

Libraries and Sustainable Development Goals: Case study of Atmiya University Library and Learning Centre

Sheetal Tank

University Librarian, Atmiya University

Abstract

This research paper examines the role of libraries in advancing the Sustainable Development Goals (SDGs), a set of 17 global objectives aimed at promoting sustainable development and addressing key challenges like poverty, inequality, climate change, and environmental degradation. Specifically, the study focuses on the contributions of the Atmiya University Library and Learning Centre in spreading awareness, educating, and supporting research related to the SDG 2030. The paper's objectives encompass sharing best practices for SDG-oriented services, exploring the impact of technology on library services, and identifying the necessary competencies for librarians to effectively engage with SDGs. Employing a case study approach, the paper evaluates the services provided by the Atmiya University Library and Learning Centre in line with the SDGs. The findings reveal that these library services have led to increased resource utilization and heightened community engagement in both resource and service development. The research underscores the essential role of libraries in fostering awareness, education, and research regarding the SDGs, thus reshaping their fundamental purpose. The paper concludes by emphasizing the value of integrating SDG knowledge into library practices, which can enhance services, strengthen academic connections, and align institutional activities with the SDGs. Overall, libraries are positioned to be pivotal in not only advocating for SDGs but also in actively contributing to their realization through proactive and informed efforts.

Keywords: Institutional Repositories, Library Services, Research Support, Sustainable Development, Web Services

1. Introduction

The Sustainable Development Goals (SDGs) represent a collection of 17 global objectives endorsed by the United Nations in 2015. These goals are designed to champion sustainable development and confront worldwide challenges, including poverty, inequality, climate change, and environmental degradation. Libraries are poised to assume a pivotal role in advancing the SDGs by facilitating access to information, bolstering literacy and education, nurturing community involvement, and furnishing resources to support sustainable development initiatives. At Atmiya University Library and Learning Center, there has been a concerted effort to raise awareness, educate, and facilitate research pertaining to the Sustainable Development Goals

Corresponding Author: Dr. Sheetal Tank, Email id: sheetal.tank@atmiyauni.ac.in

for 2030. Within the subsequent case study, we delve into some of the exemplary practices employed in this endeavor. These practices serve as a valuable reference for Library and Information Science (LIS) professionals aiming to embark on similar initiatives at their respective institutions. Additionally, the case study underscores the profound impact of incorporating SDG 2030 into library services, both as a means of better serving the community and as an intervention that stimulates research endeavors. This, in turn, has a positive ripple effect on the utilization of library resources and services. Libraries are considered to be reliable community institutions, making them ideal places for the attainment of the Sustainable Development Goals (SDGs) (Mansour, 2020) and it has been rightly said that “academic library can contribute to the global plan for sustainable development” (Ma & Ko, 2022). There are many librarians working on this aspect of gaining “insights into an emerging research field, which are needed for future research and discussion about the potentiality of libraries and librarians in solving global sustainability challenges” (Mathiasson, & Jochumsen, 2022).

2. About the Library and Learning Centre, Atmiya University

The Library, initially established in April 2008, has undergone significant expansion over the years, evolving from its original two floors to its current configuration of four floors, with the incorporation of three specialized situational libraries. It boasts a range of modern amenities, including Wi-Fi connectivity, centralized air conditioning, and an extensive E-library facility equipped with approximately 100 computers. Notably, the library offers Web-OPAC access on campus, with electronic resources accessible both on-campus via IP authentication and remotely.

The library’s robust infrastructure includes over ten+ server machines dedicated to various online services, such as WebOpac, NPTEL Video Server, Learning Management System (LMS), Calibre Ebook Server, Dspace, Off-campus access server (INFED), Internal Operations, Document Backup server, UHV Video server, and the Library website Server. It maintains well-defined spaces and sections to optimize resource management and has implemented off-site storage to efficiently manage books that are not in active use. In addition, the library employs in-house software solutions designed for streamlined management and expedited service delivery, leveraging Free and Open Source Software (FOSS) for these purposes. The facility also hosts an array of audiovisual equipment, supports SWAYAM Channel broadcasting, Dish TV, recording capabilities, and video conferencing infrastructure. Moreover, Kindle devices are available to facilitate ebook reading, and the library is actively developing a Makerspace as part of its visionary approach to learning space augmentation.

3. Design of Curriculum on Introduction to SDGs

The Library played a pivotal role in facilitating the development of the curriculum for the “Introduction to Sustainable Development Goals 2030” course. Extensive research was conducted to identify suitable Massive Open Online Courses (MOOCs) from platforms such as Coursera, Edx, and Sdgacademy. While numerous MOOCs were reviewed, a foundational course comprehensively covering the fundamental concepts was notably absent as of the year 2021.

To bridge this gap, a meticulous examination of United Nations resources related to the Sustainable Development Goals (SDGs) 2030 was undertaken, encompassing both national and global perspectives. This rigorous investigation enriched the understanding of the multifaceted initiatives leading to the formulation of SDG 2030.

Utilizing the insights garnered from extensive literature searches, surveys, and reviews, a curriculum consisting of five modules was meticulously crafted. These modules were then integrated into the Learning Management System (LMS) utilizing the open-source Moodle software as shown in Figure 1.

The course itself delves into the fundamental definitions of sustainability and development, traces the evolution of development indices, delves into the historical trajectory of the UN SDG 2030 agenda, and comprehensively explicates its 17 specific goals. Moreover, the course intricately unpacks the interconnectedness and mutual dependence of these goals across three pivotal dimensions: social, economic, and environmental. Furthermore, it elucidates the critical aspects encapsulated by the five principles of People, Planet, Prosperity, Peace, and Partnership.

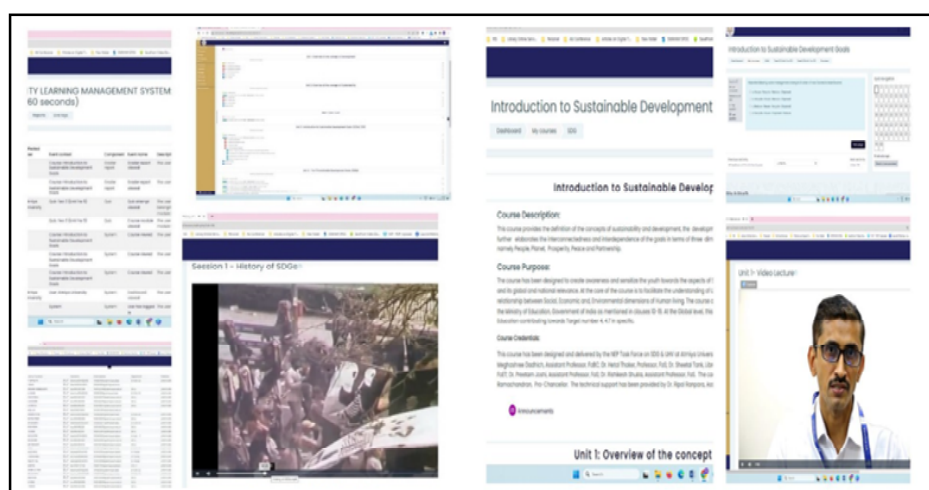


Figure 1: Course on Introduction to Sustainable development Goals at Atmiya University offered via LMS available on <http://lms.atmiyauni.ac.in>

The primary objective of the course is to cultivate awareness and sensitize the younger generation to the profound facets of sustainability and development, achieved by introducing them to the UN SDG 2030 agenda and its global and national implications. Central to this curriculum is the endeavor to facilitate a profound comprehension of universal human values and enable the students to discern and appreciate the intricate relationships between the social, economic, and environmental dimensions of human existence.

Crucially, the course is tailored to align with the stipulations of the National Education Policy (NEP) 2020, as delineated in clauses 10-19. On a global scale, the course harmonizes with Sustainable Development Goal 4, specifically targeting Target 4.7, which seeks to enhance the quality of education.

This course is offered as an Ability Enhancement Compulsory Course (AECC) during the inaugural year of study. Students are required to complete the course and submit assignments, which are rigorously screened for both plagiarism and accuracy by the library team. Subsequently, the librarian evaluates and submits the grades to the Controller of Examinations at the conclusion of the academic year. Notably, this course marks the inaugural demonstration by the library team in effectively leveraging the LMS software to foster student engagement within a curriculum centred around SDGs.

This course embodied a multidisciplinary approach, drawing expertise from diverse faculties spanning various disciplines. Collaboratively, these faculty members convened, merged their distinct modules, and harmonized their perspectives. This concerted effort was aimed at ensuring the course's alignment with its objectives while attaining the specified quantifiable outcomes. Given its status as a mandatory course applicable to all undergraduate programs, the course design was intricately guided and oriented by the library team, facilitating its successful implementation and completion.

Regular course learning analytics were promptly shared with the departmental coordinators, enabling timely interventions to ensure the students' successful progression through the course. Notably, this course served as a pioneering initiative that established a tangible link between the entire undergraduate community and the library. This connection facilitated the seamless integration of the library's supplementary activities and information services, a strategic effort that was introduced to the students from the outset of their first year .

The librarian serves as a conduit between vast resources and users, curating quality web content and enhancing its value before providing it to users. Libraries remain pivotal in academic settings (Samantaray, 2017).

4. Content writing for SDG's

Following the course's rapid ascent in popularity centered around Sustainable Development Goals (SDGs), and bolstered by the library team's commendable promotion, a noteworthy trend emerged. This involved the systematic integration of SDGs into the curricular framework across an array of disciplines. This transformative shift extended beyond academic parameters, permeating events, projects, discussions, dissertations, and theses, wherein a distinct SDG alignment became standard practice.

The remarkable pervasiveness of SDGs across disciplines underscored their inherent relevance. Consequently, a palpable demand emerged to aid faculty members in infusing SDGs into their research undertakings, contextualized within their respective domains. This initiative catalyzed a convergence of research scholars, postgraduate and undergraduate students, and faculty members within the library's ambit, as they collectively engaged in comprehensive literature searches and content acquisition, particularly addressing the inter-disciplinary and multidisciplinary facets of research.

This trend precipitated the imperative for generating substantial content on a range of pertinent subjects, including but not limited to Mental Well-being, Circular Economy, Sustainable Development and Community-

Centric Lifestyles, Green Enterprise, Sustainable Urbanism, Climate Change, Anti-Microbial Resistance (AMR), Social Security, Food Security, and Alternative Energy Sources and so on as shown in the figure 2.



Figure 2: Content writing for various topics on Sustainable Development goals and its indicators

Librarians often conduct literature reviews, like one by Popoola (2019), to identify actions for improving health literacy and access to information among healthcare practitioners and consumers, supporting SDG-3 in developing countries, notably Nigeria.

This burgeoning awareness not only positioned the library as an invaluable hub for curated content but also paved the way for the library team to undertake content creation. Capitalizing on this newfound opportunity, the library embarked on an endeavor to tailor content and deliver it to faculty members in alignment with their areas of expertise. This strategic endeavor not only provided a robust repository of ideas but also facilitated and fueled innovative research endeavors within these domains.

5. Developing web services related to SDG's

Leveraging the expertise of students specializing in Computer Science and Engineering, a profound initiative was undertaken within the framework of social immersion. This initiative was seamlessly integrated into the curriculum of Atmiya University's "Concept Practice (C2P)" course. Under this program, students had the opportunity to engage in social internships conducted at the library, channeling their technical prowess to aid in the establishment and management of novel online services.

In the context of their social internship, these students were tasked with recalibrating their awareness regarding the significance of comprehending Sustainable Development Goals (SDGs). This recalibration was pivotal in guiding them toward the selection and execution of projects that resonated with the underlying principles of SDGs. Throughout the course of this internship, students were expected to contribute a cumulative total of 90 hours towards hands-on practical work, complemented by an additional 30 hours

allocated for comprehensive report writing, survey administration, and the formulation of concise survey papers.

The dynamic nature of this engagement presented the library with a plethora of opportunities. In particular, it enabled the execution of Information Literacy programs and introduced the realms of Qualitative and Quantitative Research Methodology to the undergraduate level. Concurrently, students were afforded the chance to acquire new skills in web development on an as-needed basis. This holistic approach not only fostered digital literacy but also synergized with initiatives such as SWAYAM-NPTEL MOOCs and government-backed programs like Futurelearn Skills Prime, aligned with the Skill India Initiative.

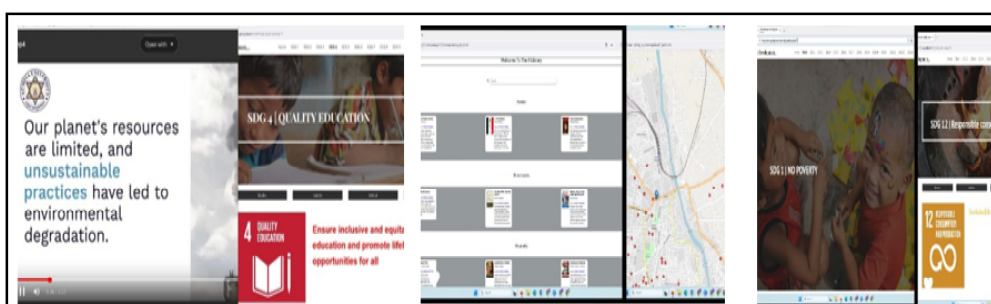


Figure 3: Glimpse of online webpages and multimedia content creation on SDG by student interns at the library during their social internship

Students of computer science found this intervention an eye-opener to the benefits of connecting with the library and understanding the authentic resources for research. The students developed some amazing webpages, apps, videos, interactive maps a glimpse of a few are shown in Figure 3. And each of the students was given an internship experience certificate from the library which was further shared by the students on their LinkedIn account promoting Library as a learning center as shown in figure 4. This in turn helped us get more interns wanting to do their internship at our Library and learning center.

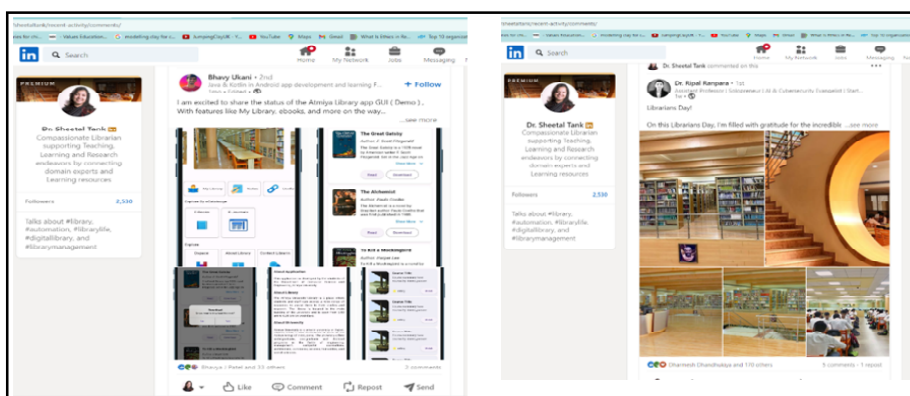


Figure 4: Students and faculties promoting Library and Learning centre and also work done by them at the Library on LinkedIn

Librarians have conducted limited work in this domain, with some exceptions such as the SDGs4S Research Stream at the University of South Africa, which facilitates transdisciplinary, interdisciplinary, and multidisciplinary research addressing challenges related to people and the planet (Nhamo & Malan, 2021).

6. Subject Keywords and SDGs

Since in 2018, Elsevier has crafted SDG search queries to facilitate researchers and institutions in overseeing and presenting progress made towards SDG targets. Over the past half-decade, these queries, complemented by institution-specific data and qualitative indications of SDG contributions, have substantiated THE Impact Rankings. A comprehensive trove of data, encompassing complete search queries, principal keyphrases, subfields, journals, and keyphrases, can be accessed and downloaded for each SDG (Bedard-Vallee & et al., 2023), exemplified in Figure 5.



Figure 5: Glimpse of SDG 1 query for Scopus as available as on Digital Commons Data (image source – https://www.elsevier.com/_data/assets/image/0004/1058278/chart-climate-action.jpg)

This mechanism has proven immensely supportive in aiding our faculty and research scholars to discern pivotal concepts and subject keywords associated with SDGs. Such discernment empowers them to embark on research endeavors harmonized with SDGs. Given Elsevier’s role as a research partner for UN SDGs, concerted efforts have been dedicated to enhancing the accessibility and visibility of research grounded in UN SDGs. Analogous initiatives were undertaken at the local level, facilitated through an uncomplicated search interface, as depicted in Figure 6, which assists in identifying SDGs correlated with subject keywords. This innovation allowed the library team to introduce scholars to scholarly e-resources and indexing services such as Scopus, conducted through a series of capacity-building programs orchestrated by the library and learning center. This service also considers the concerns raised Meschede, in her comprehensive review on literature related to SDG and Libraries (Meschede, 2019)

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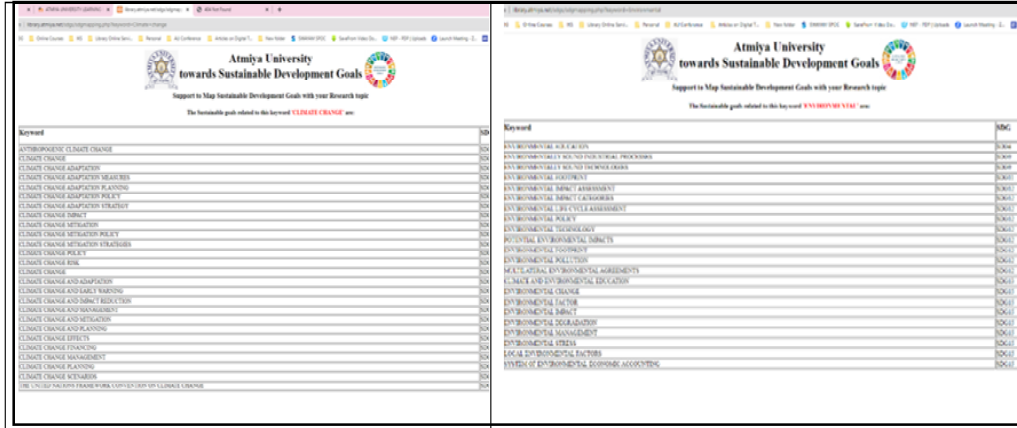


Figure 6: Simplified SDG keyword search at Library and learning to support research scholars and faculty on identifying the SDG based on the subject keyword available <http://library.atmiya.net/sdgs>

The collaborative support of esteemed publishers like Elsevier, Springer, IEEE, and comparable reputable e-resources is evidenced in Figure 7.



Figure 7: Capacity programs conducted by the Library and Learning Centre at Atmiya University on Various research aspects

According to Franco and Tracey (2019), in their investigation found that “improving identified Capacity building for Sustainable development priority areas, aligned with the sustainable development goals (SDGs), seems to be the most effective strategy to enhance the ability of local communities to overcome sustainability challenges over time” hence the capacity building programs were designed to help the faculties overcome the information searching challenges for SDG related research.

7. Use of FOSS in Libraries

The utilization of Free and Open Source Software (FOSS) within libraries serves a twofold objective. It engenders the sustainability of online and automated library services, while concurrently fostering avenues for student engagement in refining and innovating diverse augmented services. This symbiotic approach ultimately facilitates students and stakeholders in perceiving the Library's dynamism through the incorporation of cutting-edge technologies in an enduring manner.

Within the confines of Atmiya University's Library and Learning Centre, we have orchestrated the development of our entire service spectrum using FOSS, complemented by services supported by INFLIBNET. A select few examples encompass:

Table 1: Name of the service and the FOSS/ INFLIBNET service Used by the University Library

Sr.no.	Service	FOSS/ INFLIBNET service used
1.	ILMS	NewGenLib 3.1
2.	IR/ETD	Dspace 7.0
3.	Ebook Service	Calibre 6.24
4.	MIS	PHP+Postgresql
5.	IRINS	INFLIBNET, IRINS
6.	Off Campus access	INFLIBNET, INFED
7.	LMS	Moodle 4.2
8.	Library Guides	SubjectPlus4.0
9.	Library Resource Portal	VuFind
10.	Plagiarism check services	INFLIBNET, Urkund

The statement "highlights the critical role of university libraries in bridging digital gaps by taking advantage of ICTs to accelerate the attainment of SDGs. ICTs have the capacity to accelerate the actualization of SDG in all communities" (Anasi, et al., 2018) is a clear indication of the importance of university libraries in leveraging ICTs for SDG achievement.

Also as advocated the implementation of library automation involves the utilization of integrated library systems, which, when effectively adopted, facilitate widespread access to both global and local knowledge resources, addressing local, regional, and national development challenges" (Buwule, & Ponelis, 2017)

8. Institutional repositories (IRs)

The library has established an Institutional Repository (IR) utilizing DSpace and Greenstone, comprising three distinct repositories: one dedicated to Faculty publications, Research Scholar Publications, Dissertations, and Theses; another designed for undergraduate student project reports; and a third, employing

Greenstone, for University Publications, encompassing newsletters, magazines, news articles, advertisements, and event archives.



Figure 8: The Institutional Repository for research publications at the University, Projects of UG students, Magazines, newsletters and News archive using DSpace and Greenstone

As depicted in Figure 8, the University’s Institutional Repositories (IRs) exhibit an upward trend in submissions over recent years, a noticeable surge when contrasted with previous periods. This surge can be attributed to several capacity-building programs and Faculty Development Programs (FDPs) aimed at enhancing faculty members’ comprehension of research matrix concepts and fostering open-access advocacy.

It is interesting to see how Academic and research libraries have made efforts in making their repositories in line with UN SDGs such a system to develop an automated classifier for resources within the National System of Digital Repositories, aligning them with the 17 Sustainable Development Goals (SDG) as defined by the United Nations Organization (Texier, 2020).

9. Digital Literacy and Library Sessions (100 Pts activity)

In the current semester, the Faculty of Engineering and Technology at our University initiated a program to introduce Library sessions for first-year BTech students, offered as part of the Digital Literacy course—a mandatory 100-point program essential for degree completion.

Within this course, the library conducts a series of sessions encompassing the following topics:

- ❖ Internet Navigation: Covering web browsing, search engine usage, and comprehension of URLs.
- ❖ Social Media Usage: Exploring various researcher/academics' social media platforms such as ResearchGate, OrcId, LinkedIn and similar important websites
- ❖ Digital Citizenship: Emphasizing ethical conduct and responsible utilization of digital resources.
- ❖ Information Literacy: Teaching students to assess online information for credibility and reliability.
- ❖ Online Research: Equipping students with skills for effective online research, including database usage and source citation.
- ❖ Digital Content Creation: Empower students to create and edit images, videos, and audio files.
- ❖ Digital Accessibility: Ensuring that digital content remains accessible to individuals with disabilities.
- ❖ Critical Thinking in a Digital World: Fostering analytical skills for critical assessment of online content.
- ❖ Online Learning and Educational Resources: Introducing the use of digital platforms for education and skill development, such as MOOCs (Massive Open Online Courses).
- ❖ Study Essentials: Teaching Cornell note-taking techniques and concept map development using the VUE tool.

This initiative has proven instrumental in instilling essential digital and information literacy skills in students early in their academic journey. Consequently, we have observed a transformation in students' perceptions of the library—from viewing it as a mere repository of books to recognizing its role in providing valuable, purposeful engagement. On the library's part, this endeavour has spurred us to ideate and design new online services to further engage students and expand our outreach efforts.

As institutions at the forefront of knowledge access, dissemination, and mobilization, academic libraries play a unique role in promoting sustainable development through their collections, services, programming,

and operational practices on campus” (Scholing, & Britten, 2017) also advocates for Digital Literacy programs to be handled by Libraries. Another study “underscore the transformative potential of academic libraries to impact the lives of ordinary citizens beyond the academic sphere through Community Engagement (CE). These findings offer new perspectives on the role of academic libraries in advancing the Sustainable Development Goals (SDGs)” (Bangani, 2023).

10. Commons Culture at the Library

The Library and Learning Centre embraces the ethos of commons culture, exemplified by the concept of a library commons—a dynamic, multifaceted area within a library that fosters collaborative learning and engagement with information. This space serves as a nucleus for both academic and social pursuits, offering an inviting atmosphere replete with study zones, comfortable seating, and access to digital resources. Within the library commons, patrons have the opportunity to engage in group projects, utilize technology and research materials, participate in workshops, or simply unwind with a book. It cultivates a sense of community and nurtures the exchange of knowledge, positioning it as an indispensable component of contemporary libraries, effectively catering to the diverse needs of students, faculty, and the wider community.



Figure 9: Various Library Activities for creating commons culture

At the Library and Learning Centre of Atmiya University, we have established numerous physical and virtual collaborative spaces, all of which are enthusiastically embraced by our library users. This self-sustaining model has proven its sustainability. Through various library initiatives, such as Makerspace, MOOC development, Book Talks, Jaanvad (discussions on social issues), Research Capacity Building workshops, and similar activities, our institution promotes a culture of shared learning and collaboration (figure 9). These interventions provide a platform for our user community to converge, exchange ideas, collaborate, and engage in collective learning experiences.

“Over the last three decades, libraries have undergone a notable evolution, frequently adopting a ‘commons’ model. This case study highlights a distinctive application of this model at the UN Library & Archives Geneva, where it serves as a catalyst for a broader aspiration: fostering a cultural shift at the United Nations in Geneva, aimed at promoting greater openness and innovation it further explains how human-centred design approaches were applied to develop it further, in co-creation with its users” (Brunne, & Habermann, 2020).

Another interesting and important study demonstrating “the social solidarity economy represents a promising approach to address today’s economic, social, and environmental challenges more effectively than conventional business practices. This paper adopts the notion of “commons ecologies” to analyze the behaviors, connections, and engagements within the social solidarity economy. It also examines the relationships between these entities and the mainstream economy, shaping the autonomy of this sector in relation to capitalism through a process known as “boundary commoning.” This process not only influences local and regional commons ecologies but also shapes the involvement of local and regional actors in broader networks at national, international, and global scales” (Esteves, et al., 2021).

These two case studies promote the commons culture and its potential and the same can be applied in library activities and ecosystem too.

11. Analysis of the Best Practices

The following table shows a simple analysis of the best practices at the library:

Table 2: Best practice at the library and how its creates engagement with end users, skills needed by the Library team and the SDGs

Best Practice	Engagement	Skills	SDGs
ILMS	WebOPAC, Metadata	Standards, Tagging	4, 9
LMS	MOOC Support, Content	Moodle, Writing, Question Banks, Glossary	4, 17, 9, 12
Education for SDG	Engagement, Content Search	SDG Understanding, Displays, Research Support, Collaboration	All
SDG Keyword Mapping	Reference, Identifying SDGs	Elsevier Data Commons	All
IR	Research Submission	Knowledge Management, IR Tools	4, 17, 9
Digital Literacy and Library Sessions	Digital Literacy Development	Pedagogy Knowledge	4, 9, 8, 12, 16, 17
Commons Culture at the Library	User Participation	Collaboration, Marketing, ICT	4, 9, 8, 17

According to a study’s findings, SDGs 9, 4, 15, 16, 17, and 8 were identified as the areas of greatest significance for practical community capacity building for sustainable development (CSD) (Franco, & Tracey, 2019) which also aligns with our efforts at Library and learning centre Atmiya University.

12. Impact on Library Usage interms of footfall and Web service usage

Library usage interms of footfalls and e-resource usage are shown in table 3, table 4 and

Table 3: Comprehensive Report of Physical Library Usage Statistics (2017-2022)

Comprehensive Report of Physical Library Usage Statistics					
(2017-2022)					
Year	Days Of Working	Total Hours	Footfalls	Avg. Day	Avg. Hrs.
2017	346	3532	516831	1494	146
2018	345	3475	494960	1435	142
2019	309	3172	492085	1593	155
2020	241	2077	81830	340	39
2021	292	2525	102220	350	40
2022	329	3429	494562	1503	144

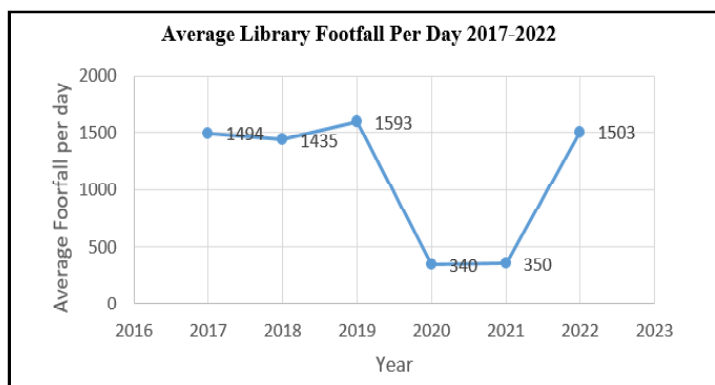


Figure 10: Average physical footfall to the library (2017-2022)

Table 4: E-resource and web service usage since 2017-2022

E-resources	Usage Statistics
Library Website	7892926
WebOPAC	222941
Dspace	131933
NLIST (Sister institution shared access)	127276
During Trails and Previous Subscriptions (Sciencedirect, SCOPUS, ASME, ASCE, Proquest PQDT, Springer, Knimbus and similar e-resources)	58027
IEEE	18830
JGate	2180
Online Article Requests (with support of DELNET)	5200+

Table 3 and Figure 10 illustrates our library's journey with SDG integration, which commenced in 2018 upon our university's attainment of autonomy to shape the curriculum. During this period, faculty and students increasingly utilized the library for reference purposes, coinciding with our efforts to raise awareness about SDG 2030. However, in the academic year 2020-2021, we experienced a significant decline in visitor numbers. Fortunately, by 2022, we successfully reinstated our operations to full capacity.

In Table 4, it is evident that e-resources and web services have been utilized to a significant degree. However, there remains ample room for enhancing outreach, particularly through increased awareness initiatives and the provision of handholding sessions targeted at postgraduate students, research scholars, and faculty members

The impact of integrating Sustainable Development Goals (SDGs) into library services on library footfall can vary depending on several factors, including the nature of the community, the resources available, and the extent of the integration. Some studies have suggested that aligning library services with SDGs can enhance the relevance and attractiveness of libraries to their communities, potentially leading to increased footfall. (Thorpe, & Gunton, 2022) , (Vinayaraj, 2022) to name a few.

13. Conclusion

Incorporating the framework of the United Nations Sustainable Development Goals (UN SDGs) offers a perspective that allows for the assessment of libraries' value and contributions to both national and international development efforts. By adopting this approach, grounded in the theory of change, libraries' roles and impacts can be viewed from diverse and illuminating angles (Missingham, 2021). The library plays a crucial and irreplaceable role in realizing the Sustainable Development Goals (SDGs) for individuals, institutions, states, nations, and global organizations. Possessing an in-depth understanding of the SDGs, their targets, and associated indicators equips libraries to support their institutional stakeholders—faculty, students, and industries—in various academic, research, placement, consultation, and extension activities. The initiatives and interventions undertaken by the Library and Learning Centre have underscored the significance of prioritizing SDGs and actively working toward their achievement, benefiting humanity on a broader scale. This approach has enabled us to contribute to the development of multidisciplinary curricula and research, aligning with the goals of the National Education Policy (NEP) 2020 and SDG 4. The library's provision of information literacy, content creation on SDG-related research topics, online services, seamless access through library networking, and the maintenance of records and archives via the Institutional Repository have positioned the library as a central and pivotal component of the academic landscape. Consequently, this enhanced engagement has not only increased footfall but also optimized the utilization of resources and harnessed the expertise of library professionals. Our active participation and contribution have grown with each new policy on quality education, presenting opportunities for adaptation and innovation by upskilling ourselves in alignment with the evolving requirements outlined in NEP 2020.

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