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

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Libraries: Nurturing Knowledge, Fostering Sustainable Development!

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY — Referring people to food pantries and organizations with free food; hosting city free meal programs.

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING — Developing guides to understand COVID-19, how to stay safe & healthy.

4 QUALITY EDUCATION — Providing access to eLearning to help students with homework.

5 GENDER EQUALITY — Livestreaming events to empower women and teach them how to achieve goals.

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY — Providing services usually provided at the library building, remotely.

8 DECENT WORK AND ECONOMIC GROWTH — Advocating for Open Access for Eresources to help researchers and students studying from home.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES — Making available resources to learn languages and new skills from home.

11 SUSTAINABLE CITIES AND COMMUNITIES — Safeguarding and preserving cultural heritage records & research from the pandemic.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION — Moving reference services and library instruction to innovative online spaces.

14 LIFE BELOW WATER

15 LIFE ON LAND — Offering free access to information to dispel misinformation about the virus.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS — Partnering with public & private agencies to provide services.

Ref: https://blog.pressreader.com/libraries-institutions/public-libraries-play-crucial-role-sustainable-development

Library and Learning Centre, Atmiya University

Commons Culture

FOSS

Support Research in SDGs

Commons Culture – Co-creation, Co-learning and Collaboration

Design of Curriculum on Introduction to SDGs:

Content writing for SDG's

Debate: "Education for Competition" vs "Education for Collaboration"

Dr. Sheetal Tank

University Librarian Atmiya University

Education for competition" and "education for cooperation and collaboration" are two contrasting approaches to education that shape the learning environment, pedagogical strategies, and desired outcomes for students. While both approaches have their merits and drawbacks, they place different emphases on individual achievement and success versus collective collaboration and shared goals.

Education for competition centers around fostering individual excellence and achievement. It emphasizes the development of specialized knowledge, skills, and expertise in specific subjects or domains. This approach often prioritizes individual goal-setting, self-motivation, and perseverance to outperform others. Evaluation and assessment in education for competition typically focus on individual performance, grades, rankings, and high-stakes tests. The competitive nature of this approach can inspire ambition and drive, pushing students to excel, but it may also create high-pressure environments and overlook the benefits of cooperation.

On the other hand, education for cooperation and collaboration emphasizes the importance of working together effectively in groups and teams. It fosters skills such as communication, teamwork, problem-solving, and empathy. Students engage in collaborative activities, project-based learning, and cooperative assessments that assess both individual and group performance. This approach nurtures shared responsibility, collective decision-making, and respect for diverse perspectives. While it promotes collaboration, it may require careful structuring to ensure that individual growth and accountability are not compromised.

The choice between these approaches has implications for individuals, societies, and the global context. Education for competition may cultivate highly skilled individuals and contribute to

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Circular economy and communities

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Introduction:

Circular economy is a system that aims to eliminate waste and promote the continuous use of resources through strategies such as reuse, repair, and recycling (Geissdoerfer, Savaget, Bocken, & Hultink, 2017). It is an alternative to the traditional linear economy, where resources are extracted, used once, and then discarded as waste (Kirchherr, Reike, & Hekkert, 2017).

Circular economy has the potential to benefit communities in various ways. For instance, it can create new job opportunities, improve environmental health, and reduce costs for households and businesses (EMF, 2018). Additionally, it can promote local resource utilization and community engagement, leading to a more resilient and sustainable local economy (Meadows, 2019).

However, the transition to a circular economy is not without challenges. It requires significant changes in how products are designed, produced, consumed, and disposed of, as well as changes in consumer behavior and policy frameworks (Stahel, 2016). Moreover, the implementation of circular economy practices must consider social equity and inclusion to

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Mental Wellbeing: a review of definitions, theories, perspectives

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Abstract

The paper

Introduction:

Mental wellbeing is a multidimensional construct that encompasses various aspects of human experience, including emotional, psychological, and social factors. At its core, mental wellbeing is about feeling good and functioning well in one's daily life, as well as having a sense of purpose and meaning. This includes experiencing positive emotions, having fulfilling relationships, and coping effectively with stress and adversity. Mental wellbeing is increasingly recognized as a crucial component of overall health and is the focus of much research and public health efforts around the world. In this context, it is important to understand the different dimensions of mental wellbeing, the factors that contribute to it, and the strategies that can be used to promote and maintain it throughout the lifespan.

Concept of Mental Wellbeing:

SDGs and Anti Microbial Resistance (AMR)

Dr. Sheetal Tank

Library and Learning Centre, Atmiya University

Sustainable Development Goals (SDGs) are a set of 17 global goals established by the United Nations General Assembly in 2015, with a deadline of 2030. These goals aim to address some of the world's most pressing challenges, including poverty, inequality, climate change, and peace and justice. The SDGs are an essential part of the global agenda, as they provide a framework for sustainable development that is both comprehensive and universal.

Antimicrobial resistance (AMR) is a significant public health concern globally. AMR occurs when microorganisms, such as bacteria, viruses, fungi, and parasites, evolve and develop resistance to antimicrobial drugs, such as antibiotics, antivirals, and antifungals. The emergence of AMR threatens the ability to treat infectious diseases, leading to higher morbidity and mortality rates, longer hospital stays, and increased healthcare costs.
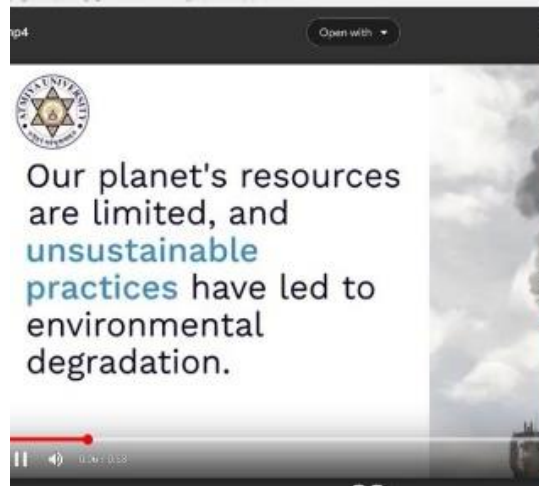
Several SDGs are related to AMR, including Goal 3 (Good Health and Well-being) and Goal 6 (Clean Water and Sanitation). Goal 3 aims to ensure healthy lives and promote well-being for all at all ages, including reducing the incidence of infectious diseases and addressing the rise of AMR. Goal 6 focuses on ensuring the availability and sustainable management of water and sanitation for all, which is vital for preventing the spread of AMR.

Addressing AMR requires a One Health approach that involves collaboration between human, animal, and environmental health sectors. This approach recognizes the interconnectedness between human, animal, and environmental health and emphasizes the need for a coordinated and holistic response to AMR.
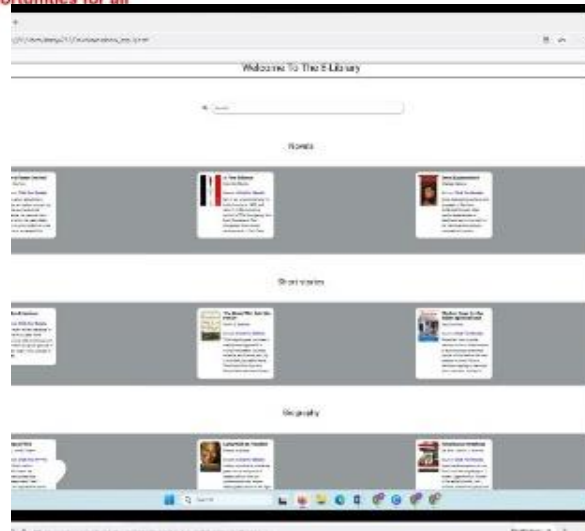
To achieve the SDGs and address AMR, concerted efforts are required from all stakeholders, including governments, policymakers, healthcare professionals, researchers, and the general public. By working together, we can ensure a sustainable future that prioritizes the health and well-being of all individuals and the planet.

Bose & Chatterjee (2017), in their article discuss the growing problem of antimicrobial resistance (AMR) and its impact on public health. They provide an overview of the causes and mechanisms of AMR and discusses the challenges in addressing the issue. The article highlights the need for a coordinated and multi-sectoral approach to addressing AMR, including the development of new antimicrobial agents, improved infection prevention and control measures, and increased awareness and education about the appropriate use of

Developing web services related to SDG's:

Believing in the commons culture

Commons to come together and co-learn & Co-create

Promoting and Advocating Use of Free and Open Source Software's (FOSS)

Use of FOSS in Libraries

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

Supporting and promoting research for Sustainable Development Goals (SDGs)

Capacity building programs

Subject Keywords and SDGs

((((TITLE-ABS("unesco") AND TITLE-ABS("poverty") AND TITLE-ABS("program")) OR(AUTHKEY("unesco") AND AUTHKEY("poverty") AND AUTHKEY("program")) OR(TITLE-ABS("poverty*-re verty")) OR(TITLE-ABS("gender* inequit*") AND(TITLE-ABS("policy") OR TITLE-ABS("policies"))) OR(AUTHKEY("gender* inequit*") AND(AUTHKEY("policy") OR AUTHKEY("policies") tional support") AND AUTHKEY("poverty")) OR(TITLE-ABS("international develo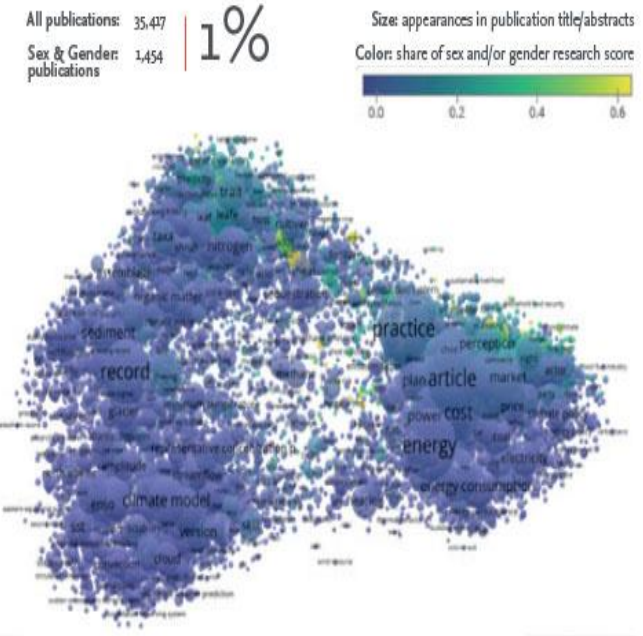pment") AND TITLE-ABS("poverty")) OR(AUTHKEY("international development") AND AUTHKEY("povert HKEY("poverty")) OR(TITLE-ABS("development aid") AND TITLE-ABS("poverty")) OR(AUTHKEY("development aid") AND AUTHKEY("poverty")) OR((TITLE-ABS("pro-poor") AND(TITLE-ABS ITLE-ABS("diabetic* patient*") OR AUTHKEY("diabetic* patient*") OR TITLE-ABS("parental leave") OR AUTHKEY("parental leave") OR(TITLE-ABS("schizophrenia") AND TITLE-ABS(poor") OR AUTHKEY("rural* communit*") OR AUTHKEY("urban* dweller*") OR AUTHKEY("ghettos"))) OR((AUTHKEY("provision of drinking water") OR AUTHKEY("sanitation")) AND(AUT "poverty") OR AUTHKEY("the poor") OR AUTHKEY("poor people") OR AUTHKEY("developing* countr*") OR AUTHKEY("poor* communit*") OR AUTHKEY("rights") OR AUTHKEY("racial") OR) OR TITLE-ABS("aboriginal") OR TITLE-ABS("migrant*") OR TITLE-ABS("refugee") OR TITLE-ABS("indigenous")))) OR((AUTHKEY("racial* inequalit*") AND(AUTHKEY("low-income") rocredit*") OR TITLE-ABS("micro* credit*")) OR(TITLE-ABS("microcredit*") OR TITLE-ABS("microcredit*") OR TITLE-ABS("micro* credit*"))) OR((AUTHKEY("micro*-credit*") OR rural") OR TITLE-ABS("the poor") OR TITLE-ABS("poor people") OR TITLE-ABS("developing* countr*") OR TITLE-ABS("rights"))) OR(AUTHKEY("water") AND AUTHKEY("access") AND("infrastructure") AND AUTHKEY("water") AND(AUTHKEY("poverty") OR AUTHKEY("the poor") OR AUTHKEY("poor people") OR AUTHKEY("poor* communit*") OR AUTHKEY("developing* cou E-ABS("migrant*") OR TITLE-ABS("aboriginal") OR TITLE-ABS("indigenous"))) OR((AUTHKEY("houseownership") OR AUTHKEY("home ownership")) AND(AUTHKEY("financial* fragilit* stribution") OR AUTHKEY("wealth* inequalit*") OR AUTHKEY("wealth* disparit*"))) OR(TITLE-ABS("telecommunication") AND TITLE-ABS("developing countries")) OR(AUTHKEY("tele *")) OR((AUTHKEY("the poor") OR AUTHKEY("poverty")) AND AUTHKEY("inequ*")) OR(TITLE-ABS("income* inequit*") OR TITLE-ABS("income* inequalit*")) OR(AUTHKEY("income* ineq ndholding)) OR(AUTHKEY("women") AND AUTHKEY("landholding")) OR(TITLE-ABS("water") AND TITLE-ABS("developing countries") AND TITLE-ABS("access")) OR(AUTHKEY("water") AN d") AND(TITLE-ABS("poverty") OR TITLE-ABS("the poor") OR TITLE-ABS("poor people") OR TITLE-ABS("poor* communit*") OR TITLE-ABS("developing* countr*") OR TITLE-ABS("righ inclusion") OR TITLE-ABS("access to ownership") OR AUTHKEY("access to ownership") OR(TITLE-ABS("rigths* to* inherit*") OR 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AUTHKEY("flood") OR AUTHKEY("floods") OR AUTHKEY("drought*") OR AUTHKEY("crisis") OR AUT OR AUTHKEY("preparedness") OR AUTHKEY("tsunami*") OR AUTHKEY("wildfire*") OR AUTHKEY("vulnerabilit*") OR AUTHKEY("natural* hazard*"))) OR(TITLE("poverty") AND(TITLE("re overty") OR AUTHKEY("poor people") OR AUTHKEY("poorer people") OR AUTHKEY("poor* village*") OR AUTHKEY("developing* countr*")) AND(AUTHKEY("natural* hazard*") OR AUTHKE loping* countr*") OR AUTHKEY("least* developed* countr*")) AND(AUTHKEY("adaptative* capacit*") OR AUTHKEY("adaptation*") OR AUTHKEY("landslide*") OR AUTHKEY("crises"))) THKEY("tsunami*") OR AUTHKEY("wildfire"))) OR((TITLE-ABS("vulnerable* communit*") OR TITLE-ABS("poverty") OR TITLE-ABS("poor people") OR TITLE-ABS("poorer people") OR T nit*") OR AUTHKEY("poverty") OR AUTHKEY("poor people") OR AUTHKEY("poorer people") OR AUTHKEY("poor village") OR AUTHKEY("developing* countr*")) AND(AUTHKEY("resilien*" OR((TITLE-ABS("vulnerable* communit*") OR TITLE-ABS("poverty") OR TITLE-ABS("poor people") OR TITLE-ABS("poorer people") OR TITLE-ABS("poor village") OR TITLE-ABS("deve ABS("vulnerable* communit*") OR TITLE-ABS("poverty") OR TITLE-ABS("poor people") OR TITLE-ABS("poorer people") OR TITLE-ABS("poor village") OR TITLE-ABS("developing* cc

Climate Action

The map represents SDG13-related publications that included keywords related to sex and/or gender research in 2018. Node size indicates count of keyword occurrences. The color scale indicates the proportion of publications that took into consideration sex and/or gender aspects in specific topical clusters. The map shows that there is almost no consideration of sex and/or gender in climate research – despite experts have underscored how promoting gender equality can be a successful strategy to strengthen climate action.

All publications: 35,417
Sex & Gender publications: 1,454
1%

Size: appearances in publication title/abstracts
Color: share of sex and/or gender research score
0.0   0.2   0.4   0.6

https://www.elsevier.com/data/assets/image/0004/1058278/chart-climate-action.jpg)

In house subject keywords vs SDG search

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Support to Map Sustainable Development Goals with your Research topic

The Sustainable goals related to this keyword 'CLIMATE CHANGE' are:

Keyword	SDG
ANTHROPOGENIC CLIMATE CHANGE	SDG13
CLIMATE CHANGE	SDG13
CLIMATE CHANGE ADAPTATION	SDG13
CLIMATE CHANGE ADAPTATION MEASURES	SDG13
CLIMATE CHANGE ADAPTATION PLANNING	SDG13
CLIMATE CHANGE ADAPTATION POLICY	SDG13
CLIMATE CHANGE ADAPTATION STRATEGY	SDG13
CLIMATE CHANGE IMPACT	SDG13
CLIMATE CHANGE MITIGATION	SDG13
CLIMATE CHANGE MITIGATION POLICY	SDG13
CLIMATE CHANGE MITIGATION STRATEGIES	SDG13
CLIMATE CHANGE POLICY	SDG13
CLIMATE CHANGE RISK	SDG13
CLIMATE CHANGE	SDG13
CLIMATE CHANGE AND ADAPTATION	SDG13
CLIMATE CHANGE AND EARLY WARNING	SDG13
CLIMATE CHANGE AND IMPACT REDUCTION	SDG13
CLIMATE CHANGE AND MANAGEMENT	SDG13
CLIMATE CHANGE AND MITIGATION	SDG13
CLIMATE CHANGE AND PLANNING	SDG13
CLIMATE CHANGE EFFECTS	SDG13
CLIMATE CHANGE FINANCING	SDG13
CLIMATE CHANGE MANAGEMENT	SDG13
CLIMATE CHANGE PLANNING	SDG13
CLIMATE CHANGE SCENARIOS	SDG13
THE UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE	SDG13

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Support to Map Sustainable Development Goals with your Research topic

The Sustainable goals related to this keyword 'ENVIRONMENTAL' are:

Keyword	SDG
ENVIRONMENTAL EDUCATION	SDG4
ENVIRONMENTALLY SOUND INDUSTRIAL PROCESSES	SDG9
ENVIRONMENTALLY SOUND TECHNOLOGIES	SDG9
ENVIRONMENTAL FOOTPRINT	SDG11
ENVIRONMENTAL IMPACT ASSESSMENT	SDG12
ENVIRONMENTAL IMPACT CATEGORIES	SDG12
ENVIRONMENTAL LIFE CYCLE ASSESSMENT	SDG12
ENVIRONMENTAL POLICY	SDG12
ENVIRONMENTAL TECHNOLOGY	SDG12
POTENTIAL ENVIRONMENTAL IMPACTS	SDG12
ENVIRONMENTAL FOOTPRINT	SDG12
ENVIRONMENTAL POLLUTION	SDG12
MULTILATERAL ENVIRONMENTAL AGREEMENTS	SDG12
CLIMATE AND ENVIRONMENTAL EDUCATION	SDG13
ENVIRONMENTAL CHANGE	SDG15
ENVIRONMENTAL FACTOR	SDG15
ENVIRONMENTAL IMPACT	SDG15
ENVIRONMENTAL DEGRADATION	SDG15
ENVIRONMENTAL MANAGEMENT	SDG15
ENVIRONMENTAL STRESS	SDG15
LOCAL ENVIRONMENTAL FACTORS	SDG15
SYSTEM OF ENVIRONMENTAL ECONOMIC ACCOUNTING	SDG15

Course on Digital and Information Literacy - 15 Hours (2023 -2024)

Awareness and Understanding Library Services → MOOCs (Swayam-NPTEL, Coursera, Edx, MIT OCW etc.) → Creating Website using Google Sites → Being Safe on the Internet (Online- Khan Academy)

Introduction to AI & ML → Getting started with Flutter for App development → Note Taking methods → Pre Writing Strategies; Concept Map creation

Literature Survey and searching using Scholarly search engines and Publisher websites → Introduction Literature review process → Avoiding Plagiarism

Joining Library Networks

INFLIBNET (Research Profiling and Remote access)

DELNET (ILL and Article requests, training on various aspects)

IIT Gandhinagar (ILL, Reference, user services)

Analysis of the Best Practices

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

Impact on Library Usage in terms of footfall and Web service usage

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

Average Library Footfall Per Day 2017-2022
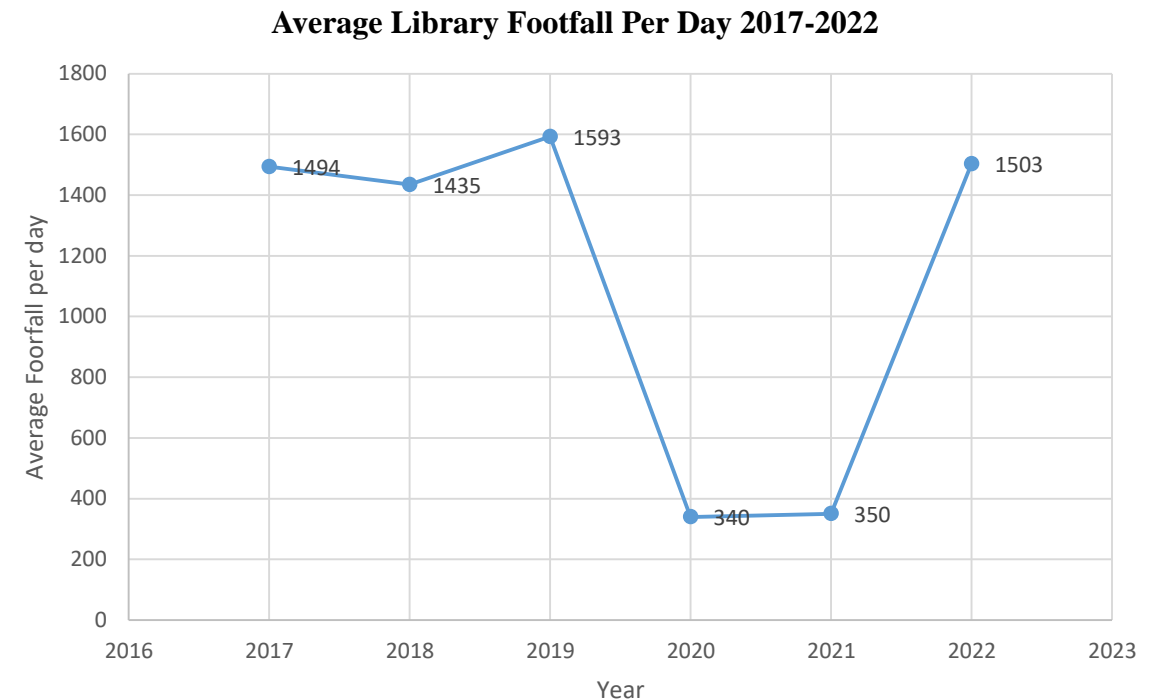
Usage of Online Services

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+

Conclusion

- Utilizing the United Nations Sustainable Development Goals (UN SDGs) framework provides a valuable perspective for evaluating libraries' roles in national and global development efforts.

- Libraries are indispensable in advancing the SDGs, benefiting individuals, institutions, states, nations, and international organizations.

- Libraries equipped with an understanding of SDGs, their targets, and associated indicators can support various academic, research, placement, consultation, and extension activities.

- The library's initiatives prioritize SDGs, align with the National Education Policy (NEP) 2020 and SDG 4, and contribute to multidisciplinary curricula and research.

- The library's provision of information literacy, content creation, online services, and effective resource management has solidified its central role in academia, fostering active engagement and professional development opportunities.

Thank you

"The library's pivotal role in advancing the Sustainable Development Goals is an indispensable cornerstone of knowledge and progress, shaping a brighter future for individuals, institutions, and societies.

Lets be Proactive…