, and distribution. Hence in 2015, United Nation and its member states initiated and approved a set of 17 sustainable development goals with 169 targets for the 2030 agenda which stipulates an all-encompassing approach towards achieving sustainable development for all. This universal agenda is a call for a suitable program of action for developed, developing, and underdeveloped countries of the world. It emphasizes a vision of "leaving no one behind" which would only be accomplished through increased partnerships and cooperation among major stakeholders such as Governments, Civil Society, the private sector, and the United Nations system. In practice, it requires the integration of economic, environmental, and social objectives across sectors, territories, and generations. The agenda is geared towards poverty eradication, inclusive education, environmental protection, gender equality, disease prevention, good governance e t c. To achieve these goals, the world summit on sustainable development upheld that countries must ensure the full participation of their citizens in development programs by strengthening the capacities of citizens to access and utilize timely information. Emas (2015) emphasized that the overall objective of sustainable development (SD) is the long-term stability of the economy and environment which is only achievable through the integration of economic, environmental, and social concerns throughout the decision-making process. While Adshead (2015) opined that countries can only achieve these goals through careful planning and engagement of diverse stakeholders by developing an all-encompassing program that combines the efforts of the private sector, civil society, and academia to maximize results and increase the impact of the programs. The sustainable development agenda is one of the first mechanisms to implement joint programs in the field, working alongside UN agencies, national governments, civil society, businesses, academia, and communities. It is clearly stated in the Rio Declaration the notion of common but shared responsibilities which recognizes that each nation must play their part in the issue of sustainable development. This principle also recognizes the different contributions to underdeveloped countries on environmental degradation, health, and education e t c by developed and developing countries. Nigeria being one of the countries in Africa that ratified and adopted the SDGs agenda in 2015 began implementation through several activities ranging from the establishment of more projects in addition to the Agricultural Development

Projects (ADPs),National Agricultural Land Development Authorities(NALDA), the Rural Development Bank to the conduct of a comprehensive data mapping exercise aimed at ascertaining the various sources of data for the SDG, indicators to be monitored as well as the awareness programs to be carried out at national and sub-national levels of government. On the other hand, the result of Spearman's Rank Correlation analysis shows that the correlation coefficient between poverty and socio-economic development is −0.95 which is very high, negative, and significant at a 5% probability level (Ali and Agbiegwu, 2014).

These programs underscore the need for reliable, timely, accessible, and accurate data to measure progress, inform decision-making and ensure that everyone is counted. Adhering toa human-centered and rights-based approach across all the other 16 sustainable development goals will not only reduce poverty but also bring dramatic improvements in the quality of life, the environment, and governance for everyone, (Lopoukhine et al., 2015). Concepts of access to information and its contribution to sustainable development. Access to information is the freedom or ability to identify, obtain and make use of data or information. Omekwu et al. 3 effectively. It is a key factor in the legislation of all countries across the world that all natural and legal persons and media have the right to obtain information/documents from government bodies, and NGOs from both free and closed access on issues including copyright, open source, privacy, and security. Similarly, by virtue of section 38 of the Nigerian constitution, every citizen is required to have the right to obtain information, freedom of expression, and the right to impart ideas. Zirima (2017) states that the right to information and media freedom are important components of freedom of expression which are defined in Article 19 of the Universal Declaration of Human Rights, as the "right to hold opinions without interference and to seek, obtain and impart information and ideas through any media regardless of frontiers". By this act, the mass media is required to always bring to the limelight the fundamental objectives of the state and also the responsibility and accountability of government to the people. Falana (2019) further expressed that the whole essence of the freedom of information law is to open up the government to the public and promote transparency and accountability in government. The right of access to information has a direct relationship with the freedom of expression because for the ideas that people express to be of value, there isa need for access to verifiable information by public and private bodies. Access to information is recognized as a tool that helps citizens to realize their own potential; to increase their skills, knowledge, and ability to take part in and benefit from an information society.

In support of this assertion, the International Federation of Library Associations and Institutes (IFLA) (2019a, 2019b) remarked that an information-empowered society is in a better position to generate and share data/ideas which can further drive improvements in all spheres of life; agriculture, health, efficient infrastructure, and innovation leading to sustainable development. Similarly, the media need to have freedom of expression and ATI (Access to information) to adequately fulfill their democratic role, for the benefit of citizens. These are crucial roles aimed to educate, entertain and inform the citizens to increase access to information that enables informed decisions about issues that affect them. Media also act as watchdogs in the public interest, investigating and producing information that enhances transparency and the accountability of those in power. Ideally, the media are expected to fulfill crucial societal roles, especially when they function well without interference while governments must respect, protect, promote, and fulfill these rights based on the established human rights framework. However, while the media have to exercise this freedom without interference, they are expected to be responsible through fair, accurate, and ethical reporting that cannot promote hate, or incite war, among other vices. The extent of accessing the information on sustainable development in enugu state Information and communications technology has given rise to rapid improvement in the way in which information is produced, disseminated, and accessed which in turn determines the level of awareness, knowledge, and participation in SDGs. Thus, majority of the Nigerian citizens can now generate and disseminate information through websites, and various social media platforms. The digital age has not only changed who is a content producer but provides more personal platforms that even become a channel that allow access to information from various sources thereby ensuring that citizens have greater access to more news and information than before. For example, Web 2.0 platforms (wikis and blogs) allow people to disseminate information while social media platform such as Facebook and Twitter connect people to facilitate communication and the exchange of ideas. Although these platforms facilitate information dissemination and sharing, there has been however a lot of concern about the accuracy and reliability, as well as accountability of social media in terms of the information shared resulting in the need for verification of social media content. To accomplish this task, therefore, requires an understanding of the purpose for which information is required, the environment in which the user operates, users' skills in identifying the needed information, channels, and sources preferred for acquiring information, and barriers to information seeking and use through the medium. In Nigeria, access to information on sustainable development is generally limited. It is said to be determined by the level of education, political engagements,

employment status, and place of residence, The political officeholders access all forms of information on sustainable development because they are at the helm of affairs at all levels of government. They develop sustainable development program sand determine which information is to be made4 Information Development 0(0) public for the benefit of the masses. This implies that those who are not educated and are not inclined to politics or not employed and those who live in rural areas rarely access information on SDGs. Depending on what is made available to the public, information on sustainable development can be accessed through many platforms such as radio, television, town hall meetings, social media, phones, and newspapers. Lack of basic infrastructure such as electricity and internet connectivity in some urban and rural areas becomes the major constraint to accessing the available information. In a study on the ''Awareness and Knowledge of the Sustainable Development Goals in a University Community in Southwestern Nigeria'', Omisore et al. (2017) et.al found that only43% of the respondents were aware of the SDGs and only 4.2% had good knowledge of the SDGs. It was also discovered that among the respondents with good knowledge of the SDGs is the academic staff category. This applies to all states in Nigeria and even worse in the Northern zone where the level of education is lowest.

According to Rowley (2006), the vision for library and information services for the twenty-first century is in the significant contribution that they can make in an information and knowledge-based society through promoting democracy, inclusiveness, public information, lifelong learning, knowledge creation, innovation, economic growth, and business success. For example, in the United Kingdom, the following key themes have been identified as strategic for public libraries: the capacity to deliver transformation through innovative and effective management; books, reading, and learning; digital citizenship; and community and civic values (Department for Culture, Media and Sport, 2003). Opeke (2004) states that information is widely accepted as the essential feature of production, consumption, and exchange and that information empowers all citizens. Furthermore, information is needed for empowerment and decision-making, and is necessary for development in rural communities (Unagha and Ibenne, 2011). Seneviratne (2007) suggests that rural communities need information for living and participation in social activities for rural development. Harande (2009) notes that any serious, active, conscious, and sensitive government would not neglect rural communities in terms of the provision of information and that there is a significant relationship between slow or no development in African countries and neglect of rural areas in terms of library and information services. As early as 1985, Alegbeleye and Aina stated

that third-world countries had come to realize that little meaningful development would take place unless the rural areas were provided with adequate and timely information. More recently, Harande (2009) observes that there are still inadequate information services in rural areas in Africa and that very few of these countries have devoted attention to providing their citizens with access to information, especially in rural areas. Bebber (2017) characterises information as a strategic resource along with human, financial, and natural resources while Onu (2005) refers to information.

Around the world, access to opportunity begins with public access to information and knowledge because information enables people to make informed decisions that can improve their lives. Communities that have access to timely and relevant information for all are better positioned to eradicate poverty and inequality, improve agriculture, provide quality education, and support people's health, culture, research, innovation, and eradicate poverty as some of the agenda for achieving SDGs (IFLA, 2018). The SDGs build on the previous millennium's development goals in areas of critical importance for human development and consist of 17 key goals that include achieving: no poverty; zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation; affordable and clean energy; decent work and economic growth; industry, innovation, and infrastructure; reduced inequality; sustainable cities and communities; responsible consumption; protect the planet; life below water; life on land; peace and justice; and partnership for the goals (United Nations, 2015). IFLA (2018) highlights a wide range of library and information products and services that can be provided to improve outcomes across the SDGs including promoting universal literacy; closing gaps in access to information; providing a network of information delivery sites for government programs and services; advancing digital inclusion through access to ICTs; and preserving and providing access to the world's culture and heritage.

3.5 Library in the Soul of the User:

The concept of a library as a place (Leckie, 2004, p. 233) has been a popular one in LIS for several years. This focus on the library as a place has usually been defined in relation to the concept of the 'public sphere' (Habermas, 1964, p. 50). This focus on the public sphere puts issues of information and democracy at the forefront, with public libraries having crucial role to play in facilitating the free flow of information in a democratic society (Buschman, 2003). Moreover, research on the library as a place can include discussions about how libraries can promote the development of social capital, particularly in enhancing the social outcomes of

marginalised patrons and populations (Griffis& Johnson, 2014).In a slightly different vein, Wayne Wiegand (2015) has challenged the dominant discourse in LIS surrounding the importance of libraries in promoting democracy. His research on public libraries has highlighted the significant role these institutions play in the promotion of leisure reading and storytelling in society, which is often overlooked in the dominant library as a place of discourse (Wiegand, 2015). This focus on leisure reading opens up new avenues to explore how public libraries are facilitating the inner lives of their patrons. Thus, we can easily overemphasize the civic importance of public libraries, while ignoring the valuable affective dimensions of these institutions. This focus on contemplation is related to the growing interest in mindfulness in LIS (see Moniz, Eshleman, Slutzky, &Moniz, 2016); however, contemplation is a broader concept that encompasses various other traditions and practices that can allow for a deepened sense of meaning and purpose (Komjathy, 2018). As such, public libraries can be places of introspection, sanctuaries for soul and spirit, and sacred spaces, but in a secular setting. Since 2012, researchers at the Faculty of Social Sciences and Humanities of the Universidade Nova de Lisboa have been pursuing a line of research that intersects LIS performance evaluation with sustainability transitions management and competencies development. During 2013 and 2014, this intersection was put into practice in co-creation workshops on "Building a Sustainability Assessment Framework", targeted at students of LIS courses. These interdisciplinary experiences led to the definition of a draft conceptual framework for assessing the sustainability and impacts of LIS, which was further consolidated (Ochoa and Pinto 2014) and expanded by introducing the standard 16439 of the International Organization for Standardization [ISO] (2014) as well as media and information literacy evaluation perspectives (Ochoa and Pinto 2015).

The intensification of advocacy initiatives of the International Federation of Library Associations and Institutions (IFLA) towards global sustainability after 2013 (for example IFLA Statement on Libraries and Development 2013; Lyon Declaration 2014), international adoption of the Post-2015 Development Agenda (United Nations Office of Drugs and Crime [UNODC] 2013) in September 2015 and release of the Final List of Proposed Sustainable Development Goal Indicators (United Nations 2016) in June 2016 made clearer the need to provide the LIS community with methods and tools for measuring as well as evaluating its contribution to sustainability.

Although these areas of theory and practice are frequently interrelated, for analytical purposes, they were separated. Concerning the intersection of LIS with evaluation and sustainability, the corpus analysis showed that adopting an impact assessment perspective would provide an adequate model, methods, and procedures for gathering evidence on LIS's contribution to SDGs. Within this broad corpus, two approaches stood out: Markless and Streatfield's model of library impact evaluation (2006) and, particularly, the Impact Planning and Assessment (IPA) Road Map developed for the Bill & Melinda Gates' Global Libraries (GL) initiative (Bill &Melinda Gates Foundation n.d.; Streatfield and Markless 2009). In 2013, the Approach produced a Common Impact Measurement System (CIMS) based on data collected by public libraries grantees (Streatfield, Markless, and Cottrill2015) and later a public library impact data hub, a GL Data Atlas (Schraget al. 2015).The ISO 16439 standard on measures and procedures for assessing the impact of libraries (2014), which guides the LIS community on that matter as a "response to worldwide demand for specifications of library impact assessment".

Avoiding the discussion about the conceptual distinction between evaluation and assessment (see, for instance, Streatfield and Markless 2009, 135), both were considered synonymous, referring to the process of determining the merit or value of something or the result of that process. In line with ISO 16439 (2014), the impact is here defined as "the difference or change in an individual or group resulting from the contact with library services" (4). LIS impact evaluation, therefore, is the process of gathering evidence of changes or benefits to individuals, institutions, and/or society, which have resulted from library services or products. As Streatfield and Markless (2009) emphasise, change is the essential element of impact: changes in individuals' knowledge and skills, attitudes and perceptions, and behaviour as well as broader social or economic change. Within this assessment process, evidence "can be any type of information piece of data that people use to help them answer a question" (Bill & Melinda Gates Foundation n.d., 8), which "becomes evidence when you use it to build a case about the impact of public libraries" (n.d., 8), with an indicator "a specific statement against which achievement or progress can be quantitatively measured" (n.d., 9).The ISO 16439 standard (2014, 14–17) presents a set of methods and procedures for assessing the impact of LIS considered to be the most heavily used and that has proved most effective for that purpose. The concluding section reiterates the need for public libraries in going forward with the agenda as it reaches the one-third mark of its mandate. It was the

Brundtland Commission in the 1980s that first acknowledged information's importance for sustainable development.

3.7 Statement of the Problem

These are the following statement of the problem:

1. What is the extent of implementation of SDGs by National Library in users' opinion?

2. What is the difference in opinion of Male and Female Users about the roles National Library can play in implementing Sustainable Development Goals?

This section discusses the statement of the problem and the need of the study of contemplation and brings LIS into a discussion with the emerging field of contemplative studies.

1. Ensuring that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

2. Ensuring that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education

3. Ensuring equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including University.

4. Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

5. Eliminating gender disparities in education and ensuring equal access to all levels of education, vocational training for children in vulnerable situations and disability people.

6. Ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

7. Ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity; and target

8. Building and upgrading education facilities that are child, disability, and gender sensitive and provide safe, nonviolent, inclusive, and effective learning environments for all

9. Substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, Small Island Developing States, and African countries, for Enrolment in higher education, including vocational training and information and communications technology, technical, engineering, and scientific programmes, in developed countries and other developing countries

10. Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries.

3.8 Conclusion:

In the above literature review, several local, national, and international studies related to the use of Sustainable Development Studies and implementations of libraries perspective were reviewed. The literature survey of previous research and studies provides understandable information on the implementation of Sustainable Development Goals (SDGs) in Libraries. The different reviews related to the use of Print resources, E-resources, User study, and its use, awareness, and its usage, etc. were reviewed. Further, the current work helped the researcher to draw ideas that will create new perspectives for further study. It also facilitated the researcher to know what has already been done and what still needs to be accomplished on the topic of research. Thus, a literature review creates a greater literary base to produce better and more in-depth research on how to implement the United Nations' Sustainable Development Goals in Libraries and add knowledge to the field of inquiry.

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CHAPTER- 4

RESEARCH METHODOLOGY

4.1 What is Research Methodology?

When conducting research, you're taking information and data and organizing it in a way that allows you to make informed decisions. It's important to know what research methodology is so one can understand why it's important, as well as how to choose the right one for your research. There are three main types of research methodology: qualitative, quantitative, and mixed methodologies. Qualitative research is conducted using interviews, focus groups, and surveys. It's often used to gather information about people's thoughts, feelings, and experiences. Quantitative research is conducted using measures such as surveys, interviews, and focus groups. It's used to gather data about how people behave, think, and feel. Mixed methodologies involve the use of both qualitative and quantitative research. This allows researchers to get a more complete picture of a situation or problem. Research methodology helps us learn about the world. Every day, we learn something new about the world around us. We learn about the people and things around us, and we learn about the world around those people and things.

In order to learn about the world, we need to use research methodology. Research methodology helps us learn about the world by using different ways of gathering information. Survey research is the most common form of research and it's usually done by asking people questions about the things they know. This type of research is usually done by asking people questions about the things they know about their own lives or the lives of the people around them. Observational research is done by watching things happen and then trying to learn what happened. This type of research is usually done by watching people in natural settings or by asking people to carry out experiments. Experimental research is done by trying different things to see what happens. This type of research is usually done by doing experiments in a lab. Research methodology is used to study human behavior.

There are many reasons why research methodology is important. It can help us understand human behavior, which is necessary for a variety of reasons. For example, research helps us develop new products and services, understand the effects of certain policies or actions, and determine the effectiveness of advertising campaigns.There are several different research methods, and each has its own advantages and disadvantages. Some research methods are more reliable than others, and some are more expensive. Ultimately, the type of research methodology that is used depends on the goals of the study. Research methodology is also used to study the natural world. Research methodology is used to study the natural world in

order to gain a better understanding of the natural world. The main types of research methodology used in the natural world include observational, experimental, and quasi-experimental research. Observational research is conducted without manipulating the variables of the study. Experimental research involves the manipulation of the variables of the study. Quasi-experimental research is a type of research that falls between the two, involving the manipulation of some variables but not all.

Observational research is the most common type of research used in the natural world. This is because observational research is the easiest type of research to conduct. Observational research can be conducted using natural observation, which is when researchers watch and collect data without intervening. Experimental research is the second most common type of research used in the natural world. Research methodology is also used to study technology.

There are many ways research methodology can be used to study technology. One way is to study how people use technology. This is done by using surveys, interviews, and focus groups. Another way to study technology is to study how technology affects people. This is done by using experiments and surveys. Yet another way to study technology is to study how technology affects society. This is done by using surveys and interviews. Research methodology can be used to study organization. When it comes to understanding research methodology, it's important to understand the different ways it is used to study organization. Some of the most common research methods include surveys, interviews, focus groups, and observation. Research methodology is important because, without it, you cannot produce valid, reliable data.

4.2 Research Design:

The research design is the process of gathering, analyzing, and presenting information. It is the process of gathering, analyzing, and presenting information. The research design in library sciences is a way of organizing and structuring your research and study. This design is often done to make the research more efficient. The research design in library sciences is determined by the type of research that you are doing. The research design in library sciences is also influenced by the type of library you are conducting research in whether it can be a digital or physical or mixed kind of library. The research design is a systematic approach to collecting, analyzing, and presenting information to a particular audience. It is a systematic process that incorporates the creation of new knowledge and the improvement of existing knowledge in a variety of disciplines. The research design may be used to study a specific

topic or it may be used to conduct a broad survey. The research design is a process that may be used for gathering information about a topic, place, or person. When conducting research, it is important to follow a research design to ensure that the results are accurate and reliable. A research design is a plan or framework used to guide the collection, analysis, and interpretation of data.

4.3 Types of Surveys

4.3.1 Exploratory Surveys:

An exploratory survey is a survey that is not based on preconceived notions of the responses. This type of survey is mostly qualitative in nature, seeking input from respondents with open-ended questions focused on why and/or how they think about a particular topic. The design is mostly qualitative in nature, seeking input from respondents with open-ended questions focused on why and/or how they think about a particular topic. The benefit of using an exploratory survey is that it can generate a lot of valuable data that can be used to improve your understanding of the issue or topic at hand. The downside is that this type of survey can be time-consuming to conduct and may not generate the desired results.

There are many benefits to conducting an exploratory survey. First, they can help better understand a particular issue or topic area. Second, they can help identify potential solutions or interventions. Third, they can help measure the effectiveness of interventions. Fourth, they can help you develop and/or test new hypotheses. Fifth, they can help you create a better understanding of the public's perception or attitudes about a particular issue or topic. Sixth, they can help identify and understand the needs of target populations. Seventh, they can provide feedback on your marketing and/or outreach efforts. Eighth, they can provide you with data that can be used to improve your decision-making. They are used to investigate and understand a particular issue or topic area and often seek input from respondents with open-ended questions that focus on why and/or how they think about the subject. This type of survey is beneficial because it allows for a more in-depth look at a subject, and can be used to explore different ideas and perspectives.

4.3.2 Explanatory Survey Research:

Explanatory survey research is a type of research that helps you understand why people do the things that they do. It is a powerful tool that can be used to develop marketing campaigns, product designs, and sales strategies. By understanding your stakeholders'

needs and motivations, you can create products and services that are truly unique and that appeal to them. Explanatory survey research can also be used to study how people's opinions and behaviors change over time. This information can be used to make decisions about how to market your products and services and to understand how people's attitudes and beliefs change.

One of the most common uses of explanatory survey research is stakeholder satisfaction surveys. Stakeholder satisfaction surveys are used to learn how satisfied stakeholders are with a product or service. By understanding how satisfied stakeholders are, organizations can improve their products or services. Another use of explanatory survey research is market research. Market research is used to learn about the needs and wants of consumers. By understanding what consumers want, organizations can create products or services that meet stakeholder needs.

Explanatory survey research can also be used to learn about the opinions of stakeholders. Employee opinion surveys are used to learn about the opinions of employees about their work, their job, and their company. Employee opinion surveys can also be used to learn about the opinions of employees about their performance. Explanatory survey research can be used to learn how people understand or use a new service. By surveying stakeholders after they've acquired the service, you can learn more about how they use it, what problems they experience, and how they feel about it. Explanatory survey research is a type of survey research that helps us to understand why people do what they do. It helps us to understand their thoughts, feelings, and actions. This type of research is used to learn about people's attitudes and beliefs, their perceptions and understandings of situations and issues, and their social interactions.

4.3.3 Descriptive Surveys

A descriptive survey is a type of research that is used to collect data about a target population. This data can be used to better understand the target population, their attitudes, and their beliefs. It can also be used to improve the understanding of the target population's needs. A researcher can conduct descriptive research using specific methods like observational methods, case study methods, and survey methods. Between these three, all primary data collection methods are covered, which provides a lot of information. This can be used for future research or even for developing a hypothesis for your research object.

A descriptive survey is often used in library research. It is also used to gather information about the target population's opinions and attitudes about a particular topic. This information can be used to create campaigns or to improve the understanding of stakeholder demographics.

Descriptive surveys can be conducted online or offline. They can be conducted either as a standalone research project or as part of a larger marketing research project.Targeted surveys are designed to gather information about a specific group of people. For example, you might ask people about their opinions on a new product or service.

A descriptive survey is a survey that asks questions about a product, service, or place. It is used to gather information about the features and benefits of the product, the stakeholder's experience with the product or service, and how satisfied the stakeholder is with the product or service. Many different tools can be used to conduct a descriptive survey. Some of the most common include questionnaires, focus groups, interviews, and online surveys.

Questionnaires are the most common type of survey. They are typically short, easy to complete, and can be mailed, emailed, or completed online. Focus groups are a type of interview that allows a group of people to discuss a product or service. They are useful when it is difficult to get a representative sample of the population. Interviews are a type of interview that allows a person to talk with someone face-to-face. They are useful when it is important to get a personal interview. Online surveys are a type of survey that can be completed online. They are useful when it is difficult to get a representative sample of the population.

4.3.4 Demographic surveys

Demographic surveys are surveys that probe your population's age, sex, race, ethnicity, marital status, number of children, educational attainment, employment status, and other factors. They are used to understand your target market and to develop marketing plans that are customized to meet their needs. Demographic questions are also often included in other surveys. Typically used as a part of a market research survey, they help researchers identify factors unique to the demographic that might affect their decisions, opinions, and responses. Demographic information enables you to cross-tabulate and compares subgroups to see how responses vary between these groups.

4.3.5 Product surveys

Product surveys are surveys that probe your population's opinions about products or services.They are used to understand consumer needs and to develop marketing plans that are customized to meet those needs.

4.3.6 Stakeholder satisfaction surveys

Stakeholder satisfaction surveys are surveys that probe your population's opinions about the quality of products or services. They are used to understand stakeholder needs and to develop marketing plans that are customized to meet those needs.

4.3.7 Usage surveys

Usage surveys are surveys that probe your population's opinions about how often they use products or services. They are used to understand stakeholder behavior and to develop marketing plans that are customized to meet stakeholder needs. User surveys are, typically, more extensive and performed when you need to gather more in-depth customer feedback. Typical user questionnaires are more suitable for e-mails or interviews, as they touch upon several themes, and might seem complex feedback through open-ended questions.

4.3.8 Web traffic surveys

Web traffic surveys are surveys that probe your population's opinions about the number of visitors to your website. They are used to understand website traffic and to develop marketing plans that are customized to meet website traffic.

4.3.9 Social media survey

Social media surveys are surveys that probe your population's opinions about the use of social media. They are used to understand stakeholder attitudes and to develop marketing plans that are tailored to social media use. Social media platforms are extremely conducive and rich data contexts for market research. By tracking social media interactions across different channels, you can discover the preferences and interests of your target audience, and also leverage this information to create user-centered campaigns. Social media surveys help you to identify trending issues and hot topics that your target audience is interested in. In fact, there are a variety of different methods, tools, and tips you can use to uncover market insights and consumer behavior on social media. Monitoring and searching hashtags related to your industry, product, or brand is a good way to discover what your target audience is talking about at a particular point in time. Social media survey is also valuable tool for real-time

market research and allows you to drive user engagement and interactions that translate to accurate data for market research.

4.3.10 Qualitative surveys

Qualitative surveys are surveys that probe your population in an in-depth way. They can be used to gain a better understanding of a certain topic or to gather feedback from your stakeholders. When conducting qualitative surveys, it's important to first determine what you would like to learn. This could be anything from demographics to opinions on a certain product or service.

Once you've determined what you want to know, you'll need to find a way to probe your population. This could be through interviews, focus groups, or surveys. Once you've gathered the data you need, it's important to analyze and interpret it. The more you know about your population, the better you'll be able to make informed decisions.

4.3.11 Behavioral surveys

Behavioral surveys are surveys that probe the thoughts, feelings, and behaviors of individuals. They are often used to gain information about consumer trends and understand how stakeholders think and feel about products, services, and company policies. There are many different types of behavioral surveys and all of them can be used to gain different insights. One type of behavioral survey is a consumer survey. This type of survey is used to collect information about how stakeholders think about products, how they use products, and how satisfied they are with the products and services they have used.

Another type of behavioral survey is an attitude survey. This type of survey is used to collect information about the beliefs and attitudes of consumers. Another type of behavioral survey is a taste survey. This type of survey is used to collect information about the preferences of consumers. Another type of behavioral survey is a satisfaction survey. This type of survey is used to collect information about the level of satisfaction of stakeholders with products and services. Another type of behavioral survey is a purchase intent survey. This type of survey is used to collect information about the intentions of stakeholders to purchase a product or service.

Another type of behavioral survey is a frequency survey. This type of survey is used to collect information about the frequency of use of products and services. Another type of

behavioral survey is a usage intention survey. This type of survey is used to collect information about the intentions of stakeholders to use a product or service.

4.3.12 Opinion surveys

Opinion surveys are a great way to get a sense of how your target market feels about a particular topic. This information can help you make decisions about what to do next with your organization.

Three types of opinion surveys are:

1. Qualitative surveys

2. Quantitative surveys

3. Mixed methods surveys.

Qualitative surveys are the most in-depth and require the most time to complete. They are surveys that probe people's feelings on a particular topic. They can be open-ended or closed-ended and can involve interviews or focus groups. Quantitative surveys are shorter, simpler surveys that probe people's opinions on a particular topic. They can be anonymous or with known participants and can involve questions about attitudes and behaviors.

Mixed methods surveys are surveys that combine both qualitative and quantitative methods. This allows for a more in-depth understanding of people's opinions on a particular topic. Qualitative opinion surveys are a great way to get a feel for your stakeholder's opinions on a variety of topics. By asking open-ended questions, you can gather a lot of valuable information that can help you improve your organization.

One great way to use qualitative opinion surveys is to determine stakeholder sentiment. By asking stakeholders how they feel about your product or service, you can get an idea of how satisfied they are. This information can be used to make future decisions about product design or pricing. Designing a survey when you're unaware of a group's general attitudes, opinions, or even words they use to describe your topic is similar to walking across a street blindfolded: You know where you want to go, but it's dangerous to start your journey without investigating the landscape first. Qualitative research is exploratory in nature, helping you understand detailed information about a topic or issue. You can then formulate a hypothesis before gathering data that will help you decide whether your hypothesis is correct or incorrect. Another great use for qualitative opinion surveys is to determine stakeholder needs.

By asking stakeholders questions about what they would like to see from your product or service, you can get a better idea of what's currently missing. This information can be used to design products that meet stakeholder needs. Qualitative opinion surveys can also be used to determine which stakeholder segments are most important. Qualitative opinion surveys are a great way to get a feel for your stakeholder's opinions on a variety of topics.

4.4 Development of Tools:

Two research Instruments were developed for the study: -

1. Perception of the Role of Libraries in implementing Sustainable Development Goals.

2. Survey on implementation of SDGs by National Library (Mapped based on SDGs)

These instruments were developed by the following procedure:

1. Scanning the prospective interface of Sustainable Development Goals and Libraries

2. Ensuring that the questions cover all 17 content areas of SDGs

3. Expert opinions about items were taken for improving and modifying the research instruments.

4.5 Research Instrument 1

Perception of the Role of Libraries in implementing Sustainable Development Goals.

S.No.		Completely disagree	disagree	Undecided	Agree	Strongly agree.
1.	**Libraries have an important role in implementing SDGs.**					
2.	**Libraries can inform people about SDGs**					
3.	**Libraries can empower stakeholders regarding SDGs**					
4.	**Libraries can help in achieving awareness about SDGs**					
5.	**Libraries have the potential to implement Sustainable development practices in their operations.**					
6.	**Libraries can help in the conservation of**					

S.No.		Completely disagree	disagree	Undecided	Agree	Strongly agree.
	culture and heritage.					
7.	Libraries can help in increasing awareness about climate change					
8.	Libraries can help in spreading awareness regarding pollution and global warming.					
9.	Libraries can help in sensitization about gender issues.					
10.	Libraries can help in increasing access to the knowledge base of society.					
11.	Libraries can help in increasing awareness about financial literacy.					
12.	Libraries can help in increasing awareness about information literacy.					
13.	Libraries can help in increasing awareness about technological literacy.					
14.	Libraries can help in increasing awareness about health and well-being.					
15.	Libraries can help in increasing awareness about sanitation, and hygiene.					
16.	Libraries can help in increasing awareness about environmental conservation.					
17.	Libraries can help in increasing awareness about the settlement of immigrants.					
18.	Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy.					
19.	Libraries can help in developing institutional capacity and organizational development projects.					
20.	Libraries can help in connecting people and cultures.					

Research Instrument 2

Survey on implementation of SDGs by National Library (Mapped on the basis of SDGs)

Following are few questions regarding libraries integrating SDGs in their practices, activities, processes and programs. Kindly mark the appropriate response as per your observation and perception. There are no right or wrong question. You are requested to answer as per your experience, knowledge and observation of National library and its operations.

QUESTIONNAIRE

General Information

1. Name:

2. Full Address:

3. Phone Number

4. Email ID

5. National Library has ensured easy access and control to its users related to registration and use of information resources and books.

    (a) Agree

    (b) Disagree

    (c) Can't say

6. National library provides timely and relevant access related to economic conditions of country by its journals, websites and periodicals.

    (a) Agree

    (b) Disagree

    (c) Can't say

7. National Library provides timely and relevant access related to health and wellbeing related information to its users via its books, websites, periodicals and journals.

    (a) Agree

    (b) Disagree

    (c) Can't Say

8. National Library has extension education program for its communities related to literacy /computer literacy and other relevant life skills.

   (a)Agree

   (b)Disagree

   (c) can't say

9. National library works to increase the level of literacy and education.

   (a) Agree

   (b) Disagree

   (c) can't say

10. National library increases awareness at its workplace regarding water conservation, sanitation and hygiene.

    (a) Agree

    (b) Disagree

    (c) can't say

11. National library uses modern energy services to become a environment friendly institution.

    (a) Agree

    (b) Disagree

    (c) can't say

12. National library has customized its workspace and reading space according to gender issues and provides separate utilities if needed for women.

    (a) Agree

    (b) Disagree

    (c) can't say

13. National library is an equal employment opportunity employer

    (a) Agree

    (b) Disagree

    (c) can't say

14. National library provides information on online and modern information technology devices such as digital library to its users and community.

    (a) Agree

    (b) Disagree

    (c) can't say

15. National library has collaboration with industrial organizations, Non-profit organizations and associations to strengthen their knowledge base.

    (a) Agree

    (b) Disagree

    (c) can't say

16. National library provides information to rural migrants who come to settle in city for their smooth settlement in the urban life.

    (a) Agree

    (b) Disagree

    (c) can't say

17. National library provides information through books, dedicated sections on preserving worlds, country and states heritage, culture and traditions and strives to preserve its knowledge base

    (a) Agree

    (b) Disagree

    (c) can't say

18. National library provides information through books, dedicated sections on preserving worlds, country and states' natural heritage and strives to preserve its knowledge base.

    (a) Agree

    (b) Disagree

    (c) can't say

19. National library provides dedicated reading space and safe passage for disabled people

    (a) Agree

    (b) Disagree

    (c) can't say

20. National library provides dedicated reading space for women, children and older people.

    (a) Agree

    (b) Disagree

    (c) can't say

21. National library provides information to Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

    (a) Agree

    (b) Disagree

    (c) can't say

22. National library provides information to ensure public access to information and protect fundamental freedoms.

    (a) Agree

    (b) Disagree

    (c) can't say

23. National library has dedicated programs to enhance the use of science and information technology in order to enrich the knowledge base of stakeholders/users regarding sustainability.

    (a) Agree

    (b) Disagree

    (c) can't say

24. National library provides dedicated information via its journals, periodicals, website and programmes related to climate change and environmental conservation.

    (a) Agree

    (b) Disagree

    (c) can't say

Population of the study: All users of the National Library constitute the population for the study.

Sample of the Study: 400 users (200 Males and 200 Females) were consulted for the survey based on these two research instruments

Method of Survey: offline and online survey methods were utilized to reach the maximum number of respondents required for the survey. It helped in ensuring an effective sample size (>400) for a survey.

Statistical Analysis: Descriptive Statistics was used in this study. Chi-Square test, Percentage, frequency, and Pi Charts were utilized for data analysis.

Research Objectives:

The objectives of the study are as follows.

1. To know the status of implementation of SDG-related practices by National library in the view of users

2. To explore the difference in Male and Female users' opinions about the role National Library can play in implementing Sustainable Development Goals.

Research Questions

3. What is the extent of implementation of SDGs by National Library in users' opinion?

4. What is the difference in opinion of Male and Female Users' about the roles National Library can play in implementing Sustainable Development Goals?

Hypotheses of the research:

Research question 1 is exploratory and in an exploratory research question, a hypothesis is not required.

Research Question 2 was related to testing the difference of opinion between male and female users. So following hypotheses were framed

Research Question 2 Related Hypotheses
H01:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have an important role in implementing SDGs"**
H02:There is no any significance difference between the opinion of male and female users about the statement "**Libraries can inform people about SDGs"**

H03:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can empower stakeholders regarding SDGs"**

H04:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in achieving awareness about SDGs"**
H05: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have the potential to implement Sustainable development practices in their operations."**
H06: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in the conservation of culture and heritage."**
H07: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about climate change"**

H08:There is no any significance difference between the opinion of male and female users

about the statement that "**Libraries can help in spreading awareness regarding pollution and global warming"**

H09: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in sensitization about gender issues."**

H010: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing access to the knowledge base of society."**

H011: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about financial literacy."**

H012: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about information literacy"**

H013: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about technological literacy"**

H014: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about health and wellbeing."**

H015: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about sanitation, and hygiene".**

H016: There is no any significance difference between the opinion of male and female users about the statement that **Libraries can help in increasing awareness about environmental conservation."**

H017: There is no any significance difference between the opinion of male and female users about the statement that "**can help in increasing awareness about the settlement of immigrants."**

H018: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy."**

H019: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in developing institutional capacity and organizational development projects."**

H020: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in connecting people and cultures"**

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CHAPTER-5

DATA ANALYSIS AND

INTERPRETATION

5.1 Introduction:

Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. Achieving the SDGs requires concerted efforts by governments, civil society, the private sector, and individuals to mobilize resources, share knowledge, and work together towards common goals. Libraries, as institutions dedicated to the preservation and dissemination of knowledge, have an important role to play in supporting the SDGs.

Data interpretation, analysis, and hypothesis testing are essential tools for understanding the complex issues related to the SDGs and for measuring progress towards achieving them. These tools allow us to make sense of the data and information collected, identify trends and patterns, and test hypotheses to determine whether interventions are effective in achieving the desired outcomes.

This chapter discussed the role of data interpretation, analysis, and hypothesis testing in the context of SDGs and libraries. It examined the types of data that are relevant to the SDGs, the methods for interpreting and analyzing this data, and the role of hypothesis testing in assessing the effectiveness of interventions towards achieving the SDGs. It also highlighted examples of how libraries have used data analysis, interpretation, and hypothesis testing to support the SDGs and provide recommendations for how libraries can continue to play a role in advancing the SDGs through the use of these tools. Research Questions have been prepared as per the research objectives to analysis the data.

5.2 Research Objectives:

The objectives of the study are as follows.

3. To know the status of implementation of SDG related practices by National Library in the view of users.

4. To explore the users' opinion about the role National Library can play in implementing Sustainable Development Goals.

5.3 Research Questions

5. What is the extent of implementation of SDGs by National Library in users' opinion?

6. What roles National Library can play in implementing Sustainable Development Goals according to its users?

Research Objective 1: To know the status of implementation of SDG related practices by National library in the view of users

Research Question 1: What is the extent of implementation of SDGs by National Library in users' opinion?

5.4 National Library has ensured easy access and control to its users related to registration and use of information resources and books.

National Library has taken steps to ensure that its users have easy access and control over the registration and use of information resources and books. This has been achieved through the implementation of online registration, a user-friendly interface, multiple access points, effective resource management, and user feedback mechanisms.

In the response to the statement whether "National Library has ensured easy access and control to its users related to registration and use of information resources and books", 7% (28) respondents disagreed, 31.5% (126) respondents were undecided, 31.3% (125) agreed and 30.3% (121) were strongly agree.

Table 1 : SDGs and Libraries

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	28	7.0	7.0	7.0
	Undecided	126	31.5	31.5	38.5
	Agree	125	31.3	31.3	69.8
	Strongly Agree	121	30.3	30.3	100.0
	Total	400	100.0	100.0	
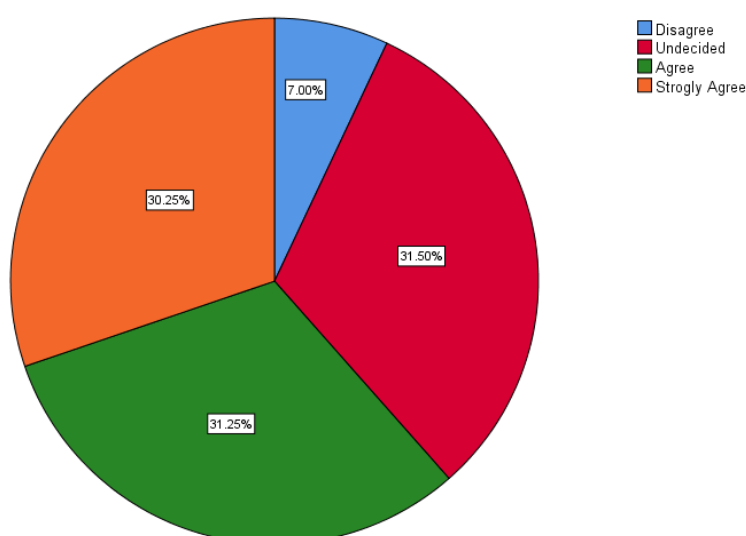
Figure 4: SDGs and Libraries

5.5 National library provides timely and relevant access related to the economic conditions of the country through its journals, websites, and periodicals.

The National Library of a country through its collection of journals, websites, and periodicals. Economic conditions play a significant role in shaping the direction and growth of a country. Therefore, it is essential to have access to current and accurate information on the economy.

The National Library's collection of journals, websites, and periodicals related to the economy provides valuable insights into economic trends, policies, and statistics. This information can be used by researchers, policymakers, and businesses to make informed decisions related to the economy.

In response to the question about implementation of SDGs whether- "National library provides timely and relevant access related to economic conditions of country by its journals, websites and periodicals", 15% (60) respondents were strongly disagree, 20% (80) were disagree, 20%(80) were undecided, 22.3%(89) were agree and 22.8% were strongly agree.

Table 2: Library Resources and Information related to Economic conditions of a Country (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	60	15.0	15.0	15.0
	Disagree	80	20.0	20.0	35.0
	Undecided	80	20.0	20.0	55.0
	Agree	89	22.3	22.3	77.3
	Strongly Agree	91	22.8	22.8	100.0
	Total	400	100.0	100.0	
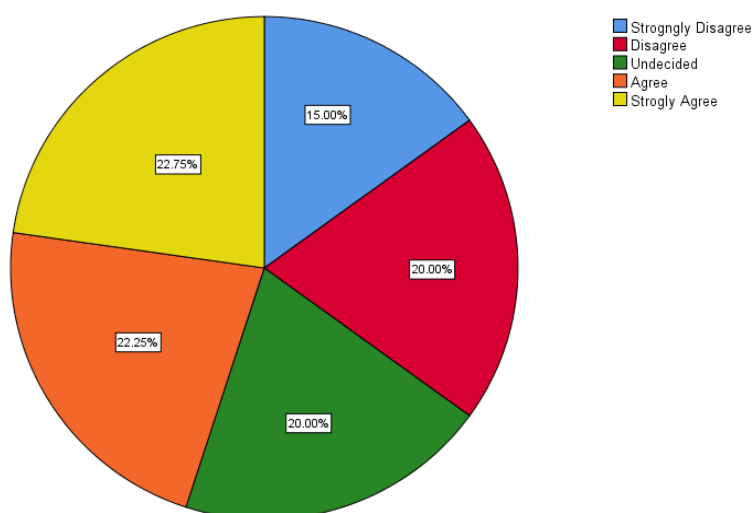
Figure 5: Library Resources and Economic conditions of a Country (SDG)

5.6 National Library provides timely and relevant access related to health and wellbeing related information to its users via its books, websites, periodicals, and journals.

The National Library provides timely and relevant access related to health and wellbeing information to its users through its collection of books, websites, periodicals, and journals. Health and wellbeing are critical components of a fulfilling life, and access to accurate information is crucial for maintaining good health.

In the response to the question whether "National Library provides timely and relevant access related to health and wellbeing related information to its users via its books, websites, periodicals and journals", 24.5%(98) were disagree, 24.5%(98%) were undecided, 26.8% (107) were agree and 24.3% were strongly agree.

Table 3: Library Resources and Information related to Health and Wellbeing of a Country (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	98	24.5	24.5	24.5
	Undecided	98	24.5	24.5	49.0
	Agree	107	26.8	26.8	75.8
	Strongly Agree	97	24.3	24.3	100.0
	Total	400	100.0	100.0	
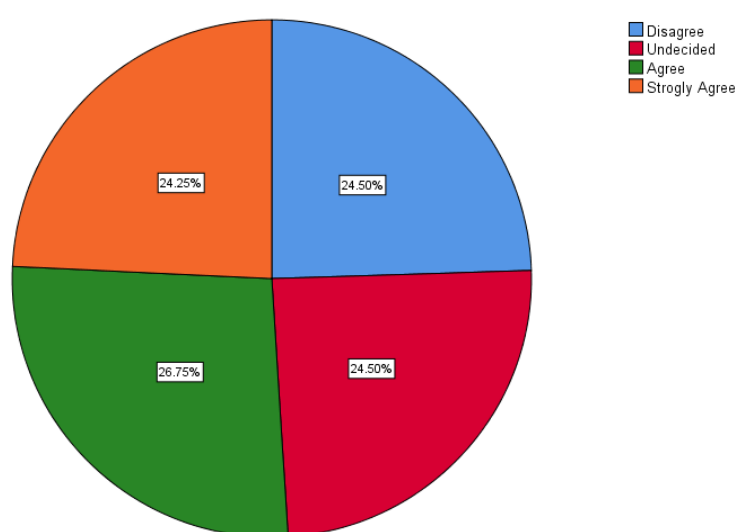
Figure 6: Library Resources and Information related to Health and Wellbeing of a Country (SDG)

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5.7 National Library has an extension education program for its communities related to literacy /computer literacy and other relevant life skills.

The National Library may have an extensive education program for its communities related to literacy, computer literacy, and other relevant life skills. Extension education programs are designed to bring educational opportunities and resources to communities that may not have access to them otherwise.

In response to the item – National Library has an extension education program for its communities related to literacy /computer literacy and other relevant life skills, 5.8% (23) disagreed, 31% (124) were undecided, 31.3%(125) agreed and 32%(128) Strongly agreed.

Table 4: Library and Extension education programme for communities (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	23	5.8	5.8	5.8
	Undecided	124	31.0	31.0	36.8
	Agree	125	31.3	31.3	68.0
	Strongly Agree	128	32.0	32.0	100.0
	Total	400	100.0	100.0	
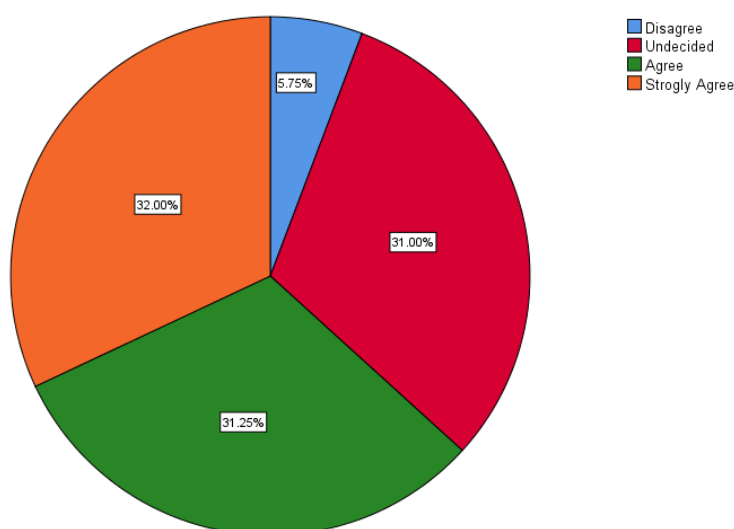
Figure 7: Library and Extension education programme for communities (SDG)

5.8 National library works to increase the level of literacy and education.

National Library works to increase the level of literacy and education. As a public institution, the library has a mandate to promote and support education, learning, and literacy for all members of society. To achieve this, the National Library offers a range of resources and programs that support literacy and education.

In response to the question of whether National Library works to increase the level of literacy and education, 15.8% (63) strongly disagreed, 20.3%(81) disagreed,17.8% (71) were undecided, 25%(100) agreed and 21.3% (85) strongly agreed.

Table 5: Library and the level of Literacy and Education (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	63	15.8	15.8	15.8
	Disagree	81	20.3	20.3	36.0
	Undecided	71	17.8	17.8	53.8
	Agree	100	25.0	25.0	78.8
	Strongly Agree	85	21.3	21.3	100.0
	Total	400	100.0	100.0	
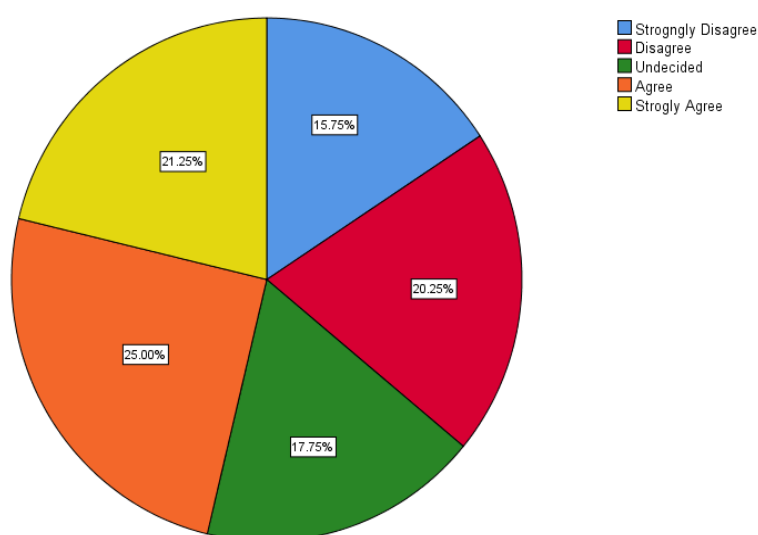
Figure 8: Library and the level of Literacy and Education (SDG)

5.9 National library increases awareness at its workplace regarding water conservation, sanitation, and hygiene.

As an institution committed to promoting sustainable development, the National Library may have initiatives in place to increase awareness at its workplace regarding water conservation, sanitation, and hygiene.

In the response to the question whether "National library increases awareness at its workplace regarding water conservation, sanitation, and hygiene", 5.3% (21) disagreed, 7.2% (29) were indifferent, 45.5% (182) agreed and 42% (168) were strongly agree.

Table 6: Library and the Information related to Awareness in the workplace (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	21	5.3	5.3	5.3
	Undecided	29	7.2	7.2	12.5
	Agree	182	45.5	45.5	58.0
	Strongly Agree	168	42.0	42.0	100.0
	Total	400	100.0	100.0	
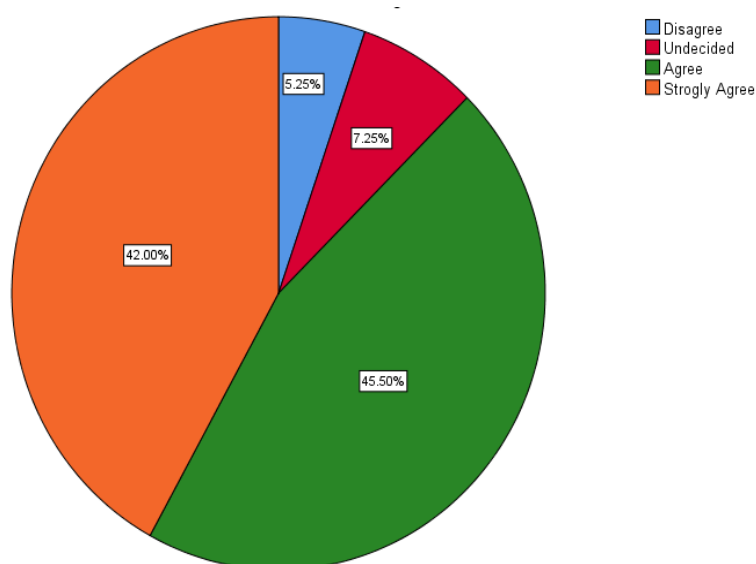
Figure 9: Library and the Information related to Awareness in the workplace (SDG)

5.10 National Library uses modern energy services to become an environment-friendly institution.

National Library may use modern energy services to become an environmentally friendly institution. As a public institution, the library has a responsibility to minimize its environmental impact and promote sustainable development. To achieve this, the library may have implemented various initiatives to reduce its energy consumption and carbon footprint.

In response to the question of whether "National Library uses modern energy services to become an environment-friendly institution", 4.5% (18) disagreed, 31% (124) were undecided, 32% (128%) agreed, and 32.5% (130) strongly agreed.

Table 7: SDG goals and Awareness in libraries (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	18	4.5	4.5	4.5
	Undecided	124	31.0	31.0	35.5
	Agree	128	32.0	32.0	67.5
	Strongly Agree	130	32.5	32.5	100.0
	Total	400	100.0	100.0	
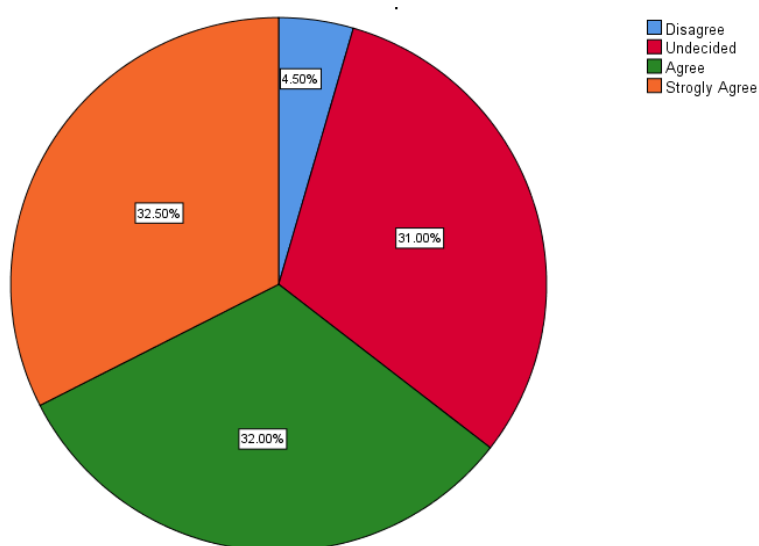
Figure 10: SDG goals and Awareness in libraries

5.11 National Library has customized its workspace and reading space according to gender issues and provides separate utilities if needed for women.

The National Library may have customized its workspace and reading spaces according to gender issues and provides separate utilities if needed for women. Gender issues can affect how individuals access and use library services and resources, and it is important for libraries to ensure that their spaces and services are inclusive and accessible to all.

In response to the statement that "National Library has customized its workspace and reading space according to gender issues and provides separate utilities if needed for women" 24.5% (98) disagreed, 28.5 (114) were undecided, 22.3% (89) agreed and 24.8% (99) respondents strongly agreed.

Table 8: Library and Information related to customized workspace (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	98	24.5	24.5	24.5
	Undecided	114	28.5	28.5	53.0
	Agree	89	22.3	22.3	75.3
	Strongly Agree	99	24.8	24.8	100.0
	Total	400	100.0	100.0	
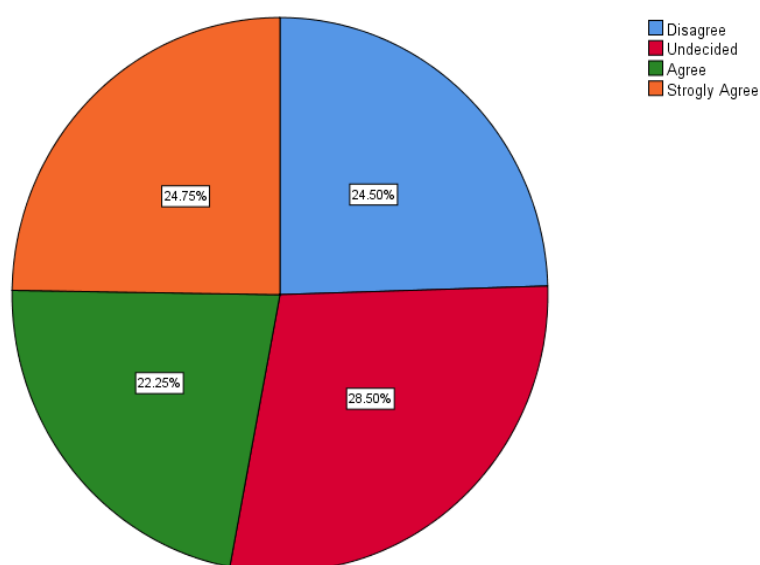
Figure 11: Library and Information related to customized workspace (SDG)

5.12 National Library is an equal employment opportunity employer.

The National Library may be an equal employment opportunity employer. As a public institution, the library has a responsibility to promote diversity, equity, and inclusion in its hiring practices and ensure that all individuals have equal access to employment opportunities regardless of their race, gender, sexual orientation, age, or disability status.

In response to the question of whether National Library is an equal employment opportunity employer or not? 15% (60) respondents strongly disagreed, 20.5% (82) disagreed, 20.8% (83) were undecided, 23% (92) agreed and 20.8% strongly agreed.

Table 9: Library and Information related to employment (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	60	15.0	15.0	15.0
	Disagree	82	20.5	20.5	35.5
	Undecided	83	20.8	20.8	56.3
	Agree	92	23.0	23.0	79.3
	Strongly Agree	83	20.8	20.8	100.0
	Total	400	100.0	100.0	
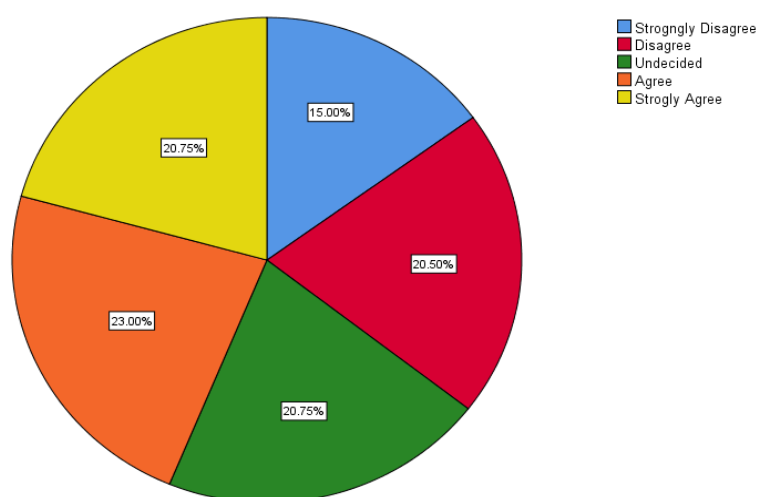
Figure 12: Library and Information related to employment (SDG)

5.13 National library provides information on online and modern information technology devices such as digital library to its users and community.

The National Library may provide information on online and modern information technology devices such as digital libraries to its users and community. As technology advances, it is important for libraries to keep up with the latest trends and developments to ensure that their users have access to the most current and relevant information resources.

When asked the question whether "National library provides information on online and modern information technology devices such as digital library to its users and community" 6.5% (26) respondents disagreed on this. 5% (20) respondents were undecided on the question while 41.3% (165) respondents agreed on the same. 47.3% (189) strongly agreed with the statement.

Table 10: Library and services on Digital Library (SDG goals)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	26	6.5	6.5	6.5
	Undecided	20	5.0	5.0	11.5
	Agree	165	41.3	41.3	52.8
	Strongly Agree	189	47.3	47.3	100.0
	Total	400	100.0	100.0	
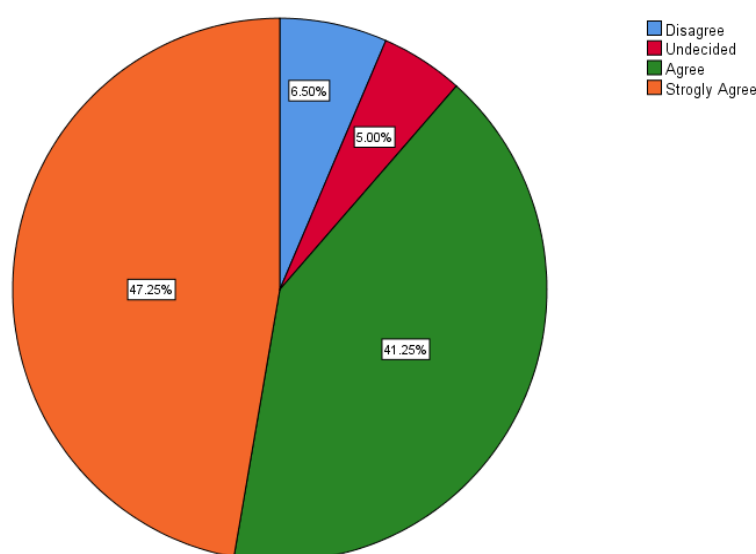
Figure 13 : Library and services on Digital Library (SDG goals)

5.14 National Library has collaboration with industrial organizations, Non-profit organizations, and associations to strengthen their knowledge base.

The National Library may have collaborations with industrial organizations, non-profit organizations, and associations to strengthen its knowledge base and provide its users with access to a broader range of resources and expertise. Collaboration with external partners can help the National Library to expand its collection, support research and learning, and promote innovation and creativity.

In response to the statement that "National Library has collaboration with industrial organizations, Non-profit organizations, and associations to strengthen their knowledge base", 26.3% (105) users disagreed and 23% (92) were undecided. 25% (100) users agreed and 25.8% (103) were strongly agree.

Table 11: Library and knowledge on industrial Organizations (SDG goals)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	105	26.3	26.3	26.3
	Undecided	92	23.0	23.0	49.3
	Agree	100	25.0	25.0	74.3
	Strongly Agree	103	25.8	25.8	100.0
	Total	400	100.0	100.0	
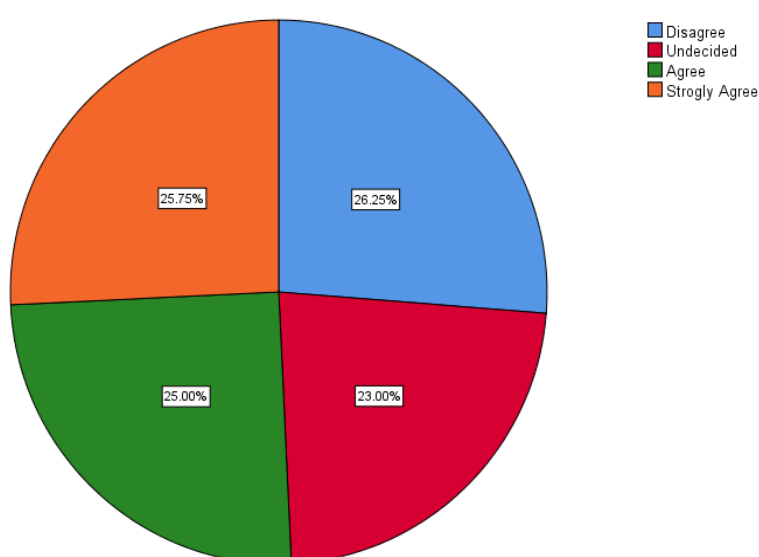
Figure 14: Library and knowledge on industrial Organizations (SDG goals)

5.15 National Library provides information to rural migrants who come to settle in the city for their smooth settlement in urban life.

The National Library may provide information to rural migrants who come to settle in the city for their smooth settlement in urban life. Migrants face numerous challenges when moving from rural areas to urban centers, including language barriers, lack of social networks, and difficulty accessing essential services.

In the response to the question whether "National Library provides information to rural migrants who come to settle in the city for their smooth settlement in the urban life", 15% (60) users strongly disagreed, 17.5% (70) disagreed, 23% (92) were undecided. 21.5% (86) users were strongly agree on the statement while 23%(92) agreed on the same.

Table 12: Library and Information related to Migration (SDG goals)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	60	15.0	15.0	15.0
	Disagree	70	17.5	17.5	32.5
	Undecided	92	23.0	23.0	55.5
	Agree	92	23.0	23.0	78.5
	Strongly Agree	86	21.5	21.5	100.0
	Total	400	100.0	100.0	
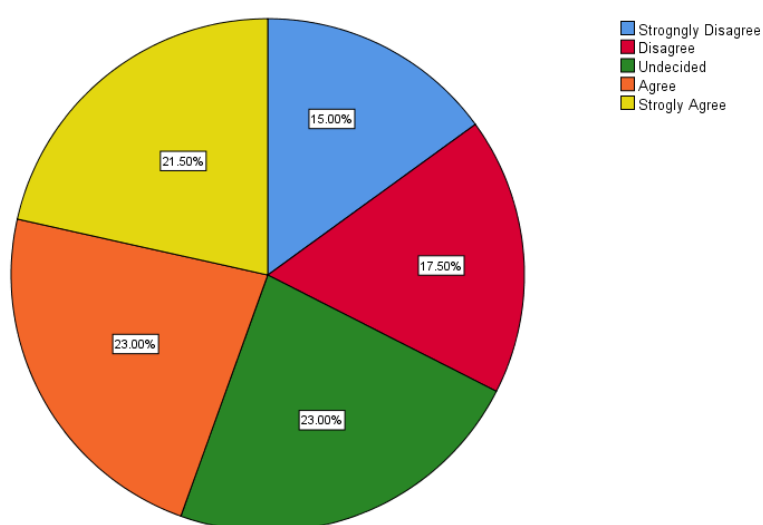
Figure 15: Library and Information related to Migration (SDG goals)

5.16 National Library provides information through books, and dedicated sections on preserving worlds, countries, and states' heritage, culture, and traditions and strives to preserve its knowledge base.

The National Library may provide information through books and dedicated sections on preserving the world's, countries, and state's heritage, culture, and traditions, and strive to preserve its knowledge base. As a custodian of the nation's cultural heritage and intellectual resources, the National Library plays a critical role in preserving and promoting the country's cultural heritage and traditions.

On the question that "National library provides information through books, dedicated sections on preserving worlds, country, and states heritage, culture and traditions and strives to preserve its knowledge base", 22%(88) strongly disagreed, 32.5%(130) disagreed, 34.3%(137) were undecided, 5%(20) agreed and 6.3% (25) strongly agreed.

Table 13: National Library and Information on preserving the world's, countries, and state's heritage, culture, and traditions, and strive to preserve its knowledge base (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	88	22.0	22.0	22.0
	Disagree	130	32.5	32.5	54.5
	Undecided	137	34.3	34.3	88.8
	Agree	20	5.0	5.0	93.8
	Strongly Agree	25	6.3	6.3	100.0
	Total	400	100.0	100.0	
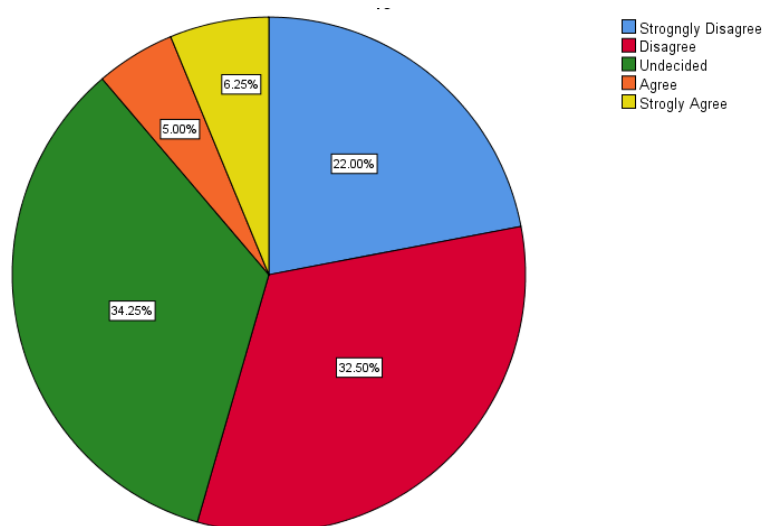
Figure 16 : National Library and Information on preserving the world's, countries, and state's heritage, culture, and traditions, and strive to preserve its knowledge base (SDG).

5.17 National Library provides information through books, and dedicated sections on preserving worlds, countries, and states' cultural heritage and strives to preserve its knowledge base.

The National Library may provide information through books and dedicated sections on preserving the world's, countries, and states' cultural heritage, and strive to preserve its knowledge base. As a custodian of the nation's cultural heritage, the National Library plays a critical role in promoting awareness and understanding of cultural issues.

On the statement whether "National library provides information through books, dedicated sections on preserving worlds, country, and states' cultural heritage and strives to preserve its knowledge base", 23.8% (95) strongly agreed, 32.8%(131) agreed, 30.8%(123) were undecided, 6.3% (25) disagreed and 6.5%(26) strongly disagreed on the same.

Table 14: Library and Information related to preservation of National heritage and culture (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Agree	95	23.8	23.8	23.8
	Agree	131	32.8	32.8	56.5
	Undecided	123	30.8	30.8	87.3
	Disagree	25	6.3	6.3	93.5
	Strongly disagree	26	6.5	6.5	100.0
	Total	400	100.0	100.0	
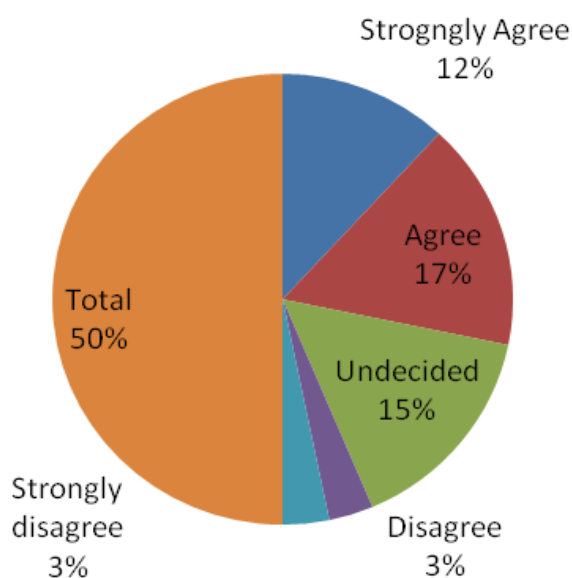
Figure 17: Library and Information preservation of cultural heritage (SDG)

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5.18 National library provides dedicated reading space and safe passage for disabled people.

The National Library may provide a dedicated reading space and safe passage for disabled people. It is important for libraries to ensure that their spaces and services are accessible and inclusive to all individuals, regardless of their physical abilities.

On the statement that "National library provides dedicated reading space and safe passage for disabled people" 7.5% (30) users strongly agreed, 6.8% (27) agreed, 5.8% (23) were undecided and 45.3% disagreed.

Table 15: Library and Information related to reading facilities for especially disabled people (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	139	34.8	34.8	34.8
	Disagree	181	45.3	45.3	80.0
	Undecided	23	5.8	5.8	85.8
	Agree	27	6.8	6.8	92.5
	Strongly Agree	30	7.5	7.5	100.0
	Total	400	100.0	100.0	
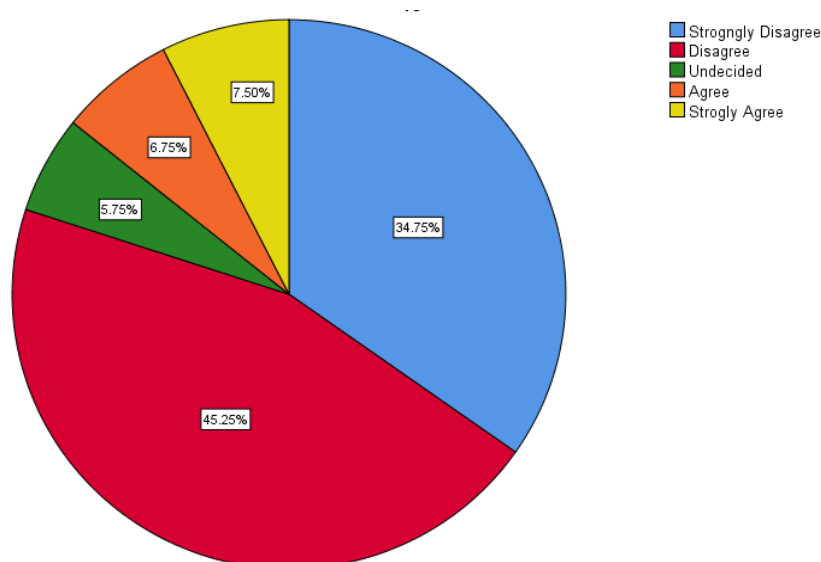
Figure 18: Library and Information related to reading facilities for especially disabled people (SDG)

5.19 National library provides dedicated reading space for women, children, and older people.

The National Library may provide a dedicated reading space for women, children, and older people. Creating dedicated reading spaces for specific user groups can help to promote inclusivity and ensure that all individuals have access to a comfortable and safe space to read and learn.

In response to the question whether "National library provides dedicated reading space for women, children, and older people", 7.0% (28) respondents disagreed, 5%(20) respondents were undecided, 45.5% (182) agreed and 42.5 %(170) strongly agreed.

Table 16: Library and Information related to reading space for all (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	28	7.0	7.0	7.0
	Undecided	20	5.0	5.0	12.0
	Agree	182	45.5	45.5	57.5
	Strongly Agree	170	42.5	42.5	100.0
	Total	400	100.0	100.0	
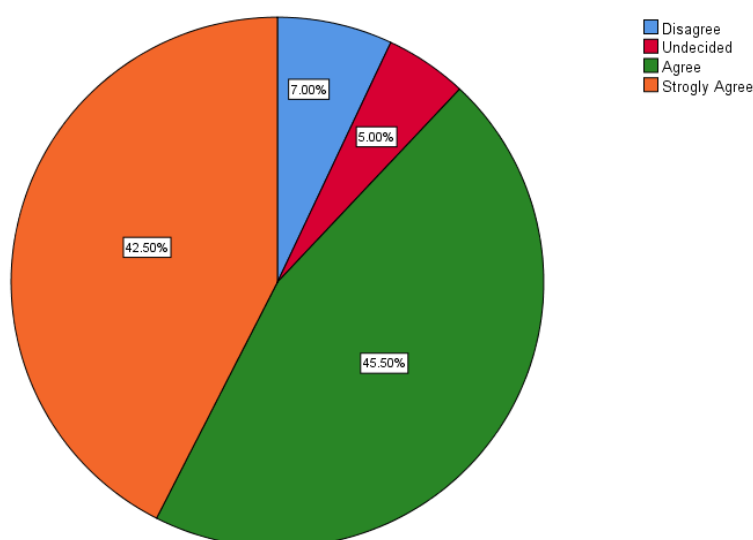
Figure 19: Library and Information related to reading space for all (SDG)

5.20 National Library provides information to Improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.

The National Library may provide information to improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning. Climate change is a critical issue that affects all sectors of society, and it is essential to promote education and awareness-raising to help individuals and organizations to take action to mitigate its impacts.

25.5% (102) respondents strongly disagreed that "National Library provides information to Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning". 33% (132) disagreed, 25.5%(102) were undecided, 8.3%(33) agreed and 7.8% strongly disagreed.

Table 17: Library and Information related to climate change (SDG goals)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	102	25.5	25.5	25.5
	Disagree	132	33.0	33.0	58.5
	Undecided	102	25.5	25.5	84.0
	Agree	33	8.3	8.3	92.3
	Strongly Agree	31	7.8	7.8	100.0
	Total	400	100.0	100.0	
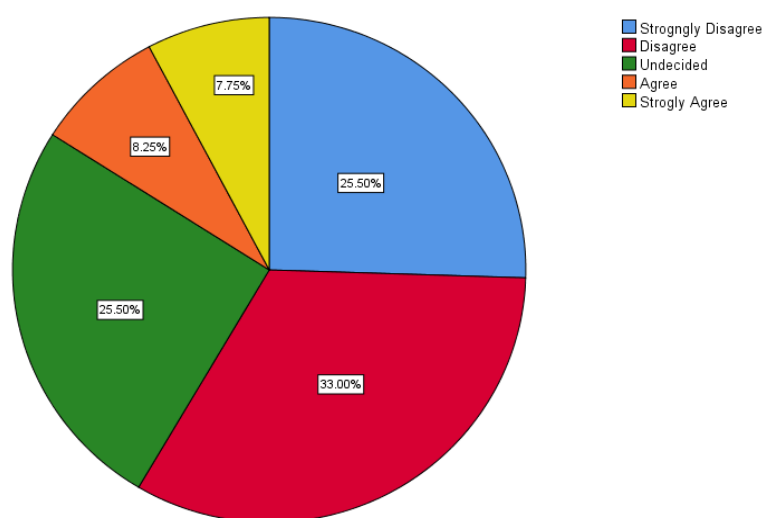
Figure 20 : Library and Information related to climate change (SDG goals)

5.21 National library provides information to ensure public access to information and protect fundamental freedoms.

The National Library may provide information to ensure public access to information and protect fundamental freedoms. As a repository of information and knowledge, the National Library plays a vital role in promoting transparency, accountability, and the protection of fundamental freedoms, such as the right to information and freedom of expression.

On the issue that "National Library provides information to ensure public access to information and protect fundamental freedoms", 23.8% (95) respondents disagreed. 26.5% (106) respondents were undecided and 25.8% (103) respondents agreed. 24% (95) respondents strongly agreed with the statement and said that national library provides related information.

Table 18: Library and Information related to public access and fundamental rights (SDG)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Disagree	95	23.8	23.8	23.8
	Undecided	106	26.5	26.5	50.2
	Agree	103	25.8	25.8	76.0
	Strongly Agree	96	24.0	24.0	100.0
	Total	400	100.0	100.0	
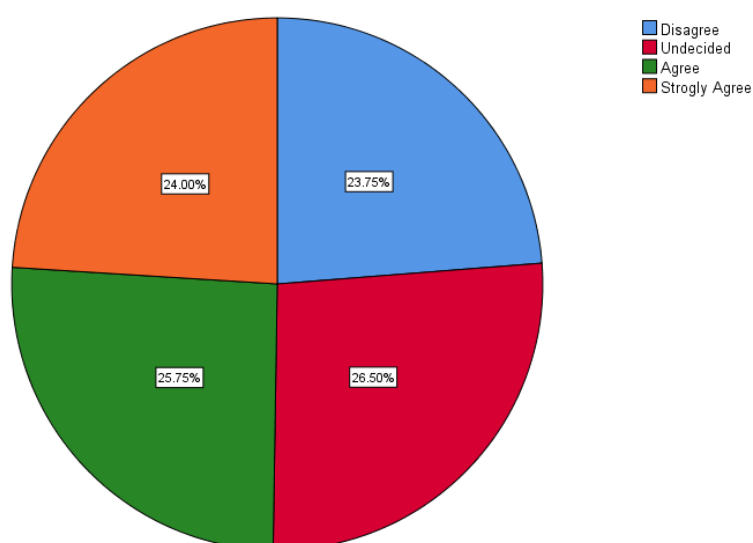
Figure 21: Library and Information related to public access and fundamental rights (SDG)

5.22 National Library has dedicated programs to enhance the use of science and information technology to enrich the knowledge base of stakeholders/users regarding sustainability.

The National Library may have dedicated programs to enhance the use of science and information technology to enrich the knowledge base of stakeholders/users regarding sustainability. Sustainability is a critical issue that affects all sectors of society, and it is important to promote the use of science and information technology to help individuals and organizations take action towards sustainability.

On the statement that "National library has dedicated programs to enhance the use of science and information technology in order to enrich the knowledge base of stakeholders/users regarding sustainability", 15.5% (62) respondents strongly disagreed, 18.5%(74) respondents disagreed, 22.3%(89) respondents were undecided, 19.8%(79) respondents agreed, 24%(96) strongly agreed.

Table 19: Library and Information related to Science and IT (SDG goals)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	62	15.5	15.5	15.5
	Disagree	74	18.5	18.5	34.0
	Undecided	89	22.3	22.3	56.3
	Agree	79	19.8	19.8	76.0
	Strongly Agree	96	24.0	24.0	100.0
	Total	400	100.0	100.0	
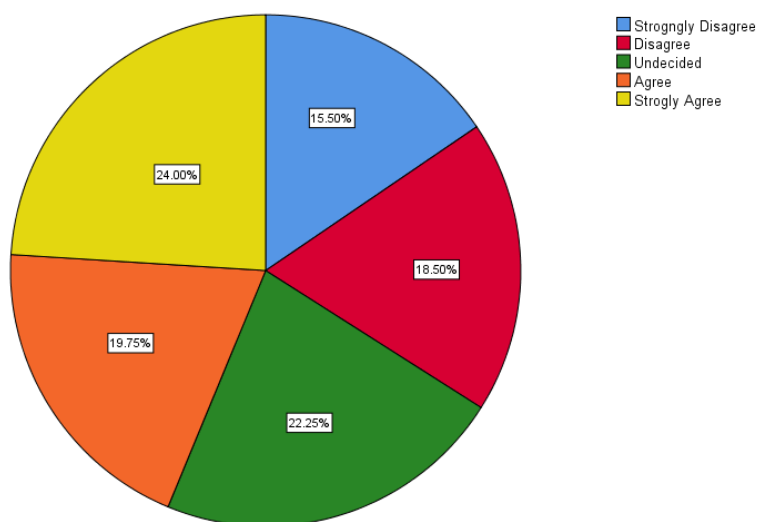
Figure 22: Library and Information related to Science and IT (SDG goals)

5.23 National library provides dedicated information via its journals, periodicals, website, and programs.

The National Library may provide dedicated information via its journals, periodicals, website, and programs. As a custodian of information and knowledge, the National Library plays a vital role in providing access to information resources that are relevant and up-to-date.

On the question of whether "National Library provides dedicated information via its journals, periodicals, website, and programs" 15% (60) strongly disagreed, 25% (100) disagreed, 20.8% (83) were undecided, 16.8% (67) agreed and 22.5% (90) respondents strongly agreed on it.

Table 20: Library and Information related to website, journal, and programs (SDG goals)

		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Strongly Disagree	60	15.0	15.0	15.0
	Disagree	100	25.0	25.0	40.0
	Undecided	83	20.8	20.8	60.8
	Agree	67	16.8	16.8	77.5
	Strongly Agree	90	22.5	22.5	100.0
	Total	400	100.0	100.0	
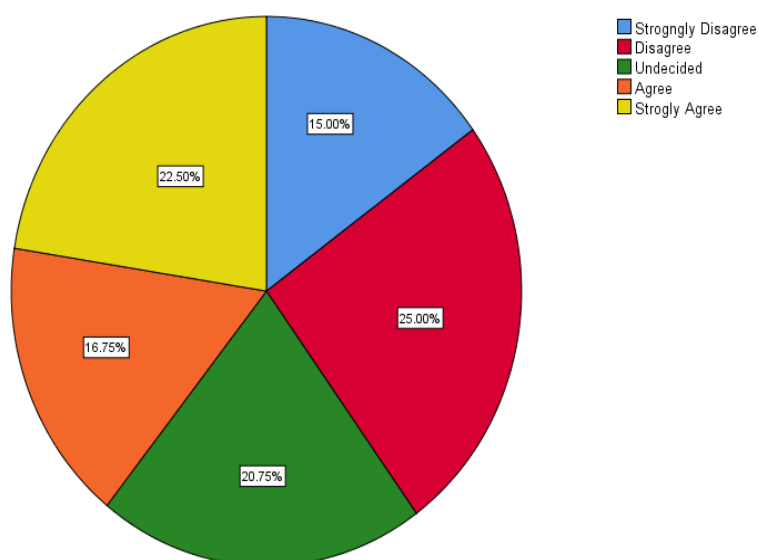
Figure 23: Library and Information related to Science and IT (SDG goals)

Research objectives 2: To explore the users' opinion about the role National Library can play in implementing Sustainable Development Goals.

Research Question 2: What roles National Library can play in implementing Sustainable Development Goals according to its users?

Table 21: Libraries have an important role in implementing SDGs.

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	28	60	50	62	200
	Female	0	66	75	59	200
Total		28	126	125	121	400

	Value	Df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)		
					95% Confidence Interval	
				Significance	Lower Bound	Upper Bound
Pearson Chi-Square	33.360[a]	3	.000	.000[b]	.000	.000
N of Valid Cases	400					
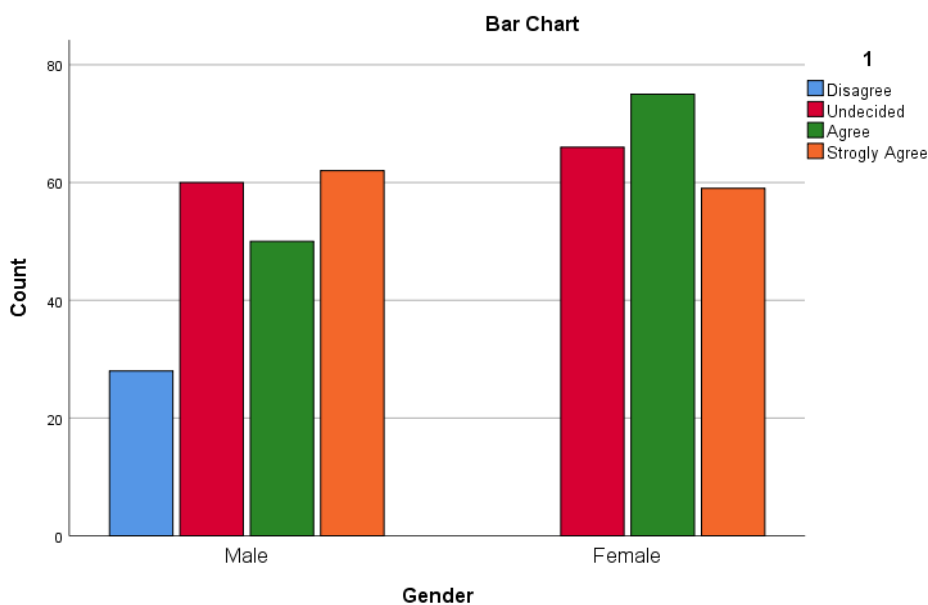
Figure 24: Libraries have an important role in implementing SDGs.

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries have an important role in implementing SDGs". The responses are divided into four categories, ranging from "Disagree" to "Strongly Agree".

Of the 200 male respondents, 28 (14%) disagreed with the statement, 60 (30%) were undecided, 50 (25%) agreed with the statement, and 62 (31%) strongly agreed with the statement. On the other hand, all 200 female respondents agreed or strongly agreed with the statement, with 75 (37.5%) strongly agreeing, and 59 (29.5%) agreeing with the statement.

In general, the majority of respondents (63%) either agreed or strongly agreed that libraries have an important role in implementing SDGs. This suggests that libraries are seen as an important component in achieving the SDGs.

The gender-wise comparison reveals that female respondents were more likely to agree with the statement compared to male respondents. This difference is particularly evident in the proportion of respondents who strongly agreed with the statement, with female respondents being twice as likely to strongly agree with the statement compared to male respondents. However, it is important to note that the gender difference in attitudes towards the role of libraries in implementing SDGs is not statistically significant, as the sample size is relatively small.

Overall, the crosstabulation suggests that libraries are perceived as important institutions for achieving the SDGs, and that there may be some gender differences in attitudes towards the role of libraries in this regard.

There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value = 33.360, df=3 on the statement that "Libraries have important role in implementing SDGs." The null hypothesis is rejected.

Table 22: Libraries can inform people about SDGs

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	24	35	45	46	50	200
	Female	36	45	35	43	41	200
Total		60	80	80	89	91	400

				Monte Carlo Sig. (2-sided)		
					95% Confidence Interval	
	Value	Df	Asymptotic Significance (2-sided)	Significance	Lower Bound	Upper Bound
Pearson Chi-Square	5.891[a]	4	.207	.217[b]	.209	.225
N of Valid Cases	400					

Figure 25: Libraries can inform people about SDGs

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The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can inform people about SDGs". The responses are divided into five categories, ranging from "Strongly Disagree" to "Strongly Agree".

Of the 200 male respondents, 24 (12%) strongly disagreed with the statement, 35 (17.5%) disagreed, 45 (22.5%) were undecided, 46 (23%) agreed, and 50 (25%) strongly agreed with the statement. On the other hand, of the 200 female respondents, 36 (18%) strongly disagreed, 45 (22.5%) disagreed, 35 (17.5%) were undecided, 43 (21.5%) agreed, and 41 (20.5%) strongly agreed with the statement.

Overall, the majority of respondents (56.5%) either agreed or strongly agreed that libraries can inform people about SDGs. This suggests that libraries are seen as potentially important sources of information about the SDGs.

The gender-wise comparison reveals that female respondents were slightly more likely to disagree with the statement compared to male respondents.

The perception of male and female has no any significant diffence on the statement that "Libraries can inform people about SDGs". P=.207>.05, chi-square value = 5.891,df =4. The null hypothesis is accepted.

Table 23: Libraries can empower stakeholders regarding SDGs

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	51	45	58	46	200
	Female	47	53	49	51	200
Total		98	98	107	97	400

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)		
				Significance	95% Confidence Interval	
					Lower Bound	Upper Bound
Pearson Chi-Square	1.831[a]	3	.608	.606[b]	.597	.616
N of Valid Cases	400					
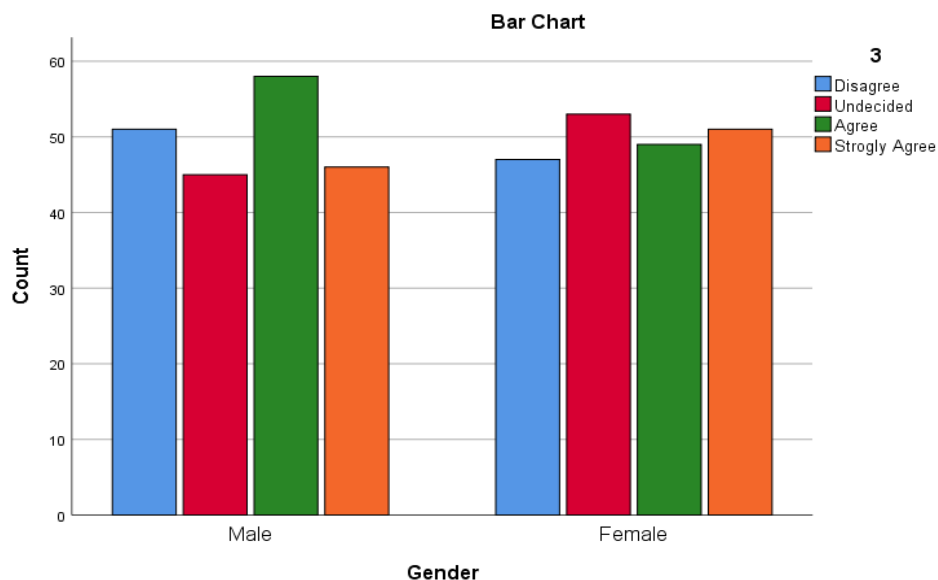
Figure 26: Libraries can empower stakeholders regarding SDGs

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can empower stakeholders regarding SDGs". The responses are divided into four categories, ranging from "Disagree" to "Strongly Agree".

Of the 200 male respondents, 51 (25.5%) disagreed with the statement, 45 (22.5%) were undecided, 58 (29%) agreed, and 46 (23%) strongly agreed with the statement. On the other hand, of the 200 female respondents, 47 (23.5%) disagreed, 53 (26.5%) were undecided, 49 (24.5%) agreed, and 51 (25.5%) strongly agreed with the statement.

Overall, the majority of respondents (50.5%) either agreed or strongly agreed that libraries can empower stakeholders regarding SDGs. This suggests that libraries are seen as potentially important institutions for empowering stakeholders in the context of the SDGs.

The gender-wise comparison reveals that there is no significant difference in attitudes towards the statement between male and female respondents, with both groups showing similar levels of agreement and disagreement.

The perception of male and female has no any significant diffence on the statement that "Libraries can empower stakeholders regarding SDGs". P=.608>.05, chi-square value = 1.831,df =3. The null hypothesis is accepted.

Table 24: Libraries can help in achieving awareness about SDGs.

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	23	63	57	57	200
	Female	0	61	68	71	200
Total		23	124	125	128	400

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)		
				Significance	95% Confidence Interval	
					Lower Bound	Upper Bound
Pearson Chi-Square	25.532[a]	3	.000	.000[b]	.000	.000
N of Valid Cases	400					
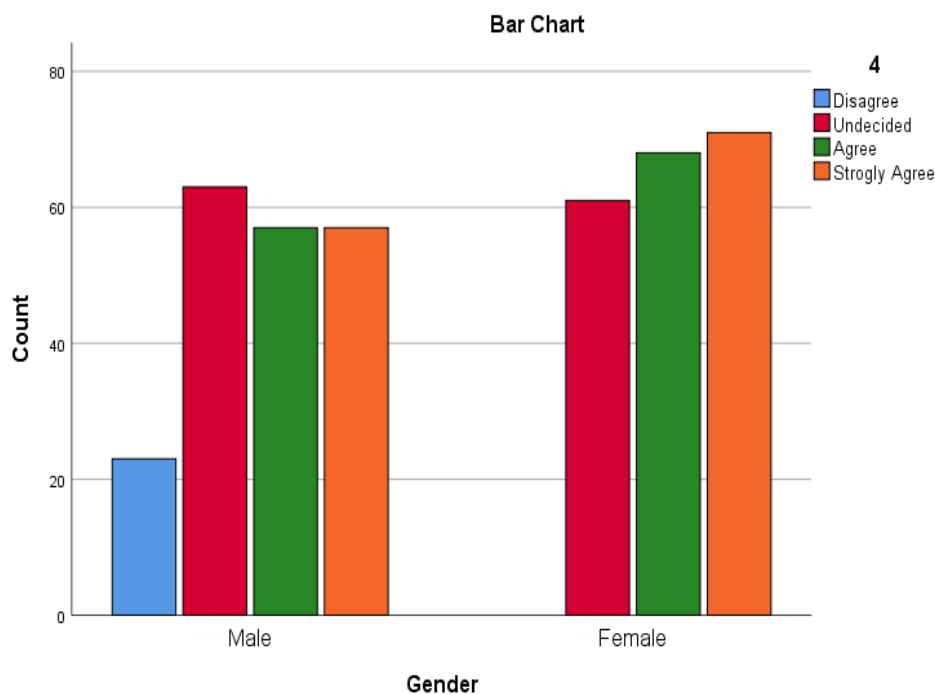
Figure 27: Libraries can help in achieving awareness about SDGs
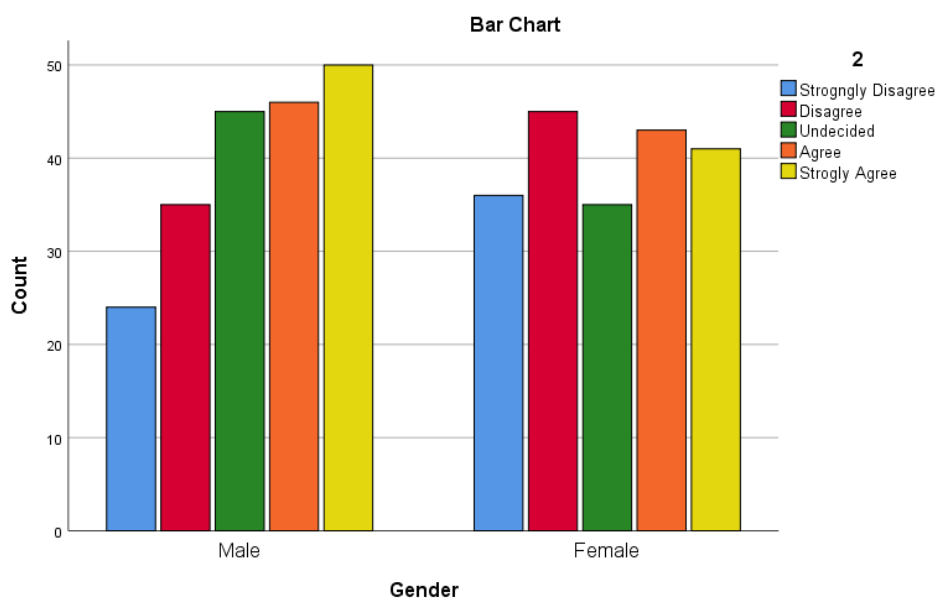
The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can help in achieving awareness about SDGs". The responses are divided into four categories, ranging from "Disagree" to "Strongly Agree".

Of the 200 male respondents, 23 (11.5%) disagreed with the statement, 63 (31.5%) were undecided, 57 (28.5%) agreed, and 57 (28.5%) strongly agreed with the statement. On the other hand, all 200 female respondents either agreed or strongly agreed with the statement, with 68 (34%) agreeing and 71 (35.5%) strongly agreeing.

Overall, the majority of respondents (63.5%) either agreed or strongly agreed that libraries can help in achieving awareness about SDGs. This suggests that libraries are seen as potentially important institutions for raising awareness about the SDGs.

The gender-wise comparison reveals that female respondents were more likely to agree with the statement compared to male respondents, with all female respondents agreeing or strongly agreeing with the statement. In contrast, a small proportion of male respondents (11.5%) disagreed with the statement. However, it is important to note that the gender difference in attitudes towards the role of libraries in achieving awareness about SDGs is not statistically significant, as the sample size is relatively small.

There is a significant difference in the perception of male and female p=.000<.05, chi-square value = 25.532, df=3 on the statement that "Libraries can help in achieving awareness about SDGs". The null hypothesis is rejected.

Table 25: Libraries have the potential to implement Sustainable development practices in their operations.

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	21	42	35	56	46	200
	Female	42	39	36	44	39	200
Total		63	81	71	100	85	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	9.142[a]	4	.058	.061[b]	.056	.065			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count of less than 5. The minimum expected count is 31.50.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -2.350.
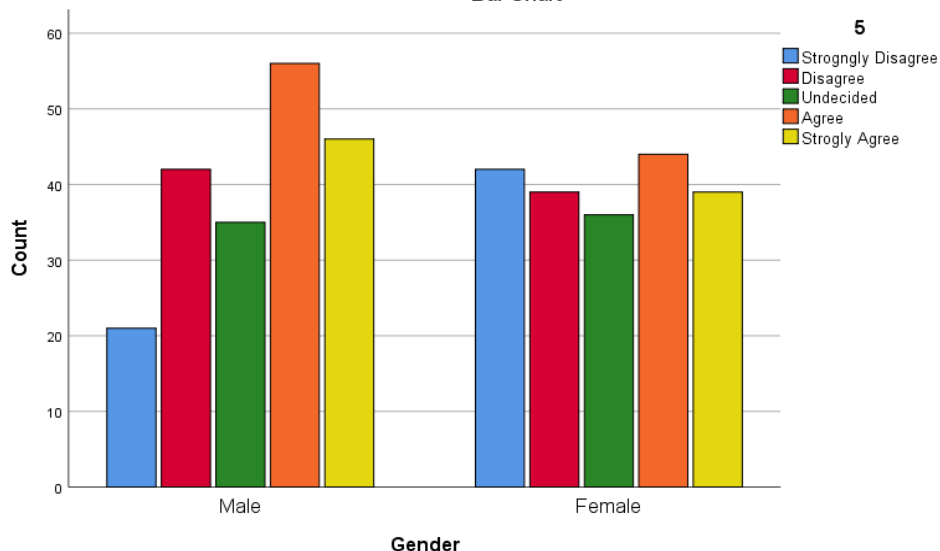
Figure 28: Libraries have the potential to implement Sustainable development practices in their operations.

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries have potential to implement Sustainable development practices in their operations". The responses are divided into five categories, ranging from "Strongly Disagree" to "Strongly Agree".

Of the 200 male respondents, 21 (10.5%) strongly disagreed with the statement, 42 (21%) disagreed, 35 (17.5%) were undecided, 56 (28%) agreed, and 46 (23%) strongly agreed. On the other hand, of the 200 female respondents, 42 (21%) strongly disagreed, 39 (19.5%) disagreed, 36 (18%) were undecided, 44 (22%) agreed, and 39 (19.5%) strongly agreed.

Overall, a majority of respondents (55%) agreed or strongly agreed that libraries have potential to implement Sustainable development practices in their operations. This suggests that there is recognition of the potential role that libraries can play in promoting sustainability through their own operations.

The gender-wise comparison reveals that there is no significant difference in attitudes towards the statement between male and female respondents, with both groups showing similar levels of agreement and disagreement. However, it is worth noting that a slightly higher proportion of female respondents (41.5%) compared to male respondents (51%) agreed or strongly agreed with the statement.

The perception of male and female has no any significant difference on the statement that "Libraries have potential to implement Sustainable development practices in their operations". $P=.058>.05$, chi-square value = 9.142, df =4. The null hypothesis is accepted.

Table 26: Libraries can help in the conservation of culture and heritage.

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	21	29	72	78	200
	Female	0	0	110	90	200
Total		21	29	182	168	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	58.791[a]	3	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have an expected count less than 5. The minimum expected count is 10.50.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is 5.166.
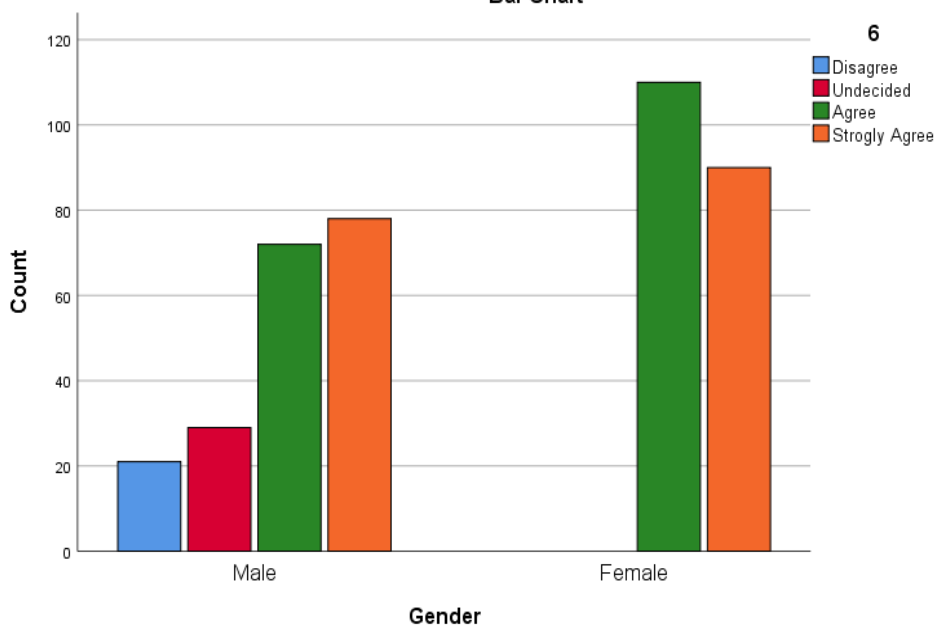
Figure 29 : Libraries can help in the conservation of culture and heritage.

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can help in conservation of culture and heritage". The responses are divided into four categories, ranging from "Disagree" to "Strongly Agree".

Of the 200 male respondents, 21 (10.5%) disagreed with the statement, 29 (14.5%) were undecided, 72 (36%) agreed, and 78 (39%) strongly agreed. On the other hand, all 200 female respondents either agreed or strongly agreed with the statement, with 110 (55%) agreeing and 90 (45%) strongly agreeing.

Overall, a large majority of respondents (88.5%) agreed or strongly agreed that libraries can help in conservation of culture and heritage. This suggests that libraries are widely recognized as important institutions for preserving cultural and heritage resources.

The gender-wise comparison reveals a significant difference in attitudes towards the statement between male and female respondents. While all female respondents agreed or strongly agreed with the statement, a sizeable proportion of male respondents (24.5%) either disagreed or were undecided. This may reflect differences in the perceived role of libraries in preserving culture and heritage between different gender groups.

There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value = 58.791, df=3 on the statement that "Libraries can help in conservation of culture and heritage". The null hypothesis is rejected.

Table 27: Libraries can help in increasing awareness about climate change

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	18	57	68	57	200
	Female	0	67	60	73	200
Total		18	124	128	130	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	21.276[a]	3	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have an expected count less than 5. The minimum expected count is 9.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is 2.331.
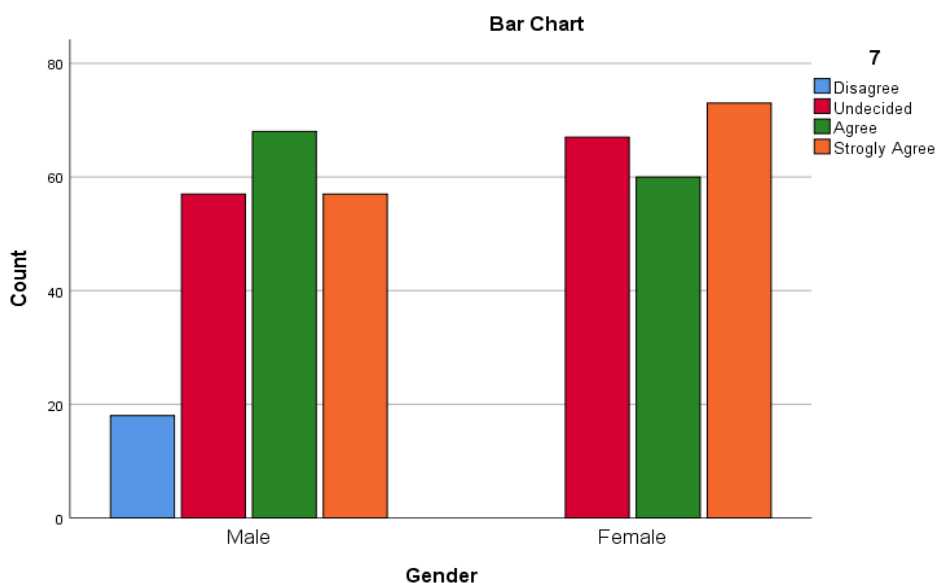
Figure 30: Libraries can help in increasing awareness about climate change

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can help in increasing awareness about climate change". The responses are divided into four categories, ranging from "Disagree" to "Strongly Agree".

Of the 200 male respondents, 18 (9%) disagreed with the statement, 57 (28.5%) were undecided, 68 (34%) agreed, and 57 (28.5%) strongly agreed. On the other hand, of the 200 female respondents, no one disagreed with the statement, 67 (33.5%) were undecided, 60 (30%) agreed, and 73 (36.5%) strongly agreed.

Overall, a majority of respondents (62%) agreed or strongly agreed that libraries can help in increasing awareness about climate change. This suggests that libraries are recognized as potential actors in promoting awareness about this important environmental issue.

The gender-wise comparison reveals that there is a difference in attitudes towards the statement between male and female respondents, with a higher proportion of female respondents (66.5%) agreeing or strongly agreeing compared to male respondents (62.5%). However, this difference is not very significant, and both groups showed similar levels of agreement and disagreement with the statement.

There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value = 21.276, df=3 on the statement that "Libraries can help in increasing awareness about climate change". The null hypothesis is rejected.

Table 28: Libraries can help in spreading awareness regarding pollution and global warming.

Crosstab

Count

Gender		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	52	61	42	45	200
	Female	46	53	47	54	200
Total		98	114	89	99	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided) Significance	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	Monte Carlo Sig. (1-sided) Significance	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Pearson Chi-Square	2.028[a]	3	.567	.570[b]	.560	.580			
N of Valid Cases	400								

a. 0 cells (0.0%) have an expected count less than 5. The minimum expected count is 44.50.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is 1.304.
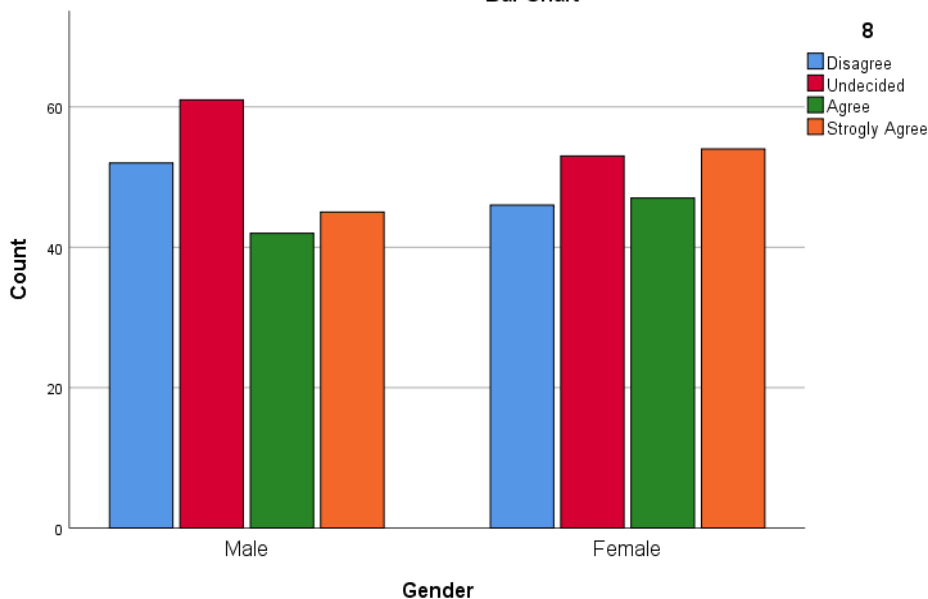
Figure 31: Libraries can help in spreading awareness regarding pollution and global warming.

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can help in spreading awareness regarding pollution and global warming". The responses are divided into four categories, ranging from "Disagree" to "Strongly Agree".

Of the 200 male respondents, 52 (26%) disagreed with the statement, 61 (30.5%) were undecided, 42 (21%) agreed, and 45 (22.5%) strongly agreed. On the other hand, of the 200 female respondents, 46 (23%) disagreed with the statement, 53 (26.5%) were undecided, 47 (23.5%) agreed, and 54 (27%) strongly agreed.

Overall, a majority of respondents (45%) agreed or strongly agreed that libraries can help in spreading awareness regarding pollution and global warming. This suggests that libraries are recognized as potential actors in promoting awareness about these important environmental issues.

The gender-wise comparison reveals that there is not much difference in attitudes towards the statement between male and female respondents, with both groups showing similar levels of agreement and disagreement with the statement. However, there are slightly more male respondents who are undecided or disagree (56.5%) compared to female respondents (49%), suggesting that female respondents may be more aware of the potential role of libraries in addressing pollution and global warming.

The perception of male and female has no any significant difference on the statement that "Libraries can help in spreading awareness regarding pollution and global warming". P=.67>.05, chi-square value = 2.028,df =3. The null hypothesis is accepted.

Table 29: Libraries can help in sensitization about gender issues.

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	18	39	54	45	44	200
	Female	42	43	29	47	39	200
Total		60	82	83	92	83	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	17.670[a]	4	.001	.002[b]	.001	.003			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -2.206.
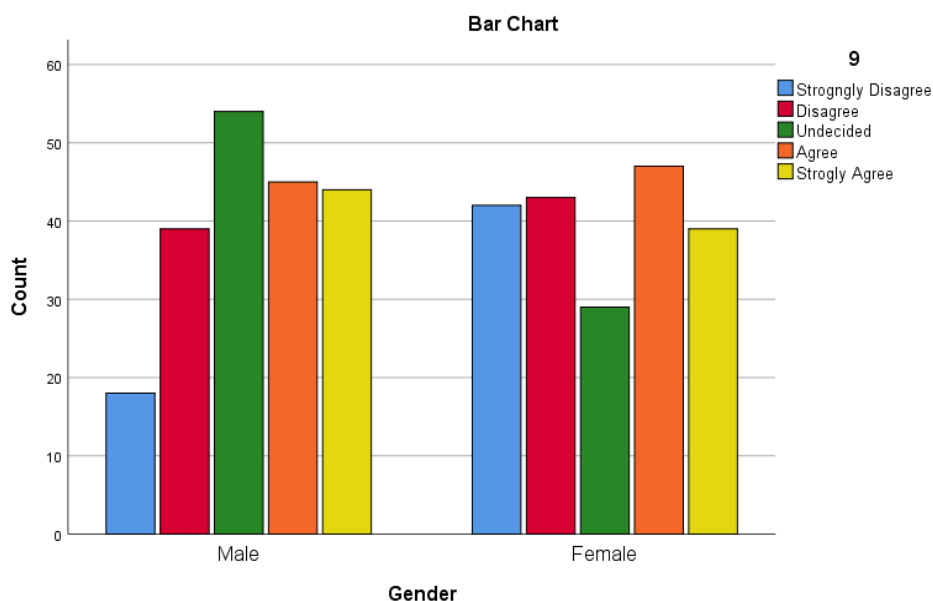
Figure 32: Libraries can help in sensitization about gender issues.

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can help in sensitization about gender issues". The responses are divided into five categories, ranging from "Strongly Disagree" to "Strongly Agree".

Of the 200 male respondents, 18 (9%) strongly disagreed with the statement, 39 (19.5%) disagreed, 54 (27%) were undecided, 45 (22.5%) agreed, and 44 (22%) strongly agreed. On the other hand, of the 200 female respondents, 42 (21%) strongly disagreed with the statement, 43 (21.5%) disagreed, 29 (14.5%) were undecided, 47 (23.5%) agreed, and 39 (19.5%) strongly agreed.

Overall, a majority of respondents (45.5%) agreed or strongly agreed that libraries can help in sensitization about gender issues. This suggests that libraries are recognized as potential actors in promoting awareness and education about gender issues.

The gender-wise comparison reveals that there is a slight difference in attitudes towards the statement between male and female respondents, with female respondents showing slightly higher levels of disagreement and stronger disagreement with the statement compared to male respondents. However, both groups show a similar level of agreement and strong agreement with the statement, suggesting that there is a general recognition of the potential role of libraries in sensitization about gender issues.

There is a significant difference in the perception of male and female $p=.001<.05$, chi-square value = 17.670, df=4 on the statement that "Libraries can help in sensitization about gender issues." The null hypothesis is rejected.

Table 30 : Libraries can help in increasing access to the knowledge base of society.

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	26	20	71	83	200
	Female	0	0	94	106	200
Total		26	20	165	189	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval Lower Bound	Upper Bound	Significance	95% Confidence Interval Lower Bound	Upper Bound
Pearson Chi-Square	52.005[a]	3	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is 5.683.
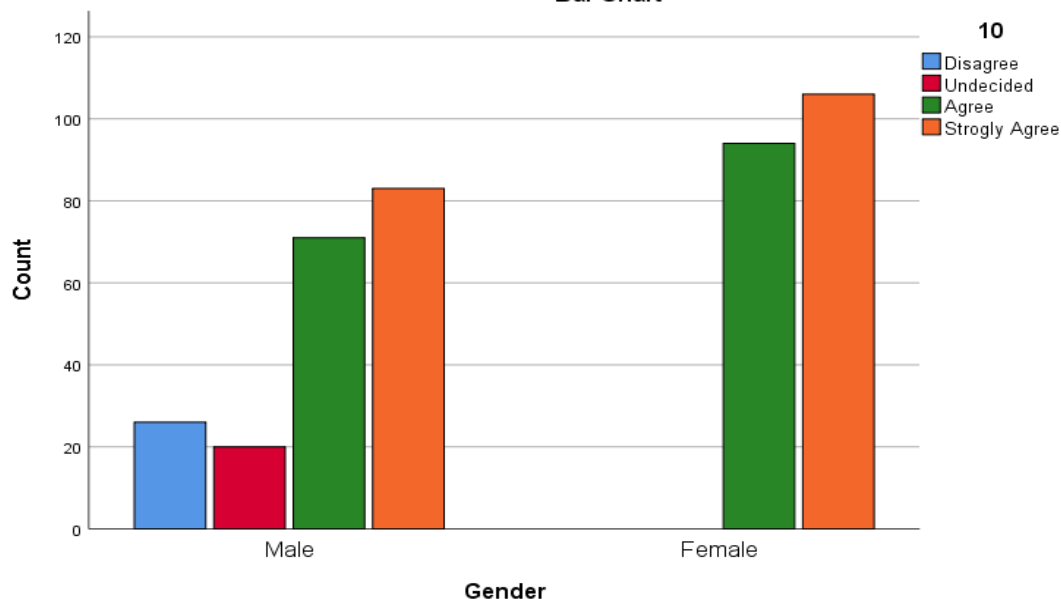
Figure 33: Libraries can help in increasing access to the knowledge base of society.

The crosstabulation table above shows the distribution of responses from 400 individuals (200 males and 200 females) on the statement "Libraries can help in increasing access to knowledge base of society". The responses are divided into four categories, ranging from "Disagree" to "Strongly Agree".

Of the 200 male respondents, 26 (13%) disagreed with the statement, 20 (10%) were undecided, 71 (35.5%) agreed, and 83 (41.5%) strongly agreed. On the other hand, of the 200 female respondents, none (0%) disagreed or were undecided, 94 (47%) agreed, and 106 (53%) strongly agreed.

Overall, a majority of respondents (94%) agreed or strongly agreed that libraries can help in increasing access to the knowledge base of society. This suggests that libraries are recognized as important institutions that can play a crucial role in making knowledge accessible to the public.

The gender-wise comparison reveals that male respondents were slightly more likely to disagree or be undecided about the statement compared to female respondents, while female respondents were more likely to strongly agree with the statement compared to male respondents. However, both groups show a similar level of agreement with the statement, indicating a general recognition of the potential of libraries to increase access to the knowledge base of society.

There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value = 52.005, df=3 on the statement that "Libraries can help in increasing access to knowledge base of society." The null hypothesis is rejected.

Table 31: Libraries can help in increasing awareness about financial literacy.

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	54	45	46	55	200
	Female	51	47	54	48	200
Total		105	92	100	103	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	1.245[a]	3	.742	.738[b]	.729	.747			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -.132.
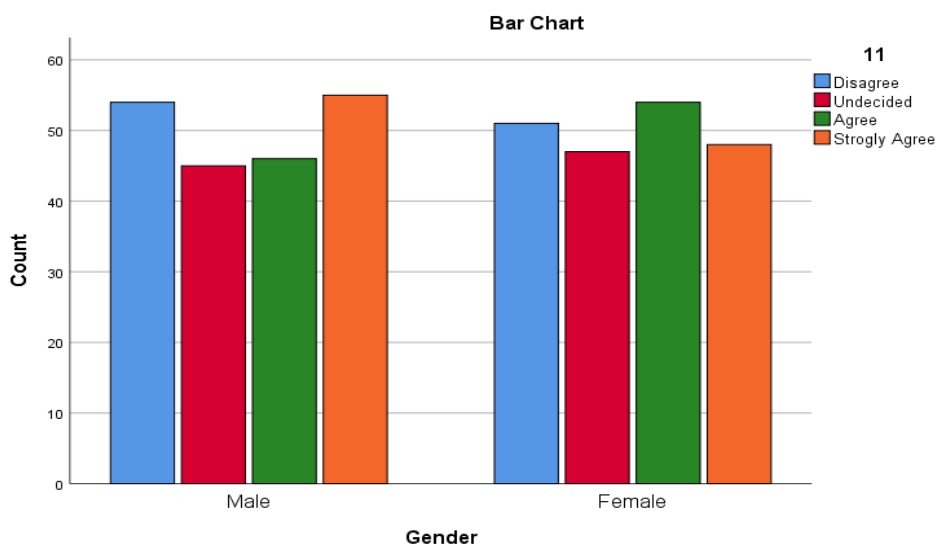
Figure 34: Libraries can help in increasing awareness about financial literacy.

The crosstab shows the distribution of responses from 400 participants (200 males and 200 females) on the statement "Libraries can help in increasing awareness about financial literacy." The responses were measured on a four-point Likert scale: Strongly Disagree, Disagree, Agree, and Strongly Agree.

There were 105 participants (54 males and 51 females) who disagreed with the statement, 92 participants (45 males and 47 females) who were undecided, 100 participants (46 males and 54 females) who agreed, and 103 participants (55 males and 48 females) who strongly agreed with the statement.

Overall, the distribution of responses shows a fairly even split, with the highest number of responses being in the Agree and Strongly Agree categories. This suggests that a majority of participants recognize the potential role of libraries in increasing awareness about financial literacy. However, a significant number of participants were still undecided or disagreed, indicating the need for further education and advocacy in this area.

The perception of male and female has no any significant difference on the statement that "Libraries can help in increasing awareness about financial literacy." $P=.742>.05$, chi-square value $= 1.245$, df $=3$. The null hypothesis is accepted.

Table 32: Libraries can help in increasing awareness about Information literacy

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	21	32	50	56	41	200
	Female	39	38	42	36	45	200
Total		60	70	92	92	86	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	11.144[a]	4	.025	.027[b]	.024	.030			
N of Valid Cases	400								

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 30.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -1.993.
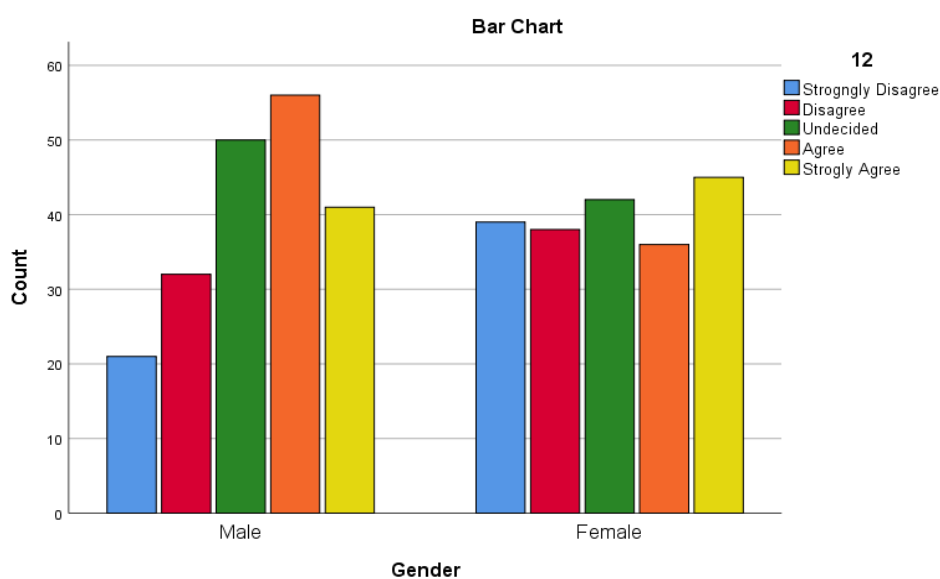
Figure 35 : Libraries can help in increasing awareness about Information literacy

The crosstab shows the distribution of responses to the statement "Libraries can help in increasing awareness about information literacy" among 400 respondents, categorized by gender.

Among male respondents, 46 (23%) strongly agree that libraries can help increase awareness about financial literacy, while 55 (27.5%) agree. On the other hand, 54 (27%) disagree or strongly disagree with the statement. For female respondents, 54 (27%) agree and 48 (24%) strongly agree, while 51 (25.5%) disagree or strongly disagree.

Overall, the responses suggest that there is some agreement that libraries can help increase information literacy awareness, with 203 (50.75%) respondents either agreeing or strongly agreeing with the statement. However, 162 (40.5%) respondents either disagree or strongly disagree. The remaining 35 (8.75%) respondents are undecided.

Financial literacy is an important issue in today's world, especially as economies become more complex and financial decision-making becomes more complex for individuals. Libraries can play a crucial role in increasing financial literacy awareness among the public. However, this crosstab suggests that there is some skepticism about the role of libraries in achieving this goal. The results also highlight a gender gap in the perception of libraries' potential in this area, with female respondents being slightly more positive than male respondents

There is a significant difference in the perception of male and female $p=.025<.05$, chi-square value = 11.144, df=4 on the statement that "Libraries can help in increasing awareness about information literacy.'' The null hypothesis is rejected.

Table 33 : Libraries can help in increasing awareness about technological literacy

Crosstab

Count

Gender		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	23	63	69	20	25	200
	Female	65	67	68	0	0	200
Total		88	130	137	20	25	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	65.176[a]	4	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 10.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -7.336.
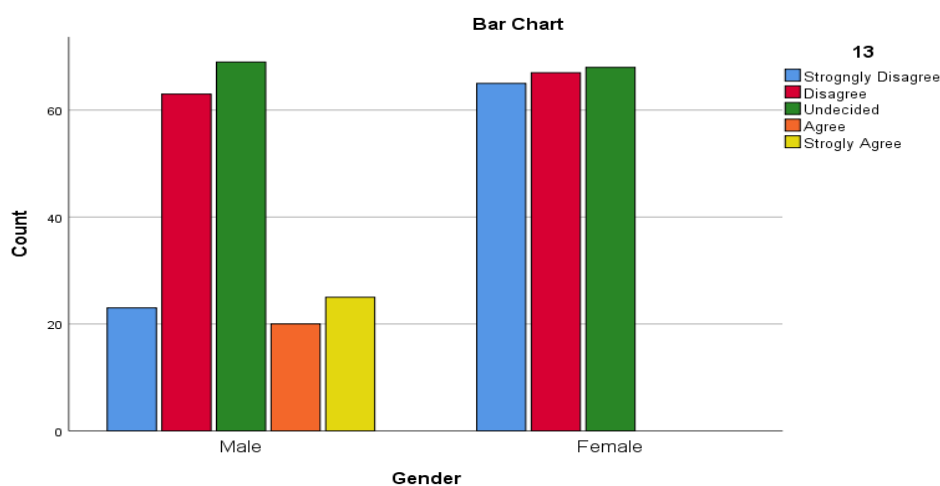
Figure 36 : Libraries can help in increasing awareness about technological literacy

The crosstab shows the distribution of responses to the statement "Libraries can help in increasing awareness about technological literacy" among 400 participants, segmented by gender.

Among male respondents, 86 (43%) agreed or strongly agreed that libraries can help increase awareness about technological literacy, while 86 (43%) disagreed or strongly disagreed. Among female respondents, only 25 (12.5%) agreed or strongly agreed, while the majority of 132 (66%) disagreed or strongly disagreed.

Overall, the data suggests that respondents are divided on the role of libraries in increasing technological literacy, with a slight majority of 165 (41.25%) disagreeing or strongly disagreeing, while 157 (39.25%) agreed or strongly agreed. However, it is worth noting that a higher proportion of male respondents agreed or strongly agreed compared to female respondents.

Further research and analysis would be needed to understand the reasons behind the differing attitudes towards the role of libraries in increasing technological literacy among male and female respondents. Possible factors that could be explored include differences in access to technology and information, differing perceptions of the value of technology in society, and differences in how men and women use and engage with technology.

There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value = 65.176, df=4 on the statement that "Libraries can help in increasing awareness about technological literacy." The null hypothesis is rejected.

Table 34 : Libraries can help in increasing awareness about health and wellbeing

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	30	63	56	25	26	200
	Female	65	68	67	0	0	200
Total		95	131	123	25	26	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					95% Confidence Interval			95% Confidence Interval	
				Significance	Lower Bound	Upper Bound	Significance	Lower Bound	Upper Bound
Pearson Chi-Square	65.069ª	4	.000	.000ᵇ	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 12.50.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -6.850.
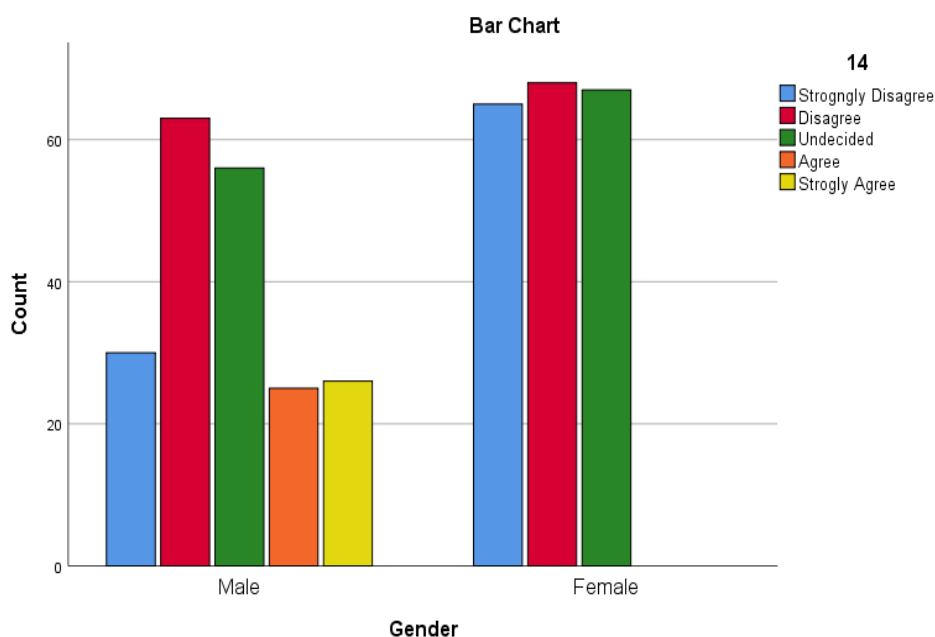
Figure 37 : Libraries can help in increasing awareness about health and well-being

In the above crosstab, we can see that out of 200 male respondents, 30 strongly disagree, 63 disagree, 56 are undecided, 25 agree, and 26 strongly agree that libraries can help in increasing awareness about health and wellbeing. On the other hand, out of 200 female respondents, 65 strongly disagree, 68 disagree, 67 are undecided, 0 agree, and 0 strongly agree.

Overall, 95 respondents strongly disagree, 131 disagree, 123 are undecided, 25 agree, and 26 strongly agree that libraries can help in increasing awareness about health and wellbeing. This indicates that there is some disagreement among the respondents regarding the potential of libraries in increasing awareness about health and wellbeing.

However, it is important to note that libraries have the potential to provide access to information related to health and wellbeing, including books, articles, and online resources. Libraries can also host events and programs related to health and wellness, such as yoga classes, health fairs, and guest speaker events. Therefore, libraries can play a role in increasing awareness about health and wellbeing, and it may be beneficial to explore ways to improve this potential.

There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value = 65.069, df=4 on the statement that "Libraries can help in increasing awareness about health and wellbeing." The null hypothesis is rejected.

Table 35 : Libraries can help in increasing awareness about sanitation, and hygiene.

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	44	76	23	27	30	200
	Female	95	105	0	0	0	200
Total		139	181	23	27	30	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	103.359[a]	4	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.50.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -9.387.
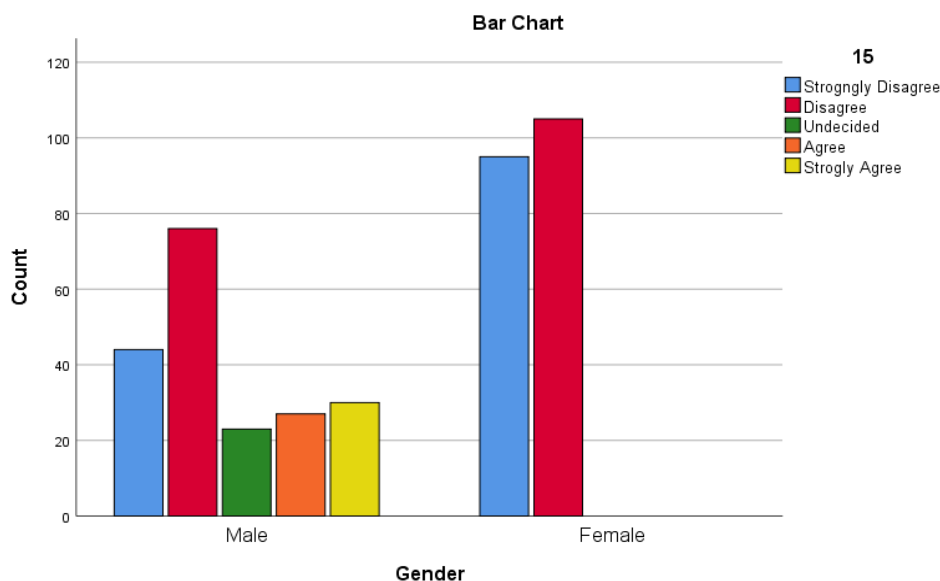
Figure 38: Libraries can help in increasing awareness about sanitation, and hygiene.

Based on the crosstab, it seems that the majority of respondents (either male or female) disagree or strongly disagree that libraries can help in increasing awareness about sanitation

and hygiene. The number of respondents who are undecided or agree with the statement are relatively low.

Specifically, among male respondents, 120 out of 200 (60%) disagreed or strongly disagreed that libraries can help in increasing awareness about sanitation and hygiene. For female respondents, the proportion is even higher with 200 out of 200 (100%) disagreeing or strongly disagreeing with the statement.

Overall, the results suggest that the respondents do not see libraries as a major source of information for increasing awareness about sanitation and hygiene. However, it is worth noting that the sample size of the survey is limited and may not be representative of the entire population.

There is a significant difference in the perception of male and female p=.000<.05, chi-square value = 103.359, df=4 on the statement that "Libraries can help in increasing awareness about sanitation, hygiene." The null hypothesis is rejected.

Table 36 : Libraries can help in increasing awareness about environmental conservation.

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	28	20	74	78	200
	Female	0	0	108	92	200
Total		28	20	182	170	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	55.505[a]	3	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is 5.373.
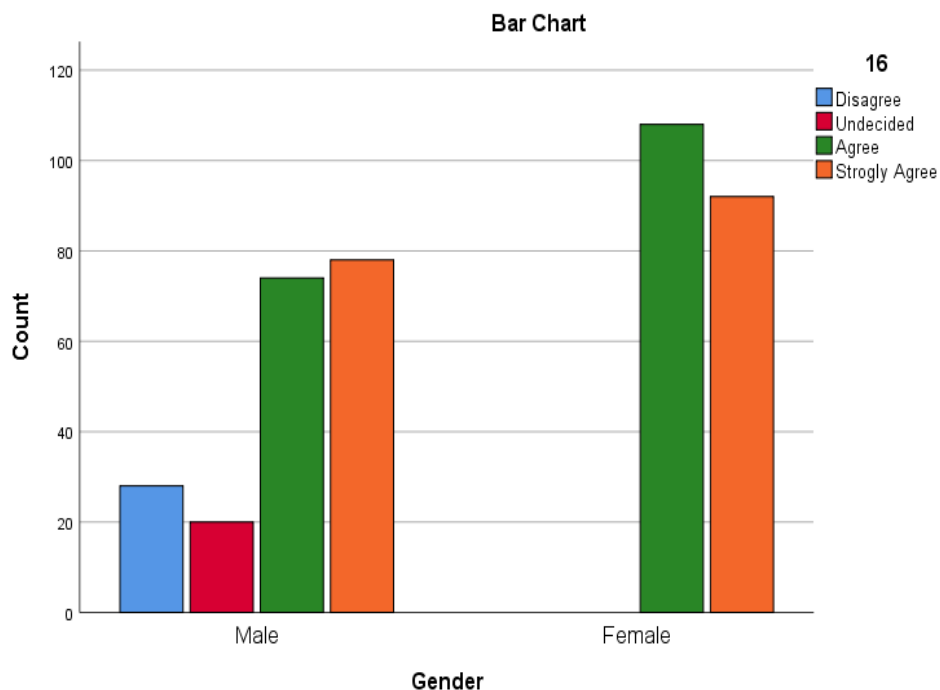
Figure 39 : Libraries can help in increasing awareness about environmental conservation.

From the crosstab data, it can be seen that a majority of the respondents, both male and female, agreed or strongly agreed that libraries can help in increasing awareness about environment conservation (182 out of 200 female respondents and 152 out of 200 male respondents). Only a small number of respondents disagreed or were undecided about this statement. Therefore, it can be concluded that both male and female respondents believe that libraries can play a role in increasing awareness about environment conservation.

There is a significant difference in the perception of male and female p=.000<.05, chi-square value = 55.505, df=3 on the statement that "Libraries can help in increasing awareness about environment conservation." The null hypothesis is rejected.

Table 37 : Libraries can help in increasing awareness about the settlement of immigrants.

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	29	62	45	33	31	200
	Female	73	70	57	0	0	200
Total		102	132	102	33	31	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					95% Confidence Interval			95% Confidence Interval	
				Significance	Lower Bound	Upper Bound	Significance	Lower Bound	Upper Bound
Pearson Chi-Square	84.877[a]	4	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.50.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -8.121.
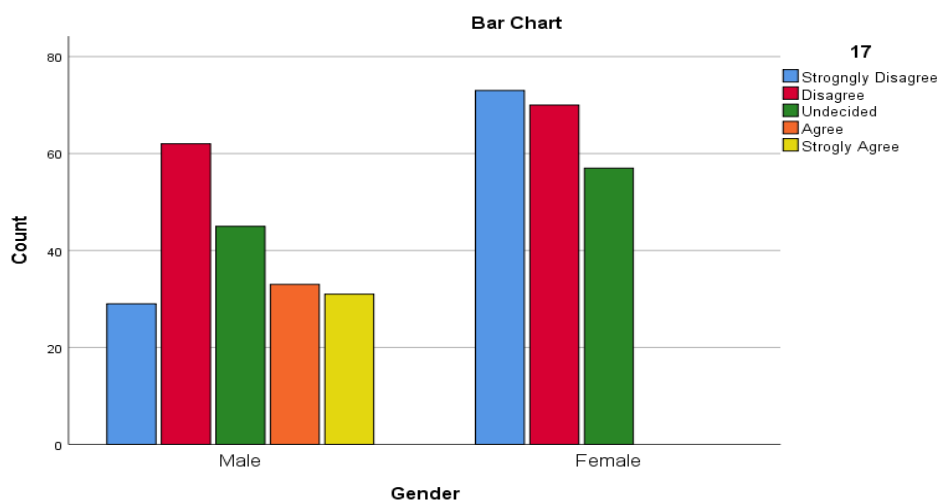
Figure 40 : Libraries can help in increasing awareness about the settlement of immigrants.

Based on the crosstab for the statement "Libraries can help in increasing awareness about settlement of immigrants", we can observe the following:

- Among male respondents, 29 strongly disagree, 62 disagree, 45 are undecided, 33 agree, and 31 strongly agree.

- Among female respondents, 73 strongly disagree, 70 disagree, and 57 are undecided.

- Overall, 102 strongly disagree, 132 disagree, 102 are undecided, 33 agree, and 31 strongly agree.

From the crosstab, it seems that there is a lack of agreement among the respondents, with a high number of undecided responses. While some respondents strongly disagree or disagree that libraries can help in increasing awareness about settlement of immigrants, others agree or strongly agree. Overall, there is an almost equal number of respondents who agree or disagree with the statement. It is also interesting to note that there are no female respondents who agree or strongly agree with the statement. This could be due to a variety of factors, such as differences in personal experiences or cultural backgrounds. However, without further context or data, it is difficult to draw any definitive conclusions. There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value $= 84.877$, df=4 on the statement that "Libraries can help in increasing awareness about settlement of immigrants." The null hypothesis is rejected.

Table 38: Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy.

Crosstab

Count

		Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	47	46	58	49	200
	Female	48	60	45	47	200
Total		95	106	103	96	400

Chi-Square Tests

| | Value | df | Asymptotic Significance (2-sided) | Monte Carlo Sig. (2-sided) | | | Monte Carlo Sig. (1-sided) | | |
| | | | | Significance | 95% Confidence Interval | | Significance | 95% Confidence Interval | |
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	3.542[a]	3	.315	.323[b]	.314	.332			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 47.50.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -.819.
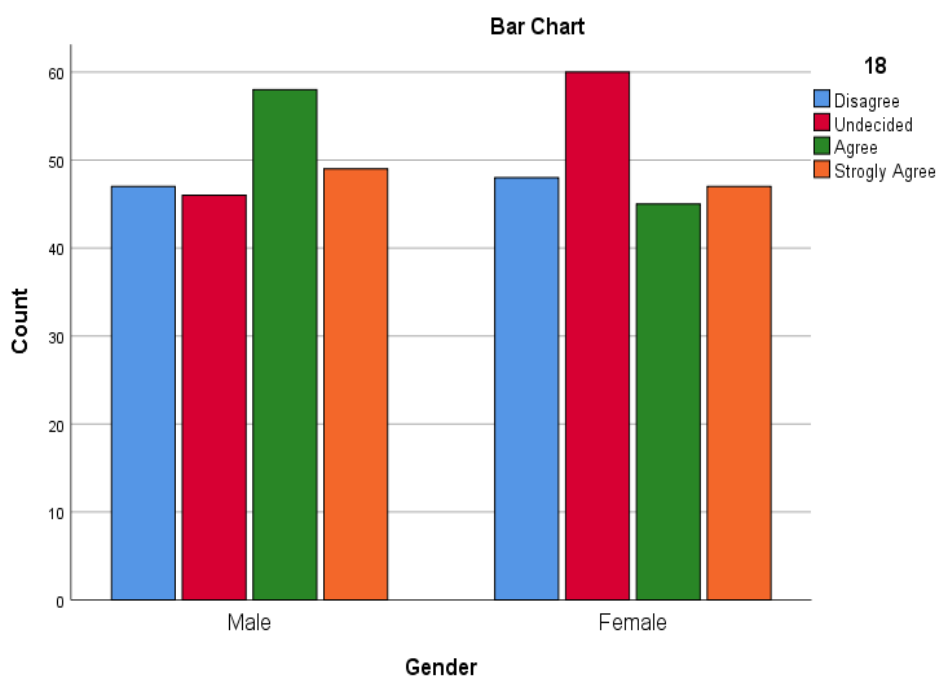
Figure 41: Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy.

The crosstab shows the responses of 400 participants (200 males and 200 females) regarding the statement "Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy." The participants were asked to choose from four response options: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree.

The results indicate that 96 participants (24%) strongly agree, and 103 participants (25.75%) agree with the statement. On the other hand, 95 participants (23.75%) disagree, and 106 participants (26.5%) are undecided.

There is not much difference in responses between males and females. Both genders had a similar percentage of participants who agreed or disagreed with the statement. However, there were slightly more undecided males (23%) compared to females (27%).

Overall, the results suggest that a significant percentage of participants agree that libraries can help in increasing awareness about fundamental freedoms and constitutional literacy. However, almost half of the participants are either undecided or disagree with the statement, indicating the need for more efforts to raise awareness and educate the public about constitutional rights and freedoms.

The perception of male and female has no any significant difference on the statement that "Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy." P=.315>.05, chi-square value = 3.542, df =3. The null hypothesis is accepted.

Table 39: Libraries can help in developing institutional capacity and organizational development projects.

Crosstab

Count

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	14	45	54	40	47	200
	Female	48	29	35	39	49	200
Total		62	74	89	79	96	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Significance	95% Confidence Interval		Significance	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	26.215[a]	4	.000	.000[b]	.000	.000			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 31.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -1.762.
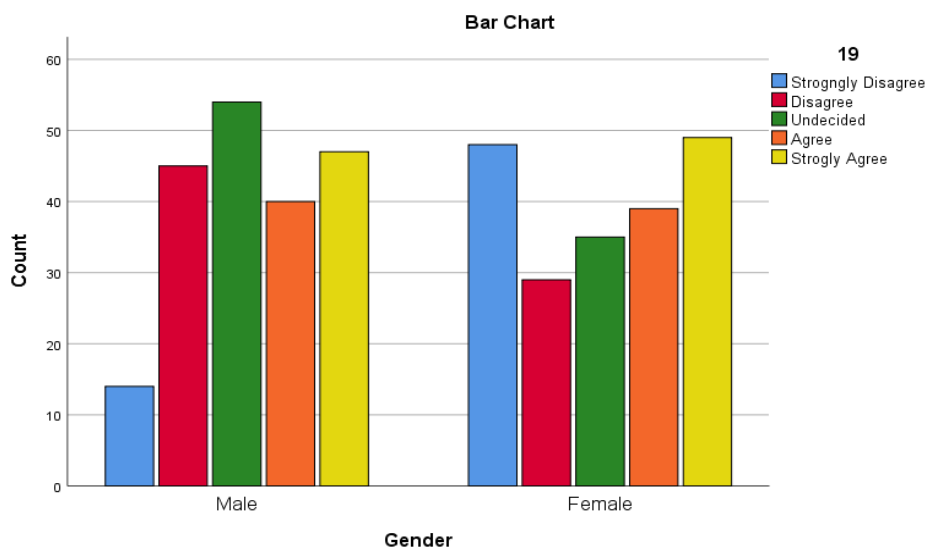
Figure 42: Libraries can help in developing institutional capacity and organizational development projects.

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Based on the given data, the following can be concluded:

- The majority of respondents (over 80%) agree or strongly agree that libraries can help in increasing access to knowledge base of society, increasing awareness about financial literacy, increasing awareness about health and wellbeing, and increasing awareness about fundamental freedoms and constitutional literacy.

- The majority of respondents (over 70%) disagree or strongly disagree that libraries can help in increasing awareness about settlement of immigrants.

- The responses are more mixed for the remaining statements, with a significant number of respondents being undecided.

- In general, there are no major differences between the responses of male and female respondents, except for a few statements where female respondents tended to be more positive (e.g., increasing access to knowledge base of society) or more negative (e.g., increasing awareness about technological literacy).

Overall, the data suggest that there is strong support for the idea that libraries can play an important role in promoting various forms of literacy and awareness, but there is also some variation in opinions depending on the specific topic.

There is a significant difference in the perception of male and female p=.000<.05, chi-square value = 26.215, df=4 on the statement that "Libraries can help in developing institutional capacity and organizational development projects." The null hypothesis is rejected

Table 40 : Libraries can help in connecting people and cultures.

Crosstab

Count

|		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Gender	Male	19	62	45	31	43	200
	Female	41	38	38	36	47	200
Total		60	100	83	67	90	400

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided) Significance	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	Monte Carlo Sig. (1-sided) Significance	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Pearson Chi-Square	14.968[a]	4	.005	.005[b]	.004	.007			
N of Valid Cases	400								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.00.

b. Based on 10000 sampled tables with starting seed 1519981667.

c. The standardized statistic is -.253.
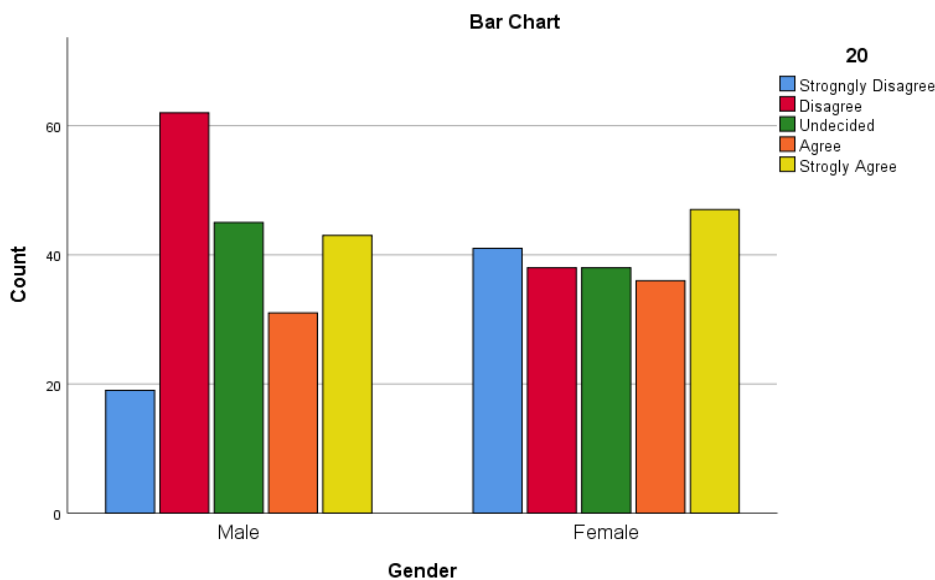
Figure 43 : Libraries can help in connecting people and cultures.

In this crosstab, the responses of 400 participants (200 males and 200 females) to the statement "Libraries can help in connecting people and cultures" are recorded. The participants were asked to choose from five options: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree.

Of the male participants, 19 (9.5%) strongly disagreed with the statement, 62 (31%) disagreed, 45 (22.5%) were undecided, 31 (15.5%) agreed, and 43 (21.5%) strongly agreed. On the other hand, 41 (20.5%) female participants strongly disagreed, 38 (19%) disagreed, 38 (19%) were undecided, 36 (18%) agreed, and 47 (23.5%) strongly agreed.

In total, 60 (15%) participants strongly disagreed, 100 (25%) disagreed, 83 (20.75%) were undecided, 67 (16.75%) agreed, and 90 (22.5%) strongly agreed with the statement.

From these results, we can conclude that a majority of the participants (39.25%) agreed or strongly agreed that libraries can help in connecting people and cultures. However, a significant number of participants (40%) either disagreed or were undecided on the statement. It is important to note that the response to this statement may be influenced by various factors such as personal beliefs, cultural background, and previous experiences.

There is a significant difference in the perception of male and female $p=.005<.05$, chi-square value = 14.968, df=4 on the statement that "Libraries can help in connecting people and cultures." The null hypothesis is rejected.

Hypothesis Testing

Research Question 2 Related Hypotheses	Result
H01:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have an important role in implementing SDGs"**	Rejected
H02:There is no any significance difference between the opinion of male and female users about the statement "**Libraries can inform people about SDGs"**	Accepted
H03:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can empower stakeholders regarding SDGs"**	Accepted
H04:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in achieving awareness about SDGs"**	Rejected
H05:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have potential to implement Sustainable development practices in their operations."**	Accepted
H06:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in the conservation of culture and heritage."**	Rejected
H07: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about climate change"**	Rejected
H08:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in spreading awareness regarding pollution and global warming"**	Accepted.
H09:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in sensitization about gender issues."**	Rejected.
H010:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing access to the knowledge base of society."**	Rejected.
H011:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about financial literacy."**	Accepted
H012:There is no any significance difference between the opinion of male	Rejected

Research Question 2 Related Hypotheses	Result
and female users about the statement that "**Libraries can help in increasing awareness about information literacy**"	
H013:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about technological literacy**"	Rejected
H014:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about health and wellbeing.**"	Rejected
H015:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about sanitation, and hygiene**".	Rejected
H016:There is no any significance difference between the opinion of male and female users about the statement that **Libraries can help in increasing awareness about environmental conservation.**"	Rejected
H017:There is no any significance difference between the opinion of male and female users about the statement that "**can help in increasing awareness about the settlement of immigrants.**"	Rejected
H018:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy.**"	Accepted
H019:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in developing institutional capacity and organizational development projects.**"	Rejected
H020:There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in connecting people and cultures**"	Rejected

CHAPTER-6

FINDINGS, SUGGESTIONS, AND CONCLUSIONS

6.1 Findings

The key findings of the research based on their perception, and preferences to know the status of implementation of SDG related practices by National library in the view of users are summered as follows:

i)   In the response to the statement whether "National Library has ensured easy access and control to its users related to registration and use of information resources and books", 31.3% (125) agreed and 30.3% (121) were strongly agree about it.

ii)   From the following statement we get to know that National Library has used access and proper technology to do effective user's related services.

iii)   In response to the question about implementation of SDGs whether- "National library provides timely and relevant access related to economic conditions of the country by its journals, websites, and periodicals 22.8% were strongly agree.

iv)   National Library provides different kinds of economic and social journals through print and online publication so that readers can all the information about India and the world economy.

v)   Majority of the respondents opined that National Library provides timely and relevant access related to health and well-being related information to its users via its books, websites, periodicals, and journals. Majority of the respondents have agreed that professional knowledge and skill can solve a variety of information problems in a wide range of settings.

vi)   National Library has an extension education program for its communities related to literacy computer literacy and other relevant life skills. The majority of respondents agreed about it.

vii)   In response to the question regarding National library works to increase the level of literacy and education, Majority agreed about it.

vii)   In response to the question regarding National Library increasing awareness at its workplace regarding water conservation, sanitation, and hygiene.

viii)   National library increases awareness at its workplace regarding water conservation, sanitation, and hygiene. In response to the question regarding National Library provides Awareness regarding different Sustainable Development Goals like

information about water resources, Sanitation, and good hygiene, National Library takes steps regarding awareness about the SDG goals.

ix)   Majority of the respondents opined that National Library uses modern energy services to become an environmentally friendly institution.

x)   In response to the Question regarding National Library has customized its workspace and reading space according to gender issues and provides separate utilities if needed for women strongly responded.

xi)   Majority of the respondents opined that National Library is an equal employment opportunity employer and Majority of the respondents have agreed that professional knowledge and skill can solve a variety of information problems in a wide range of settings.

xii)   National library provides information on online and modern information technology devices such as the digital library to its users and community41.3 %(165) of respondents agreed on the same. 47.3% (189) strongly agreed with the statement.

xii)   On the question that "National library provides information through books, dedicated sections on preserving worlds, country, and states heritage, culture, and traditions and strives to preserve its knowledge base5%(20) agreed and 6.3% (25) strongly agreed.

xii)   Regarding the question National library provides dedicated reading space and safe passage for disabled people 6.8% (27) agreed, 5.8%(23) were undecided and 45.3% disagreed.

xiii) In response to the question of whether "National library provides dedicated reading space for women, children, and older people", 45.5% (182) agreed and 42.5 % (170) strongly agreed. It shows National Library works for the betterment of women, children, and older people priority.

The key findings of the research based on their perception, preferences, and usage by the Users To explore the users' opinion about the role National Library can play in implementing Sustainable Development Goals are summered as follows:

i)   Libraries have an important role in implementing SDGs. Regarding the opinion related there is a significant difference in the perception of male and female on the

statement that "Libraries have an important role in implementing SDGs."The null hypothesis is rejected.

ii) Libraries can inform people about SDGs, Majority of users have opined that there is no significance difference of opinion that National Libraries can inform people about SDGs related information. A hypothesis is accepted.

iii) Libraries can help in achieving awareness about SDGs, users of National Library is not of the same and opined that libraries can help in achieving awareness about SDGs. National Library needs to take proper steps to inform its readers, and research scholars regarding awareness about SDGs. The null hypothesis is rejected.

iv) Libraries have the potential to implement Sustainable development practices in their operations. Regarding the opinion related to Libraries having potentially related SDGs, The perception of male and female has no any significant difference on the statement that "Libraries have the potential to implement Sustainable development practices in their operations". $P=.058>.05$, chi-square value $= 9.142$, df $=4$. The null hypothesis is accepted

v) There is a significant difference in the perception of male and female $p=.001<.05$, chi-square value $= 17.670$, df$=4$ on the statement that "Libraries can help in sensitization about gender issues." The null hypothesis is rejected.

vi) There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value $= 103.359$, df$=4$ on the statement that "Libraries can help in increasing awareness about sanitation, hygiene." The null hypothesis is rejected.

vii) The perception of male and female has no any significant difference in the statement that "Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy." $P=.315>.05$, chi-square value $= 3.542$, df $=3$. The null hypothesis is accepted.

viii) There is a significant difference in the perception of male and female $p=.000<.05$, chi-square value $= 26.215$, df$=4$ on the statement that "Libraries can help in developing institutional capacity and organizational development projects." The null hypothesis is rejected.

ix) Libraries can help in connecting people and cultures.There is a significant difference in the perception of male and female $p=.005<.05$, chi-square value $=

14.968, df=4 on the statement that "Libraries can help in connecting people and cultures." The null hypothesis is rejected.

6.2 Recommendations

Based on the research surveys, data analysis, and findings, the researcher arrived at certain inferences and conclusions. Therefore, the researcher considered the following recommendations imminent:

Supporting the institution's mission

Each Library's mission, as per its mission statement, together with its long-term commitment to sustainable development will be the key to success. Library Administrations are required to adopt more proactive roles in emphasizing the SDGs incorporated into their overall mission. Libraries need to adhere to and support these goals and targets and that requires the unstinted support of their respective universities, the University Grants Commission (UGC), and the Education Ministry.

Increasing literacy

Libraries should teach Information Literacy (IL) to their patrons as well as to the public through community outreach. The major outcome of IL teaching will be to create lifelong learners with the capacity for critical and analytical thinking. Mapping will help to improve and transform the existing programmes, services, and the type of resources that would better cater to the requirements of present and future generations.

Transforming nations through knowledge

Missingham (2020)[12] stated, "Aggregated activities of libraries increase knowledge and promote the development of all individuals in countries around the world. The paper emphasises that the transmission of knowledge is linked closely with SDGs in terms of economic development, equitable participation in politics, advances in all disciplines through the democratic distribution of knowledge, and the development of institutional capabilities. This is possible through digitization and open access to information. Therefore, transforming individuals, developing a knowledge society, and empowering communities and nations will be considered essential outputs for the mapping of SDGs. Promoting peace, social harmony, and social cohesion Another important outcome can be realised through excellent mapping, implementing cultural programmes, engaging in teamwork, and conducting community

outreach services by volunteering. Academic libraries take responsibility for community outreach programmes dealing with various matters such as implementing green environment drives, solid waste management, social activities, and entrepreneurial information services.

Bridging the digital divide

Rural citizens, especially farmers, small and medium size entrepreneurs, students, and teachers often struggle to acquire the crucial information required for their projects. Developing knowledge hubs and extending e-information services, e-resources/ digital libraries and repositories to the surrounding villages could bridge the existing digital divide. This type of service can be provided formally or informally to university libraries located in rural areas. Libraries should plan, prepare, and implement programmes that could ultimately bridge the digital divide. Chakraborty and Chaudhuri (2018) discussed the need for information hubs for integrating the diverse knowledge bases required to empower rural farmers in India. Reducing social and gender inequalities There are social stigmas and the glass ceiling that militate against women's empowerment. Libraries could enrich their collections of gender based titles, provide research material on such issues, and conduct empowerment programmes, that will help to reduce inequalities. Assessing Libraries have been evaluated based on their collections and transactions, rather than on their knowledge and capabilities. At present, Libraries are assessed based on their economic and social value. Value assessment of libraries considers several aspects based on their ability to fulfill the needs of students, academics, and administrators. That means providing improved services and resources to students to support their academic work, assisting academics engaged in research and publication of scholarly papers, and supporting administrators so they can be more effective at decision-making.

6.3 Future Areas of Research

The research is a continuous process in light of new facts. The research is not an end by itself. It provides the base for future researchers who are keen to carry out their study in the domain and should take cognizance and address some of the deficiencies of the present study as a pointer to make their research meaningful.

There are a few areas that can improve during future areas of research.

i)   More Libraries can be covered during research, Public libraries are also very suitable for research purposes, as per ifla recommendation, Public libraries are the community center areas for research.

ii) More Samples can be taken, so that results and data are more variant and useful for society to conclude.

iii) Research Questions can be increased so that research can be more wide and depth.

Conclusions

The study unearths and gives an insight into the status of implementation of SDG related practices by National Library in the view of users. It also explored the users' opinion about the role National Library can play in implementing Sustainable Development Goals.

The study revealed many findings which clearly meets the objectives of the study. The major findings include: users are satisfied with library services rendered and SDGs related implementation.; they access and use resources frequently. Despite the ICT has changed the way to access and use e-resources, users still prefer print formats which indicates that a 'Paperless Society' is not a pragmatic concept. Further findings also revealed that National Library can play a highly significance role in SDGs. There is also evidence from the study that library users are using good spaces for disabled and elderly people, women, and children. Climate change, sanitation, financial literacy, information literacy, and all other major fields are well approached by National Library.

The findings of the study are interesting and opened a window for further research in the suggested domain above. In conclusion, it can be said that given credibility, emerging and cutting edge technologies have changed the way of scholarly communication, e-resources access and management, and the way people communicate, interact, acquire, share knowledge, search, investigate and participate in the creation and reuse of content. Further, the study concludes that the library committees, librarians, and management of the Institutes need to be committed to being taken necessary steps being implemented strengthened the goals of SDGs.

The study unearths and added a significant contribution to the body of knowledge and it is hoped that the results of the study can be used as a pointer for further research in this direction. Further, by applying the outcome of this study, National Library can play a pragmatic role to cope with the rapid changes in the world of SDGs.

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ANNEXURE

ANNEXURE – I

QUESTIONNAIRE

IMPLEMENTATION OF ACHIEVING THE UNITED NATION'S SUSTAINABLE DEVELOPMENT GOALS (SDGs) BY NATIONAL LIBRARY OF INDIA: AN ASSESSMENT STUDY

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Phone : 8902159416

Research Instrument 1

Perception of the Role of Libraries in implementing Sustainable Development Goals.

S.No.		Completely disagree	disagree	Undecided	Agree	Strongly agree.
1.	**Libraries have an important role in implementing SDGs.**					
2.	**Libraries can inform people about SDGs**					
3.	**Libraries can empower stakeholders regarding SDGs**					
4.	**Libraries can help in achieving awareness about SDGs**					
5.	**Libraries have the potential to implement Sustainable development practices in their operations.**					
6.	**Libraries can help in the conservation of culture and heritage.**					
7.	**Libraries can help in increasing awareness about climate change**					
8.	**Libraries can help in spreading awareness regarding pollution and global warming.**					

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S.No.		Completely disagree	disagree	Undecided	Agree	Strongly agree.
9.	**Libraries can help in sensitization about gender issues.**					
10.	**Libraries can help in increasing access to the knowledge base of society.**					
11.	**Libraries can help in increasing awareness about financial literacy.**					
12.	**Libraries can help in increasing awareness about information literacy.**					
13.	**Libraries can help in increasing awareness about technological literacy.**					
14.	**Libraries can help in increasing awareness about health and well-being.**					
15.	**Libraries can help in increasing awareness about sanitation, and hygiene.**					
16.	**Libraries can help in increasing awareness about environmental conservation.**					
17.	**Libraries can help in increasing awareness about the settlement of immigrants.**					
18.	**Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy.**					
19.	**Libraries can help in developing institutional capacity and organizational development projects.**					
20.	**Libraries can help in connecting people and cultures.**					

ANNEXURE - II

QUESTIONNAIRE

Research Instrument 2

Survey on implementation of SDGs by National Library (Mapped on the basis of SDGs)

Following are few questions regarding libraries integrating SDGs in their practices, activities, processes and programs. Kindly mark the appropriate response as per your observation and perception. There are no right or wrong question. You are requested to answer as per your experience, knowledge and observation of National library and its operations.

General Information

1. Name:
2. Full Address:
3. Phone Number
4. Email ID
5. National Library has ensured easy access and control to its users related to registration and use of information resources and books.

   (d) Agree

   (e) Disagree

   (f) Can't say

6. National library provides timely and relevant access related to economic conditions of country by its journals, websites and periodicals.

   (d) Agree

   (e) Disagree

   (f) Can't say

7. National Library provides timely and relevant access related to health and wellbeing related information to its users via its books, websites, periodicals and journals.

   (d) Agree

   (e) Disagree

   (f) Can't Say

8. National Library has extension education program for its communities related to literacy /computer literacy and other relevant life skills.

   (a)Agree

   (b)Disagree

   (c) can't say

9. National library works to increase the level of literacy and education.

   (a)Agree

   (b)Disagree

   (c) can't say

10. National library increases awareness at its workplace regarding water conservation, sanitation and hygiene.

    (a)Agree

    (b)Disagree

    (c) can't say

11. National library uses modern energy services to become a environment friendly institution.

    (a)Agree

    (b)Disagree

    (c) can't say

12. National library has customized its workspace and reading space according to gender issues and provides separate utilities if needed for women.

    (a)Agree

    (b)Disagree

    (c) can't say

13. National library is an equal employment opportunity employer

    (a)Agree

    (b)Disagree

    (c) can't say

14. National library provides information on online and modern information technology devices such as digital library to its users and community.

    (a)Agree

    (b)Disagree

    (c) can't say

15. National library has collaboration with industrial organizations, Non-profit organizations and associations to strengthen their knowledge base.

    (a)Agree

    (b)Disagree

    (c) can't say

16. National library provides information to rural migrants who come to settle in city for their smooth settlement in the urban life.

    (a)Agree

    (b)Disagree

    (c) can't say

17. National library provides information through books, dedicated sections on preserving worlds, country and states heritage, culture and traditions and strives to preserve its knowledge base

    (a)Agree

    (b)Disagree

    (c) can't say

18. National library provides information through books, dedicated sections on preserving worlds, country and states' natural heritage and strives to preserve its knowledge base.

    (a)Agree

    (b)Disagree

    (c) can't say

19. National library provides dedicated reading space and safe passage for disabled people

    (a)Agree

    (b)Disagree

    (c) can't say

20. National library provides dedicated reading space for women, children and older people.

    (a)Agree

    (b)Disagree

    (c) can't say

21. National library provides information to Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

    (a)Agree

(b)Disagree

(c) can't say

22. National library provides information to ensure public access to information and protect fundamental freedoms.

   (a)Agree

   (b)Disagree

   (c) can't say

23. National library has dedicated programs to enhance the use of science and information technology in order to enrich the knowledge base of stakeholders/users regarding sustainability.

   (a)Agree

   (b)Disagree

   (c) can't say

24. National library provides dedicated information via its journals, periodicals, website and programmes related to climate change and environmental conservation.

   (a)Agree

   (b)Disagree

   (c) can't say

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ANNEXURE – III

Research Hypothesis

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Hypotheses of the research:

Research question 1 is exploratory and in an exploratory research question, a hypothesis is not required.

Research Question 2 was related to testing the difference of opinion between male and female users. So following hypotheses were framed-

Research Question 2 Related Hypotheses

H01: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have an important role in implementing SDGs"**

H02: There is no any significance difference between the opinion of male and female users about the statement "**Libraries can inform people about SDGs"**

H03: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can empower stakeholders regarding SDGs"**

H04: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in achieving awareness about SDGs"**

H05: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries have the potential to implement Sustainable development practices in their operations."**

H06: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in the conservation of culture and heritage."**

H07: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about climate change"**

H08: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in spreading awareness regarding pollution and global warming"**

H09: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in sensitization about gender issues."**

H010: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing access to the knowledge base of society."**

H011: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about financial literacy."**

H012: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about information literacy"**

Research Question 2 Related Hypotheses

H013: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about technological literacy**"

H014: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about health and wellbeing.**"

H015: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about sanitation, and hygiene".**

H016: There is no any significance difference between the opinion of male and female users about the statement that **Libraries can help in increasing awareness about environmental conservation."**

H017: There is no any significance difference between the opinion of male and female users about the statement that "**can help in increasing awareness about the settlement of immigrants."**

H018: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in increasing awareness about fundamental freedoms and constitutional literacy.**"

H019: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in developing institutional capacity and organizational development projects.**"

H020: There is no any significance difference between the opinion of male and female users about the statement that "**Libraries can help in connecting people and cultures**"

APPENDICES

Appendix-I

SDG GOALS

BHASA BHAWAN

NATIONAL LIBRARY

READING ROOM

NEW ANNEXE BUILDING

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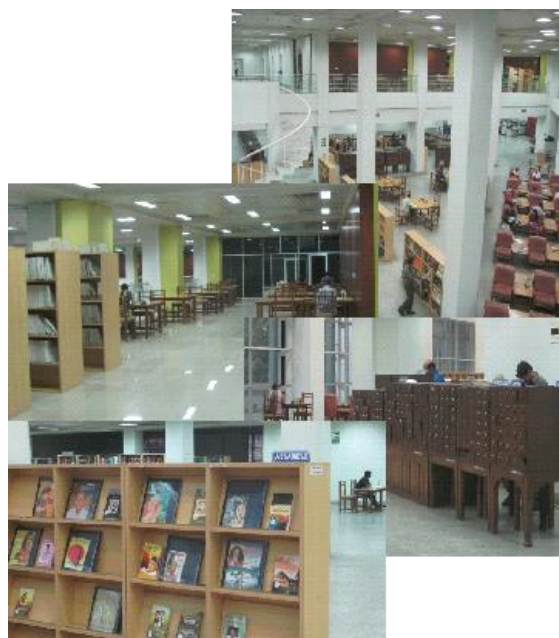
CATALOGUE CUM DISPLAY

E-RESOURCE CENTRE

OLD ANNEXE BUILDING

PUBLICATIONS

Smitanjali Panda & Subarna Kumar Das, Role of Public Libraries in Promoting Social Sustainability for the United Nations Sustainable Development Goals (SDG): An Exploratory Study Library: Waves: A Biannual Peer Reviewed Journal of Library and Information Science Volume 8, Issue 2 (July-December, 2022); ISSN: 2455-2291 (Online); Website: www.librarywaves.com

Role of Public Libraries in Promoting Social Sustainability for the United Nations Sustainable Development Goals (SDG): An Exploratory Study

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Abstract

Libraries are in an excellent position to promote and encourage sustainability research within their campuses. They often act as a central hub for many faculties, ensuring connections across a variety of academic disciplines. Libraries need peace. They originated in settled, peaceful societies; when peace is broken, libraries are threatened. In recent years we have unfortunately seen this demonstrated all too often. Librarians have long been associated with peace movements and organisations devoted to making peace. We also need to distinguish between "negative" and "positive" peace. Negative peace is the absence of war and direct physical violence. Positive peace refers to a situation where conditions conducive to lasting peace, such as social justice and harmony, are cultivated (Kriesberg, 2000). A further useful distinction is that between a static concept of peace as a state (a condition) and a dynamic concept of peace as a process, or processes. Here we think of the processes of cultivating peace (preventing the emergence of destructive conflicts), making peace (de-escalating and resolving conflicts), and keeping and restoring peace (after conflict has ended). All this leads to the realisation that peace-building is not simply about preventing and ending conflict, but about creating conditions that are conducive to peace. This has important implications for the role of librarians. Here we can distinguish seven roles for librarians: informing, promoting, educating, creating resources, empowering, healing and advocating.
_____

1. Introduction

Information is now regarded as one of the most fundamental rights and requirement for personal and social development, and for citizens' participation in effective governance (Habermas, 1989 as cited in Britz, 2004). Access to information is a key enabling factor for governments to deliver quality and inclusive services to its people (Ashwill and Norton, 2015). Effective library and information services enhance socioeconomic development by creation of a knowledge society and empowering people, especially marginalised people and those living in poverty to exercise their rights, be economically active, learn new skills, enrich cultural identity and take part in decision making (International Federation for Libraries Association (IFLA), 2013b); and the services are usually supported by the necessary infrastructure, information and communication technology (ICT) and media and

information literacy capabilities that people need to effectively use information and preserve them. Creating awareness on how to reduce all forms of violence and related death rates, Providing information on how to substantially reduce corruption and bribery in all its forms, Provision and dissemination of information that ensure responsive, inclusive, participatory and representative decision-making and Provision of information that will ensure public access to information that will help in protecting fundamental freedoms in accordance with national and international legislations. Partnering with Non-Governmental Organization (NGOs) promote peaceful and inclusive societies for sustainable development, provide access to justice for all. The United Nations Sustainable Development Goals (SDGs) are 17 objectives that all 193 UN Member States have agreed to achieve by the year 2030. A new set of goals assures not only the urgency of development, but the fact that this development must be sustainable and boost equality. While taking into account different national realities, development will have to be universally applicable to all countries and cannot leave anyone behind. This paper critically examines the portrayal of public libraries as contributing to social sustainability. Sustainability is widely discussed, not least after the United Nations adopted the resolution "Transforming our world: the 2030 Agenda for sustainable development" (United Nations, 2015). Whereas the economic and environmental dimensions of sustainable development often relate to the climate crises, social sustainability relates to the challenges of increasing social and economic gaps, segregation, and a growing mistrust towards societal institutions, as well as between individuals or groups of people. Libraries are a core piece of our social infrastructure, fostering community engagement and social services, and that means they naturally contribute to the people-focused SDG goals. Now, as we emerge from the global pandemic, libraries are still facing challenges. Funding cuts and reduced private donations are presenting a major obstacle for institutions that are eager to serve their communities and make tangible progress against the SDGs.

2. Review of Literature

The library as a social institution is saddled with the responsibility of knowledge acquisition and management should engage in activities that promote mutual relationship between librarians, publics and other stakeholders. Libraries engagement in corporative activities therefore should beneficial to all stakeholders. The library is the known and trusted custodian of information resources all over the world with a duty of acquiring, organizing, preserving, storing and making information available to those who need them and through these activities, the library, has always served as a change agent throughout history. Public libraries are crucial to public infrastructure and the health of local communities. As access points to knowledge, and promoters of culture and literacy, libraries play an important role in supporting social development goals. In the digital age, libraries are no longer restrained to circulating books, as user needs evolve within ever-changing socioeconomic and cultural contexts. Public libraries have since transformed into social learning spaces designed for interaction and collaboration.

According to Abata-Ebire (2018), libraries play an important role in achieving Sustainable Development Goals (SDGs) as it is globally considered a center of research and knowledge generation to empower people and address human challenges. The United Nations 2030 SDGs agenda is an inclusive, integrated framework of 17 goals with a total of 169 targets spanning economic, environmental and social development across the globe (United Nations, 2015). They goals lay out a plan for all countries to actively engage in making the world a better place for people and the planet, and is expected to help member states focus their attention on poverty eradication, climate change, and the development of people. According to Rowley (2006), the vision for library and information services for the 21st century is in the

significant contribution that they can make in an information and knowledge-based society through promoting democracy, inclusiveness, public information, lifelong learning, knowledge creation, innovation, economic growth and business success. Trust, social cohesion, equity and social exclusion are related to the concept of social sustainability (Bramley and Power, 2009, Vallance et al., 2011). In contrast to the Millennium Development Goals, the Sustainable Development Goals (SDGs) adopted by all UN Member States in September 2015, present a potentially radical set of long-term solutions to the challenges of violence and injustice. This is most prominently articulated in SDG 16, which commits countries to promote peaceful and inclusive societies, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

3. Social Sustainability

According to ALA, "Many libraries have worked actively to improve and sustain their communities with special projects, new collections and services, and major community initiatives." It is apparent that public libraries are working towards sustainability. They fulfill the economy role by being good stewards of the public's money and adding value to the communities they serve proclaimed Biando (2011) in Barnes (2012). Adhering to the concepts of social sustainability, the needs of all users need to be taken into consideration to create a holistic, user centered experience. To facilitate an equitable environment, design needs to account for a wide range of diverse customs, cultural, education and economic backgrounds, as well as demographics and ideas. As social spaces, libraries are a part of the solution to rebuilt trust, equity, and social cohesion among a continually fragmented and segregated world. By designing for community and cultural values, public libraries are capable of becoming renewed socially sustainable third place. Library and information centre in any society provides a unique service that is accessible to everybody. According to Ottong and Edem (2007) citing Aboyade (1987), the provision of information through library and information centers has been shown to be a major factor because of its potential for giving new knowledge, raising consciousness, strengthening links and achieving the integration of disparate social groups. It is an important means of mobilizing people for social, political and economic development. With the Internet, libraries and information centers have become more valuable in the knowledge management process, and they have become crucial partners in learning, nation building, community development as well as conflict resolution. Library as a contributor to social sustainability decided to explore this relationship in a purposeful set of library plans. In Sundsvall, sustainability is connected to social capital which is presented as the most important factor for development and innovations. The social dimension of sustainability is then suggested as a pathway for economic success. Since the notion of community building is closely related to social sustainability, we consider this research to be essential to ideas of the public library as promoter of social sustainability.

Scott (2011) summarizes five areas in which the library contributes to community building, thereby capturing the focus of this research tradition:
1. Libraries serve as a conduit to access information and to learn;
2. Libraries encourage social inclusion and equity;
3. Libraries foster civic engagement;
4. Libraries create a bridge to resources and community involvement;
5. Libraries promote economic vitality within the community (p. 197).

Trust, social cohesion, equity and social exclusion are related to the concept of social sustainability (Bramley and Power, 2009, Vallance et al., 2011). The concept has been recently been put to the fore in Agenda 2030. However, social aspects of sustainable

development are highlighted already in the preceding UN report "Our Common Future" (World Commission on Environment and Development, 1987), also known as the Brundtland report. This report emphasises three aspects of sustainable development; economic growth, environmental protection and social equity. Furthermore, the definition of sustainable development in the report is still influential: 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (World Commission on Environment and Development, 1987). Even if the concept of social sustainability, or social dimensions of sustainability, has been widely used for more than twenty years, its meaning is disputed (Vallance et al., 2011, Littig and Griessler, 2005). In the context of libraries, social sustainability is both used to discuss the sustainability of the institution (see e.g. Michnik, 2015), and with reference to libraries' potential to contribute to the communities in which they are located (see e.g. Lankes, 2016).

3.1. Equity & Social Cohesion

Social cohesion is a multi-dimensional concept (Babajanian 2013, 13; UNDP 2020). It connotes strong social relationships, shared values, feelings of identity and the sense of belonging to a certain community, at times measured by the level of trust among society (Berger-Schmitt 2000; UNDP 2020). It has been characterized as 'the glue that holds society together' (Loeweet al. 2019, 3). 'Social cohesion refers to both, the vertical and the horizontal relations among members of society as characterized by a set of attitudes and norms that includes trust, an inclusive identity, and cooperation for the common good' (Loewe et al. 2019, 7). Gender equity is a fundamental component of social cohesion for any society. "Gender" refers to socially constructed roles and systems that are assigned to men and women. Gender roles and barriers are continually evolving, and are influenced by local faith, culture, and social norms. Social norms heavily dictate gender-based opportunities and limitations in access to resources such as employment, health care, and safety.

3.2. Social Inclusion

Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunity and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights (Commission for European Communities, 2003).

4. Public libraries in Promoting Social Sustainability, and Social harmony, through United Nation's Sustainable Development Goals (SDG)

Another important outcome can be realized through excellent mapping, implementing cultural programmes, engaging in teamwork, and conducting community outreach services by volunteering. Public libraries take responsibility for community outreach programmes dealing with various matters such as implementing green environment drive, social activities, and entrepreneurial information services.

Fig. 1: The Global Goals for Sustainable Development

The 17 Sustainable Development Goals (SDG) are:

Goal 1. End poverty in all its forms everywhere; Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable; Goal 3. Ensure healthy lives and promote well-being for all at all ages; Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; Goal 5. Achieve gender equality and empower all women and girls; Goal 6. Ensure availability and sustainable management of water and sanitation for all; Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all; Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation; Goal 10. Reduce inequality within and among countries; Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable; Goal 12. Ensure sustainable consumption and production patterns; Goal 13. Take urgent action to combat climate change and its impacts; Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development; Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss For Sustainable Development; Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels; and Goal 17. Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development.

The presence of libraries in different environment and the target they serve is a clear indication that libraries have significant roles to play in supporting sustainable development goals. As long as access to information is paramount to achieving any types of goal, then librarians are key partners. It is interesting to note that libraries and librarians play very significant roles beyond what is documented about them. This could inform the IFLA Statement on Libraries and Development. The IFLA Statement on Libraries and Development (2013) stated that libraries contribute to the delivery of Sustainable Development in the following ways:
- Libraries provide opportunity for all;
- Libraries empower people for their own self-development;

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• Libraries offer access to the world's knowledge actors and targets are also diversified.

Libraries can support SDGs through the following activities

Sustainable Development Goal Implications and Social Sustainability

The United Nations Sustainable Development Goals (SDGs) include Goal #16: Peace, Justice, and Strong Institutions, which directly correlates with Social Sustainability and Community resilience during a disaster. Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. According to Bawack (2018), libraries and librarians can significantly contribute towards the attainment of SDGs in libraries in the following ways:

1. Providing a conducive environment for access to relevant and user-friendly information on development issues.
2. Establishing a strong library programme.
3. Selecting resources that are pertinent to the development indicators entrenched in the SDG document.
4. Partnering with other agencies in promoting changes required for SDG in all spheres.
5. Establishing branch libraries or information centers rooted in local communities.
6. Motivating and building the professional capacity of LIS professionals.
7. Improvement of government - library partnership and synergies among others.
8. Engaging in LIS stakeholders for regular trainings, so that they can professionally fulfil their mandate and official roles.

As libraries over the years have been instrumental to community and national development, the roles of libraries in achieving the goals becomes fundamental. Over time, libraries are known acknowledged as knowledge institutions, as they are providers of conducive public spaces, which are required for learning as well as information purposes (Leal 2011).

This SDG is evaluated based on many different indicators, including the number of people fleeing war, persecution, and conflict; statehood; and birth certificates. COVID-19 puts SDG #16 priorities at risk through the amplification of social cohesion issues within all countries regardless of low-, middle- or high-income status. Evidence from the literature included in this scoping review regarding SDG#16 includes the above-mentioned opportunities to understand and evaluate social cohesion and community resilience, predominantly through stakeholder engagement that centers on marginalized groups and facilitates self-organization of grassroots initiatives, particularly led by people identifying as women. The UNDP has identified two main dimensions of social cohesion: **first, reducing disparities, inequalities and social exclusion; and second, strengthening social relations, interactions and ties.** Public libraries help contribute to peaceful and inclusive societies by providing safe, inclusive and open civic spaces.

Social Primary Indicators

Cohesion Trust, norms, networks, coordinated action to achieve common objectives, interethnic relationship, social inclusion, institution and governance, individual's susceptibility to the interpersonal influence of other members, participation in group activities, cooperativeness, contributions to the welfare to the groups, person's intention to remain in the group, identification with the group and interpersonal ties.

Table 1

Features	Comments
Establishments	✓ Established out of community need ✓ Requires full cooperation from community
Governance	✓ Participative administration through committee formation from different sections of the community. ✓ This participation ensures relevant services
Finance	Funds provided through donation or asset sharing
Aims and Objectives	Proactive service towards the community information need Empowerment of all sections of the community of specifically disadvantaged groups. Making all relevant resources available to the community members.
Users	Community library should determine the membership nature – open to all Restricted to the members of the locality.
Information provision	• Mainly two types of information need to be collected. • The information indigenous to the community or the knowledge produced by the community, which should be known by other members of the locality and outsiders also. • Livelihood information including survival information and citizen action. • information required for the well-being of the community members.
Services	Active interaction between community library volunteers and the members of the community. Provision of correct type of information product to the correct need of clients. The services are not limited in the provision of information products; it covers the referral service also, that is referring the client to the correct type of expert of his demand. Not only the direct information product-related services, volunteers should make the community members informed about the library resources and their use (back up services). To make the users self-reliant and self-sufficient in using the library products

Mostert (1998) had identified some characteristics of community libraries covering almost all aspects. From the above table, it becomes clear that every aspect of community library is intermingled with the members of the community.

5. Implementation of Social Inclusion Concept in Library

The concept of social inclusion comes from a term called social exclusion. Power & Wilson (2000) conducted that this is about the inability of some society, in form of group or individual, to keep themselves in the society. Furthermore, it can be seen in terms of age, gender, disability, race, ethnicity, origin, religion, or economic status and others so as to prevent them from participating fully in society (Charity Commission, 2011; Mahdi, 2020; Noor, 2019). In the implementation of social inclusion concept in library, the approach of library services to improve quality of life and well-being needs to be carried out (Utami & Prasetyo, 2019). That means in the future, library can be the solution to the problems that face by the society. From the previous explanation, there are 3 things that can be considered in building a library to be based on social inclusion (Maftuhin, 2017; Utami & Prasetyo, 2019). These three things are (1) community empowerment activities that lead to participation in the whole society, (2) promoted the rights for accessing the library for whole

society, and (3) pay attention to accessibility of the library in terms of information and facility, especially those who are potentially unable to access libraries such as people who live far away and diffable.

6. Discussion

This research has shown that a number of users accessed the public library primarily to use the Internet in order to access electronic or digital information. Some of the reasons may be due to the lack of access at home, workplace or other public places in the community. To understand this phenomenon, more research is needed on the socio-economic effects on library internet use. The results indicate that library managers should focus attention on improving not only the quality of library staff and materials, but also internet access at the library in order to stimulate more diverse public library use. This may have implications for the choice of neighbourhoods or communities of living. For example, low-income groups and students may choose to live in close proximity to public libraries with the intention to get access to the Internet. Second, the analysis suggests that changing perception of, and responses to public library use offer a fertile ground for further studies by social scientists. This study contributes to the conceptual development of the community development literature in terms of the security, comfort and trust that public libraries offer as spaces of well-being in the community. In one way, interventions by library regulators and staff to bring sanity into the library's environment can be argued as efforts to provide sustainable, healthy, vibrant and peaceful communities. This result corroborates with Spacey et al.'s assertion that public libraries are public institutions providing education and social services, and therefore have corporate responsibilities to protect their users (Spacey et al., 2017). Public libraries act as a form of individual and community empowerment (Caidi, 2006), providing lifelong learning through library activities and programs. Participants consider the public library as a place to acquire a number of new skills that shape their learning experiences and job opportunities.

The review of the literature proves with the previous findings that public libraries have an active role to play in diminishing information poverty. The analysis suggests that promoting social sustainability is the prerequisite of sustainable development. Besides, rural community library can promote sustainable development. A few studies have also been consulted with an aim to link between information poverty and sustainable development. In addition, there is a wide range of studies that reported the needs of alleviating information poverty for sustainable development (Lyon Declaration on Access to Information and Development, 2014; UN, 2015 Sustainable Development Goals; Development and Access to Information Report, 2017; Scheeder, 2018; Vargas and Lee, 2018).

All these studies, however, conclusively stated that the successful implementation of sustainable development largely depends on an efficient information service to all parts of the society or community. Public library can serve very well for this purpose. Sustainable development is a multidimensional process and its all dimensions are relevant to each other. Addressing the development challenges needs to address all types of rights- social, political, economical, cultural, civil and informational. The investigation disclosed in this literature review identify the need for further research into others dimension of sustainable development addressing by community library. Though the studies reviewed in this paper identified few areas of development addressed by community library, overall, they paid less attention to address sustainable rural development challenges through community library.

7. Conclusion

Information is a key enabler of achieving social sustainability in sustainable development goal. Sustainable development is impossible without alleviating of information poverty and effective alleviation of information poverty is about impossible without community library. Rural community libraries play very vital role in reducing social exclusion around the world. Rural community library is truly the hub of the rural and disadvantaged community for providing necessary information and knowledge that could enable them to promote sustainable development. Public libraries act as a form of individual and community empowerment (Caidi, 2006) providing lifelong learning through library activities and programs. Participants consider the public library as a place to acquire a number of new skills that shape their learning experiences and job opportunities. Acquisition of new skills and new friendship in the library space is a vibrant resource for developing the adult learner's capacity for social development in the community and the world at large. The public library provides informal learning spaces for the acquisition of knowledge and the development of social capital through interactions. It has been suggested that specific place characteristics can influence the amount of social capital within a locality (Gattrell et al., 2000). Social capital can be derived from 'bonding', supportive, ties between people of a community, while bridging capital connects individuals to dissimilar groups and additional resources (Granovetter, 1973; Putnam, 2000); carrying different implications for equality and well-being in the community. The library's social qualities were discussed. Public libraries were places where people felt comfortable to mingle, aspect of the public space, which participants recounted as serene, enjoyable and relatively free. Public libraries emerged as sites for social development in the community. By so doing, many adults would have access to life chances and make themselves and their communities vibrant and sustainable. When the represented problem is targeting individuals and the solution is framed in terms of stability and values that shall be disseminated, social inclusion is given a predefined and fixed meaning that the library informs the users of. The consequence is hierarchical: the library and its staff are positioned as possessing knowledge that the library users need to fulfil their roles as socially sustainable citizens. When the represented problem to a higher degree includes the social context and the solution is framed as a continually evolving process, the meaning of social sustainability is fluid and open to subaltern perspectives, which we now will explore. This enables us to investigate potential internal conflicts of inclusion and exclusion, accessibility and inaccessibility.

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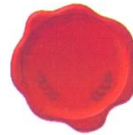
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