

SYNOPSIS

Implementation of achieving the United Nation's Sustainable Development Goals (SDGs) by National Library of India: An Assessment Study.

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By

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1.0 Introduction

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 (Buchanan, 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:

1.1 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.

1.2 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.

1.3 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

1.4 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 Sustainable Development Goals, and 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.

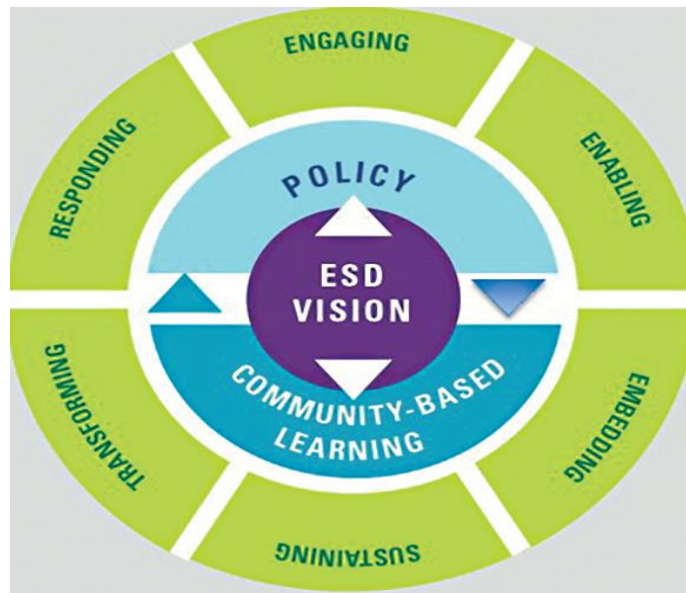
SDG 15 - Life on Land- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss: Libraries foster research and help protect the earth's ecosystems by offering open access 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 Sustainable 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 221 lakhs 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.

1.9 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 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 Goa

1.11 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 difference in Male and Female users' opinion about the role National Library can play in implementing Sustainable Development Goals.

1.12 Review of Literature

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. 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 by 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 value and impact of a library. 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 (IFLA) (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 endeavoured 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 the SDGs, including the identification of assessment frameworks and key performance indicators for its members (Council of Australian University Librarians, 2019).

While there is growing literature on the UN 2030 Agenda and its applications to and implications for various sectors, especially within the fields of environmental science, economics, health studies, law, feminist studies and human rights, it is an emerging, and relatively under-explored, topic within the Library and Information Science (LIS) scholarship.⁵ The emerging LIS literature that addresses the Agenda mostly concentrates on particular aspects or case studies of the role of libraries or librarianship, such as the roles played by academic librarianship, LIS pedagogical responses, and country- or region specific concerns within the context of the Agenda.⁶ This emerging work on the UN 2030 Agenda is making important interventions into the LIS discourse; however there remains a need for broader recognition of the roles played by public libraries in helping realize the Agenda.

This article contributes to this emerging LIS scholarship by arguing for the central roles played by public libraries in realizing the Agenda's sustainable development goals (SDGs). The purpose of the article is twofold. First, it overviews the UN 2030 Agenda's history coupled with the start of a literature review of the LIS research on it. The intention of this overview and literature review is to provide a point of departure for further research on the

Agenda within the context of public libraries. Second, this article presents a conceptual framework in which to approach the Agenda's SDGs within the context of public libraries. Comprised of communal, cultural, educational, economic and democratic contributions that public libraries offer, this conceptual framework presents a case for public libraries in fulfilling the Agenda's SDGs and, in so doing, establishes a foundation upon which to build further analyses of the important roles played by public libraries in sustainable development efforts. It is, as aforementioned, an impressive interdisciplinary literature addressing the complexities of this grand global effort. The article, instead, makes its own humble intervention in this ongoing interdisciplinary work by establishing the theoretical connections between public libraries and the roles they can play in achieving the Agenda's SDGs.

Indeed, since this article explores and emphasizes the theoretical connections public libraries make with this policy document, it is hoped that it can serve as a basis to conduct further practice-based and/or evidence-focused research on this topic. The ultimate aim is to expand awareness of the UN 2030 Agenda within the LIS discipline, in addition to promoting the importance of public libraries in advancing sustainable development efforts generally and the Agenda specifically. The following discussion is arranged into three main sections connected by the argument for public libraries' important contributions towards realizing the UN 2030 Agenda's SDGs. The first section presents an overview of the now-classic definition of sustainable development coined by the Brundtland Commission and its recognition of the significance of information for such efforts. The second section provides a descriptive account of the UN 2030 Agenda for Sustainable Development. It explores the interventions made by the international library community in ensuring that information access was recognized and included within the Agenda. The third section offers a conceptual framework of public libraries' contributions to community, culture, education, economy and democracy as a taxonomy in which to help situate and begin analyzing these public institutions' roles in sustainable development efforts. 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.

1.13 Statement of the problems:

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.

1.14 Hypotheses of the research:

Research question 1 is of exploratory nature and in exploratory research question, hypothesis is not required.

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

H01: There is no any significance difference between the opinion of male and female users about the statement that **“Libraries have 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 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 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 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, 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 environment 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 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**”

1.15 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-year experience 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. 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 programmes dealing 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, 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 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 bases 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.

1.16 Methodology:

Methodology in research is solving the strategy to solve research problem, to unfold the probable answer, and to test the hypothesis stated. As there are many roads leading to a city, likewise there are many methods to solve the problem of researcher has to select one of them, which is appropriate and requires minimum efforts, time, energy and money. Data has been collected for this research with the help of various instruments like Questionnaire, interviews, and web analysis. The following tools are used for collection of data pertaining to the present study:

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, Pi Charts were utilized for data analysis.

Questionnaire design is a very important task. The success of the survey solely depends upon the tools. There are some important points which one should avoid and there are some points which must be incorporated into the questionnaire. The following points should be avoided while designing a questionnaire:

Using ambiguous or multiple questions (It becomes cumbersome for people to answer).

- Using long and complicated sentences or jargons (People do not have patience to understand complicated terms, no one will Google things to answer a researcher's query).
- Using repeated questions.
- The following points should be incorporated in the questionnaire:
 - Should use effective words
 - Proper ordering of questions
 - The questionnaire should be pretested and revised.

A questionnaire must have a covering letter. Covering letter should support your questionnaire. It may contain detailed information regarding the researcher, affiliated institution, research topic, and research objectives. In this survey, a covering letter has been attached and sent with each questionnaire. A questionnaire is a set of questions, generally used for data collection. Before making a questionnaire, the researcher should have some knowledge about the population like literacy levels of the population, language of communication and the average time respondents would take to answer etc. A questionnaire may have one or more types of questions: scientific questions, open-ended questions, multiple choice questions, ranking kind questions, etc.

Questionnaire of this survey contains some open-ended, closed-ended, multiple choice and ranking kinds of questions. The questionnaire was constructed after an extensive review of literature on similar and related studies. Simple and unambiguous questions ensure that each respondent understands the issues correctly. In the guidance of the supervisor, the final questionnaire was drafted. The questionnaire was designed using an online survey tool, Google forms. Google form enables users to create surveys and questionnaires online in order to collect and organize data from the respondent. It produced a professional, easy to use questionnaire, and stored and analyzed data. The questionnaire was designed to gather both quantitative and qualitative data through using closed and open questions.

Questionnaire of this research has three sections. In the first section, the respondents have been asked to provide their email address. This was mandatory. The second section of the questionnaire asked for personal information of the respondents like name, designation, institution affiliation, etc. These details were optional. The last section of the questionnaire had a total of 31 questions.

❖ **Interview Methods**

A number of follow-up interviews were conducted after the data collection from the questionnaire. Interviews are required for further qualitative, clarify views and ask further questions. From those who supplied contact details, a non-random sample was taken to include a range questions. Face to face interviews: It has the advantages of encouraging the understanding between interviewer and interviewee, and allowing non-verbal clues to be observed, which lead to a more reliable result. However, due to the dispersed geographical nature of respondents, this was not possible. Potential interviewees were given the choice of a telephone interview or a set of questions emailed to them. While the reliability of any data gathered in interviews cannot be guaranteed, and it is not generalizable, a wealth of useful information can still be collected. Analysis of interview data was purely qualitative: quantitative analysis can be used, but not with a very small sample.

Telephone Interviewing: This is a quick and flexible method as the interviewer can explain questions which are not understood by the respondent. Depending on respondent's answers they can skip some questions and probe more on others. This allows greater sample control and response rate tends to be higher. However it has a few drawbacks as well. Cost per respondent is higher. Some people may not want to discuss personal questions with interviewer. Also, interviewer's style and manner of speaking may affect the respondent's answers. Different interviewers may interpret and record responses in a variety of ways. Because of factors such as time, pressure etc., there are chances that data may have been entered without actually interviewing.

Research Methods

❖ **Survey Methods**

Every research needs proper and systematic data collection from the population. The survey method has been chosen for major data collection. Survey method is not a specific instrument

for any specific discipline, and it is widely acceptable in many subject fields. Surveys depend on direct contact with those persons or a sample of those persons, whose characteristics, behavior or attitude are relevant for a specific investigation. The survey technique is used only when the required data or information cannot be obtained easily and economically by other methods of data collection. So, it is a feasible method of data collection when the targeted population is randomly or diversely spaced. Data collection by surveys can be only possible when the people selected as respondents are able and willing to share the data. Surveys vary greatly in their scope, design, and content. The success of the surveys depends on the sample size, nature of the sample, type of interview; the content of the questionnaire, etc. Survey is one of the powerful and widely used methods of data collection. There are following reasons to choose a survey for collecting data for this study.

Flexible

A survey can be conducted through many ways like a personal interview, telephonic interview, online questionnaire, postal questionnaire, etc. It can be administered using different modes like the internet, telephone, personal communication, etc.

Economic/ Feasible

Surveys are inexpensive as compared to other methods of data collection. However, due to the dispersed geographical nature of respondents, it was not possible to visit all the institutes individually and collect data from there.

Reliability of data

The data collected from the survey can be reliable only when a survey is conducted properly and the data is collected from an authentic source. In this research, data has been collected from library professionals, affirming the reliability of the data.

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, 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 interpretation, analysis, 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.

1.17 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 unearths and added a significant contribution to the body of knowledge and it is hoped that, 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 world of SDGs.

1.18 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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