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# An Assessment of College Libraries in Sustainable Development of Koppal District

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**ABSTRACT:** In this work, in consideration of the global significance of the Sustainable Development Goals (SDGs) and the contemporary under-development of public library services in Koppal district of Karnataka state of India, objectives to scrutinize the role of academic libraries in stimulating knowledge and skills for lasting learning prospects among students in Koppal district. The research population comprised three (3) Heads and three (3) Deputy Librarians of designated academic institutions. Members were recognized using purposive sampling technique. Data were composed using one-on-one interview, non-participatory observation and documentary substantiation. The study has recognized some essential concerns in relation to enduring learning. The outcomes support the fact that academic institutions subsidize suggestively to ultimate learning by offering access to pertinent information, providing trainings on research publications, along with search approach training, communication skills training, information literacy, and reading. This paper offers insights for academic librarians and decision makers in publicizing measures for the advancement of acquaintance and skills for enduring learning prospects among students in Koppal district of Karnataka state of India. The study suggested some appropriate strategies such as partnership of academic libraries and educational associations.

**KEYWORDS:** Sustainable Development, Karnataka, Library, Academic library, Educational associations.

## I. INTRODUCTION

Libraries world over are in the business of providing information for sustainable development. From promoting literacy, to offering free access to information, libraries are safe, welcoming spaces, at the heart of communities. They come with the requisite support of a dedicated staff with a deep understanding of local needs. They advance digital inclusion through access to Information and Communication Technology (ICT), internet connection and skills. They promote innovation, creativity and access to the world's knowledge for current and future generations.

Bradley (2016) stated that in the attainment of the SDGs, libraries have a critical role to play in helping to meet this grand challenge by promoting access to information. Information is an essential tool that can support holistic developmental efforts. Libraries as information disseminating institutions have the potentials to propagate information needed to promote the actualisation of SDGs. Therefore, deliberate efforts should be made to disseminate pertinent and timely information to the citizenry.

This study investigates the critical evaluation of college libraries in sustainable development of Koppal district how the country can leverage the power of library services for sustainable development. The paper highlights the potential roles of libraries in creating access to information to support the attainment of all the 17 Sustainable Development Goals.[1] This article outlines the leading concepts which are being discussed in the current debate on education for sustainable development (ESD) in Koppal District, detailing their historic development and characteristic features, as well as the empirical experience gained in College development to date. These concepts are environmental education, development education/global learning and peace education. With the emergence of ESD and, notably, the launch of the United Nations Decade for ESD, these hitherto separate currents should start to converge. We will be seeing common endeavours to define ESD more concretely as a regulatory idea and to learn from one another and, in joint settings, to support cooperation, launch joint projects and also to enhance individual profiles. We will start out with a brief historical overview of the concept of environmental education as discussed in the debate on education for sustainable development.[2]

Digital libraries have a short yet turbulent and explosive history. A number of early visionaries, such as Licklider (1965), had a notion of libraries in the future being highly innovative and different in structure, processing, and access



through heavy applications of technology. But, besides visionary and futuristic discussions and highly scattered research and developmental experimentation, nothing much happened in the next two decades. By the end of the 1980s, digital libraries (under various names) were barely a part of the landscape of librarianship, information science, or computer science. But just a decade later, by the end of the 1990s, research, practical developments, and general interest in digital libraries exploded globally. What a phenomenal decade for work on digital libraries. The work of two communities, research and practice, are reviewed below. While they work and proceed mostly independently of each other, they can be considered as two ends of a spectrum, which as yet have not met in the middle. The research community, on one end of the spectrum, asks research questions directed toward future vision or visions of digital libraries, or rather of their various aspects and components, unrestricted by practice. On the other end of the spectrum, the practice community asks developmental and operational questions in real-life economic and institutional contexts, restrictions, and possibilities, concentrating on applications on the “market” end of the spectrum.[3]

The academic library cannot compete with the modern information technology in its traditional collection of print material. To attract the students and to provide better services to its users, the academic library should develop digital resources along with print materials. Though the selection, acquisition and the dissemination of e-resources are similar to print materials, but actually they are differ from print material. The selection of quality and quantity of collection is an important and challenging activity of a library. It includes process of selecting, ordering and making payment of information material. A library encompasses a numbers of activities related to development of library collection like determination and coordination of selection policy, identification of users need, user studies, selection of information material, planning of resource sharing, collection maintenance and weeding. In digital environment collection development is undergoing a metaphoric change due to diverse e-resources which are easily available through internet. With the advancement of information and communication technology, information explosions, availability of large number of documents in electronic forms has replaced the traditional concept of library into digital or virtual library. In this context the libraries have no other option rather than building collection of e-resources. On other side the publishers did not remain behind; they took advantage of these applications to a considerable extent and tapped a treasure house of electronic and web resources. In modern digital era, librarians are also acquiring more and more e-resources to provide the right information to right user at right time. All this has created a change in the collection development in the electronic environment. [4]

## 2.Sustainable Development

Since the 1980s, the concept of sustainable development has been widely used; the term gained popularity when it became fashionable for experts to use it as a way of responding to global economic concerns, equity and distribution. The term ‘sustainable development’ has to do with the requirement to harmonise the needs of humanity and nature [5] It is based on the assumptions that human beings, not necessarily economic indicators, are at the centre of development. Perhaps, the most well-known and often quoted definition of sustainable development comes from the Brundtland Report: 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' [6] In the views of [7] development traditionally means the process of improving the quality of all human lives and capabilities by raising people’s levels of living, self-esteem and freedom; achieving sustained rates of growth of income per capita to enable a nation to expand its output at a rate faster than the growth rate of its population. They, therefore, concluded that development in its essence must represent the whole gamut of change by which an entire social system, tuned to the diverse basic needs and evolving aspirations of individuals and social groups within the system, moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better. Defined sustainable development as the efficient [8] management of resources for human survival, taking into consideration both the present and future generations. [9] it means that development should keep going. It emphasizes the creation of sustainable improvements in education, health and general quality of life and improvements in quality of natural environmental resources. He opines that sustainable development is development that is everlasting and contributes to the quality of life through improvements in natural environments, which in turn, supply utility to individuals, inputs to the economic process and services that support life. Agreement on the importance of the concept of sustainable development can be found across the political spectrum and the core ideals, embedded in it are central to the requirements that must be met in managing the shift to a more sustainable economy. [10]



Enumerated the objectives of sustainable development as thus:

1. Creation of sustainable improvements in the quality of life for all people;
2. Lifting living standards, which is inclusive of bettering people's health and educational opportunities, giving everyone a chance to participate in public life, helping to ensure a clean environment, promoting intergenerational equity;
3. Maximizing the net benefits of economic development subject to maintaining the stock of all environmental and natural resource assets (physical, human and natural) over time;
4. Accelerating economic development in order to conserve and enhance the stock of human, environmental and physical capital without making future generations worse off.

In essence, sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development; the institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations. It involves more than growth and it requires a change in the content of growth, to make it less material- and energy-intensive and more equitable in its impact. These changes are required in all countries as part of a package of measures to maintain the stock of ecological capital, improve the distribution of income, and reduce the degree of vulnerability to economic crises. The goal of all college libraries is to develop information literate students who are responsible and ethical participants in society. Information literate students are competent self-directed learners who are aware of their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know how to locate relevant and reliable information. They are able to manage technology tools to access information and to communicate what they have learned. They are able to operate comfortably in situations where there are multiple answers or no answers. They hold high standards for their work and create quality products. Information literate students are flexible, able to adapt to change, and able to function both individually and in groups [11]

### III. SUSTAINABLE DEVELOPMENT AND THE ROLE OF LIBRARY SCIENCE

Historically, the education and training of professional librarians in Central Library & Information Center Koppal district can be traced to the second half of the 20th century KIMS, Koppal Central library is situated in a separate wing at college campus. The Library building consists of two floors with a carpet area of 27000 square feet and seating capacity of 360 persons which the reading room is at the first floor. It is rendering student support services with its abundant collection of books and periodicals. It has total collection of 5018 books and 44 periodicals relating to Medical subjects Viz., Pre-Clinical, Para-Clinical & Clinical etc. It is no way inferior in providing facilities as a source of knowledge to our students. Sincere efforts are made to enrich in its services from time to time to satisfy the thirst of knowledge of our students. For this purpose we invite suggestions, recommendations from students, faculty members, and management and try to adopt them for all round development of the library. The establishment of these colleges and similar institutions resulted in the need for qualified librarians to man the libraries of these institutions. Ever since then, sincere and organized efforts have been channeled towards the production of the required manpower for various types of libraries through the establishment of library colleges. The impacts of the Koppal library institute in meeting the personnel need of libraries in the country have been commendable.

In an over-used quotation, the Brundtland Report defines sustainable development as development that meets the needs of the current generation without compromising the ability of future generations to meet their own needs. It has been acclaimed as a breakthrough, a balanced definition that integrates social and economic concerns with environmental ones, efficiency with equity, inter-generational with intra-generational equity, and most importantly, Northern interests with Southern ones. However, although the ubiquity of references to this definition suggests a degree of professional consensus, such is not the case. There is considerable professional disagreement, mostly on how to put the idea into operation, but also on questions of definition and on its claims to synthesis.

For example, In [12] criticises the invocation of "inter-generational equity", arguing instead that at least from a southern perspective] the real goal of sustainable development is inter-generational inequity, namely the assurance that future generations would not suffer from the same deprivations and injustices that exist today. To be fair, as Qizalbash notes, the Brundtland Report does try to finesse this issue by mentioning the future generation's ability to meet its needs - presumably more effectively than the current generation - but this simply transposes the need for inequity from the domain of needs to that of ability.

Table 1: Library Information for the Academic Year 2020-21 in Koppal District

| S. No | LIBRARY PARTICULARS          | LIST      |
|-------|------------------------------|-----------|
| 1     | No of Copies                 | 12653     |
| 2     | No of Titles                 | 4900      |
| 3     | Anatomy                      | 535       |
| 4     | Physiology                   | 436       |
| 5     | Biochemistry                 | 763       |
| 6     | Microbiology                 | 350       |
| 7     | Pathology                    | 340       |
| 8     | Forensic Medicine            | 324       |
| 9     | Pharmacology                 | 296       |
| 10    | Community Medicine           | 218       |
| 11    | General Medicine             | 372       |
| 12    | General Surgery              | 190       |
| 13    | Orthopedic                   | 197       |
| 14    | OBG                          | 187       |
| 15    | Peadiatric                   | 178       |
| 16    | Dermatology                  | 145       |
| 17    | Psychology                   | 101       |
| 18    | Anesthesia                   | 89        |
| 19    | Dental                       | 59        |
| 20    | Ophthalmology                | 56        |
| 21    | ENT                          | 52        |
| 22    | Radiology                    | 46        |
| 23    | Oncology                     | 21        |
| 24    | Cardiology                   | 12        |
| 25    | Dictionary                   | 19        |
| 26    | Others                       | 32        |
| 27    | Library Area                 | 27000sqft |
| 28    | No. of Newspapers            | 6         |
| 29    | No. of Periodicals/Magazines | 56        |
| 30    | No. of Books                 | 12653     |

### Climate Change and Sustainable Development in Koppal District: Conceptual and Empirical Issues

The purpose of this working research is to raise critical issues on the relationship between climate policy and sustainable development. It criticizes current policy approaches, including that reflected in the Kyoto Protocol, because they have inadvertently resulted in the placing of climate policy and development into separate boxes. Policy experience on climate stabilization has developed largely within the institutional, economic, and political context of industrialized countries, but policy analysis now needs to turn single-mindedly to the situation of developing countries. In the future, it would be necessary not only to induce adjustment in industrialized countries, but also to re-orient the growth process in the developing world towards de-carbonization. To this end, the working paper concludes with the identification of a set of questions for wider and urgent discussion. To set the stage, Section 1 provides a brief summary of recent developments in the climate literature. There is virtually no doubt today that climate change is already happening, that it is caused by the emission and accumulation of greenhouse gases (GHGs) in the atmosphere, that it poses the gravest of dangers to life on this planet, and that much of its impact is already “locked in” because of past actions, but the most extreme costs could be avoided if policy responses are put in place immediately. Section 2 moves from climate trends to stabilization, and summarizes global as well national actions (in particular those developed under the Kyoto Protocol) to reduce greenhouse gas emissions. In retrospect, these have proven highly inadequate and have not produced an appreciable impact. The ideas that are being discussed on how to proceed beyond Kyoto are framed within the same overall approach. Their main weakness is the absence of credible measures that can reassure developing countries that the development agenda will be reconciled and integrated into climate action. De-carbonized economic development requires an approach that goes beyond Kyoto. Instead of separating climate and development, it should separate responsibility (and funding) from action. This implies a shift from the language of emission targets or rights to the language of investment, a language that provides the core of development thinking. A concrete option is to

initiate a globally funded public investment program in developing countries, using the example of the Manhattan Project, to deploy available renewable technologies on a massive scale. Strictly speaking there is no such thing as a “normal” or average climate. For as the weather changes from day to day, so also does the climate change from year to year. These changes are however cyclical or largely unnoticed, except by climatologists. However, a situation in which a change in climate continues in one direction at a rapid rate and for an unusual long period of time (lasting for several years) is known as climate change. In the case of the present condition which we are experiencing, the foot print of this change is a steady and general increase of temperature. Causes of Climate Change There are three major causes of climate change. They include namely: (a) Astronomical causes: These include; variations in the obliquity of the ecliptic; the eccentricity of the earth’s orbit around the sun; precession of the equinoxes caused by the previous ones mentioned above; and the bombardment of the earth by extra-terrestrial objects. (b) Volcanic eruptions. (c) Changes to the earth’s environment as a result of human socio-economic activities such as changes in the character of the earth’s surface due to man’s socio-economic activities e.g. deforestation, damming of rivers to create artificial lakes; addition of energy to the atmosphere by man’s socio-economic activities e.g. combustion of fossil fuels such as petrol, diesel, coal; and changes in the composition of the earth’s atmosphere by man’s socio-economic activities such as gas flaring, bush burning, emission of gases by automobile exhausts. The general environmental effects of climate change include; rise in sea level due to melting of ice caps, for example Antarctica; changes in dates of onset and end of the rainy season; reduced rainfall amounts in some areas and increased rainfall amounts in others, leading to flooding; and increase in intensity of atmospheric disturbances such as thunderstorms and line squalls.



Fig. 1: Workshop on sustainable development begins

Framework to address sustainable development, the greater the need for natural science information, and vice versa. If science is viewed as the domain for the production of public knowledge, there is a need to invest in institutions that produce such knowledge at the local as well as national or global levels, and in the South as well as the North. Libraries are sustainable: Circulating materials shares resources in the community and ensures everyone has access to information. Libraries collaborate internationally on inter-library lending to ensure that all countries have access to information. IFLA advocates at WIPO for exceptions and limitations to ensure that libraries have adequate guarantees to provide these essential services.

#### IV. KOPPAL DISTRICT AT A GLANCE

Koppal district is an administrative district in the state of Karnataka in India. In the past Koppala was referred to as 'KopanaNagara'. Hampi, a World heritage center, covers some areas of Koppala District. It is situated approximately 38 km away. Aneundi, is also a famous travel destination. Koppal, now a district headquarters, is ancient Kopana, a major Jain holy site. Palkigundu is described as the famous Indrakilaparvata of mythology. There is an ancient Shiva temple called the Male Malleshwara. There are two Ashoka inscriptions at Palkigundu and Gavimatha. Koppal was the capital of a branch of Shilaharas under the Chalukyas of Kalyan. In Shivaji's times it was one of the eight prants or revenue divisions of Southern Maratha Country.[14] During India's First War of Independence, MundargiBheemaRao and HammigeKenchanagouda died fighting the British here in June 1858. Kinhal 13 km away from Koppal is famous for its traditional colourfullacquerware.

The district occupies an area of 7,190 km<sup>2</sup> and has a population of 1,196,089, of which 16.58% was urban as of 2001.[15] Koppal district was carved out of Raichur district in 1997.

Koppala district has the following seven talukas:

Koppala, Gangavathi, Yelburga, Kushtagi, Kanakagiri, Kukanur and Karatagi.

According to the 2011 census Koppal district has a population of 1,389,920,[13] roughly equal to the nation of Swaziland[16] or the US state of Hawaii.[17] This gives it a ranking of 350th in India (out of a total of 640).[13] The district has a population density of 250 inhabitants per square Kilometer (650/sq mi).[1] Its population growth rate over the decade 2001-2011 was 16.32%.[1] Koppal has a sex ratio of 983 females for every 1000 males,[13] and a literacy rate of 67.28%.[13]



Fig. 2 Map of Koppal district

### Educational Institution in Koppal district of Karnataka

| Educational Institutions                   | Years       |
|--|-------------|
|  | 2020        |
| Government universities                    | <b>21</b>   |
| Private universities                       | <b>03</b>   |
| Government / Private medical colleges      | <b>7</b>    |
| General colleges                           | <b>90</b>   |
| Government/ Private polytechnic institutes | <b>20</b>   |
| Secondary schools                          | <b>292</b>  |
| Primary schools                            | <b>1362</b> |

### V. RESULTS ANALYSIS

Role of Library in Sustainable Development: Study based on Koppal district of Karnataka

Table- 6.6.1: Respondents bysex

| Sex    | Number | Percent |
|--------|--------|---------|
| Male   | 265    | 75.71%  |
| Female | 85     | 24.29%  |
| Total  | 350    | 100.00% |

According to the above Table-6.7.1 out of 350 respondents, 75.71% is male and the rest 24.29% is female. The table shows that the number of female users of library is lower than males in Koppal district of Karnataka.

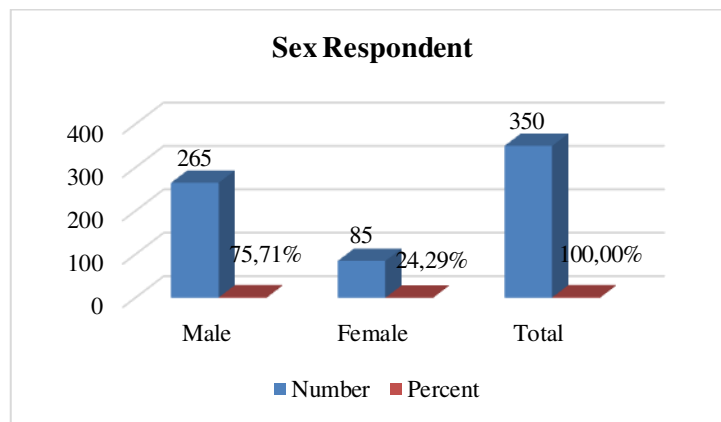


Fig. 3 : Sex respondent of Library users for sustainable development

Table- 6.6.2: Respondents by age (in years)

| Age category     | Sex    |         |        |         | Total  |         |
|------------------|--------|---------|--------|---------|--------|---------|
|                  | Male   |         | Female |         |        |         |
|                  | Number | Percent | Number | Percent | Number | Percent |
| 15-24 yrs        | 65     | 24.52%  | 21     | 24.71%  | 86     | 24.57%  |
| 25-34 yrs        | 95     | 35.84%  | 35     | 41.18%  | 130    | 37.14%  |
| 35-44 yrs        | 45     | 16.98%  | 17     | 20.00%  | 62     | 17.71%  |
| 45-54 yrs        | 28     | 10.58%  | 9      | 10.59%  | 37     | 10.58%  |
| 55 yrs and above | 32     | 12.08%  | 3      | 3.52%   | 35     | 10.00%  |
| Total            | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Table-6.6.2 displays that the aged 25--34 start the majority of the male respondents is 35.84% and it is tailed by the age groups 15--24, 35—44, 55 years and above 45—54 years respectively. The table emphases that the female respondents are lesser than male respondents.

Table- 6.6.3: Religious affiliation of the respondents

| Religion  | Sex    |         |        |         | Total  |         |
|-----------|--------|---------|--------|---------|--------|---------|
|           | Male   |         | Female |         |        |         |
|           | Number | Percent | Number | Percent | Number | Percent |
| Hindi     | 175    | 66.24%  | 65     | 76.47%  | 240    | 68.58%  |
| Muslim    | 84     | 31.60%  | 20     | 23.53%  | 104    | 29.71%  |
| Christian | 6      | 2.16%   | -      |         | 6      | 1.71%   |
| Total     | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Table-6.6.3 reveals that the Hindu community constitutes 68.58% of the total respondents and the Muslim community is 29.71%. The rest Christian community is 1.71% and only. The table shows that the Hindu community is greater than other communities in Koppal district of Karnataka.



Table- 6.6.4: Educational status of the respondents

| Education     | Sex    |         |        |         | Total  |         |
|---------------|--------|---------|--------|---------|--------|---------|
|               | Male   |         | Female |         |        |         |
|               | Number | Percent | Number | Percent | Number | Percent |
| Below SSC     | 12     | 4.52%   | 8      | 9.41%   | 20     | 5.71%   |
| SSC           | 16     | 6.03%   | 6      | 7.05%   | 22     | 6.29%   |
| Below HSC     | 32     | 12.07%  | 7      | 8.24%   | 39     | 11.14%  |
| Graduate      | 88     | 33.24%  | 19     | 22.38%  | 107    | 30.57%  |
| Post-graduate | 82     | 30.94%  | 23     | 27.05%  | 105    | 30.00%  |
| M. Phil       | 20     | 7.54%   | 12     | 14.11%  | 32     | 9.15%   |
| Ph.D.         | 15     | 5.66%   | 10     | 11.76%  | 25     | 7.14%   |
| Total         | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Education is influential factor in seeking information. Table 6.6.4 shows that the graduate level is the highest (30.57%) and the post-graduate level is second highest in educational status of the respondents and it is followed by Below HSC (11.14%), M.Phil (9.15%) and Ph.D. (7.14%), SSC(6.29%) and below SSC is 5.71%.

Table- 6.6.5: Marital status of the respondents

| Marital Status | Sex    |         |        |         | Total  |         |
|----------------|--------|---------|--------|---------|--------|---------|
|                | Male   |         | Female |         |        |         |
|                | Number | Percent | Number | Percent | Number | Percent |
| Married        | 115    | 43.39%  | 39     | 45.88%  | 154    | 44.00%  |
| Unmarried      | 140    | 52.83%  | 42     | 49.41%  | 182    | 52.00%  |
| Widowed        | 10     | 3.78%   | 4      | 4.71%   | 14     | 4.00%   |
| Total          | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Table-6.6.5 shows that the maximum of the male respondents (43.39%) and female (52.0%) are unmarried. This is not unusual, considering that people of Koppal district of Karnataka tend to get married. Only 4.0% is widowed.

Table-6.6.6: Languages of the respondents

| Language | Sex    |         |        |         | Total  |         |
|----------|--------|---------|--------|---------|--------|---------|
|          | Male   |         | Female |         |        |         |
|          | Number | Percent | Number | Percent | Number | Percent |
| Hindi    | 160    | 60.37%  | 42     | 49.41%  | 202    | 57.71%  |
| Bengali  | 11     | 4.15%   | 6      | 7.05%   | 17     | 4.86%   |
| English  | 80     | 30.19%  | 30     | 35.29%  | 110    | 31.43%  |
| Urdu     | 6      | 2.26%   | 7      | 8.25%   | 13     | 3.71%   |
| Arabic   | 3      | 1.13%   |        |         | 3      | 0.86%   |
| Russian  | 5      | 1.96%   |        |         | 5      | 1.43%   |
| Total    | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

In view of the above Table-6.6.6 most of the respondents (57.51%) speak in Hindi, 31.43% respondents speak English and 4.86% speaks bengali. A few percent of the respondents speak in Urdu (3.71%), Arabic (.86%), and Russian (1.43%) respectively.

Table- 6.6.7: Respondents by occupation

| Occupation          | Male   |         | Female |         | Number | Percent |
|---------------------|--------|---------|--------|---------|--------|---------|
|                     | Number | Percent | Number | Percent |        |         |
| Student             | 125    | 47.17%  | 39     | 45.88%  | 164    | 46.86%  |
| Service             | 17     | 6.42%   | 7      | 8.25%   | 24     | 6.85%   |
| Teacher             | 52     | 19.62%  | 17     | 20.00%  | 69     | 19.71%  |
| Retd. Govt. Officer | 6      | 2.26%   |        |         | 6      | 1.71%   |
| Business            | 10     | 3.83%   |        |         | 10     | 2.86%   |
| Retired             | 3      | 1.13%   |        |         | 3      | 0.86%   |
| Researcher          | 40     | 15.09%  | 18     | 21.17%  | 58     | 16.58%  |
| Unemployed          | 10     | 3.73%   | 3      | 3.53%   | 13     | 3.71%   |
| Advocate            | 2      | 0.75%   | 1      | 1.17%   | 3      | 0.86%   |
| Total               | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Table-6.6.7 shows that students (46.86%) constitute the largest occupational group among the total sample population. Teachers (19.71%) constitutes the second largest occupational group. Thus it transpires that 49.3% respondents are directly associated with information needs and information seeking in library. Researcher (16.58%) service (6.85%), business (2.86%), unemployed (3.71%), retired gov. officer (1.71%) follow it, Retired (.86%), advocate (.86%) respectively.

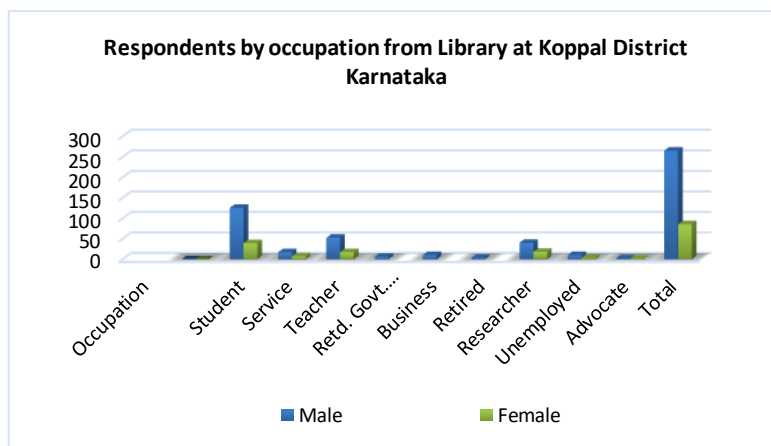


Fig.-6.3: Respondents by occupation

Table- 6.6.8: Feelings of Library information needs of the respondents

| Feelings | Sex    |         |        |         | Total  |         |
|----------|--------|---------|--------|---------|--------|---------|
|          | Male   |         | Female |         | Number | Percent |
|          | Number | Percent | Number | Percent | Number | Percent |
| Yes      | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |
| Total    | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Table 6.6.8 reveals that in both male and female respondents (100% ) need information from the library in the study area. Thus, information and library are equally important for the users need.

Table- 6.6.9: Types of information needs of the respondents they need

| Types             | Sex    |         |        |         | Total  |         |
|-------------------|--------|---------|--------|---------|--------|---------|
|                   | Male   |         | Female |         |        |         |
|                   | Number | Percent | Number | Percent | Number | Percent |
| Occupational      | 132    | 49.81%  | 37     | 43.53%  | 169    | 48.29%  |
| Women empowerment | 7      | 2.64%   | 24     | 28.23%  | 31     | 8.86%   |
| Agriculture       | 75     | 28.30%  | 18     | 21.18%  | 93     | 26.57%  |
| Environmental     | 51     | 19.25%  | 6      | 7.06%   | 57     | 16.28%  |
| n                 | 265    |         | 85     |         | 350    |         |

Table-6.6.9 shows that most of the respondents (48.29) need occupational information, 26.57% respondents want information about agriculture and 16.28% respondent’s desire environmental information. Only 8.86% respondents require information regarding women empowerment.

Table- 6.6.10: Information needs of the respondents

| Response  | Sex    |         |        |         | Total  |         |
|---|--------|---------|--------|---------|--------|---------|
|   | Male   |         | Female |         |        |         |
|   | Number | Percent | Number | Percent | Number | Percent |
| Educational   | 110    | 41.51%  | 14     | 16.47%  | 124    | 35.43%  |
| Acquiring knowledge and experience                    | 123    | 46.41%  | 49     | 57.66%  | 172    | 49.14%  |
| Seeking and gathering information for decision making | 19     | 7.17%   | 17     | 20.00%  | 36     | 10.28%  |
| Sustainable development                               | 13     | 4.91%   | 5      | 5.87%   | 18     | 5.15%   |
| n   | 265    |         | 85     |         | 350    |         |

Table-6.6.10 focuses that majority of the respondents (49.14%) need information for acquiring knowledge and experience, 35.43% respondents seek information for education. Only 10.28% and 5.15% respondents need information for seeking and gathering information for decision-making and sustainable development respectively.

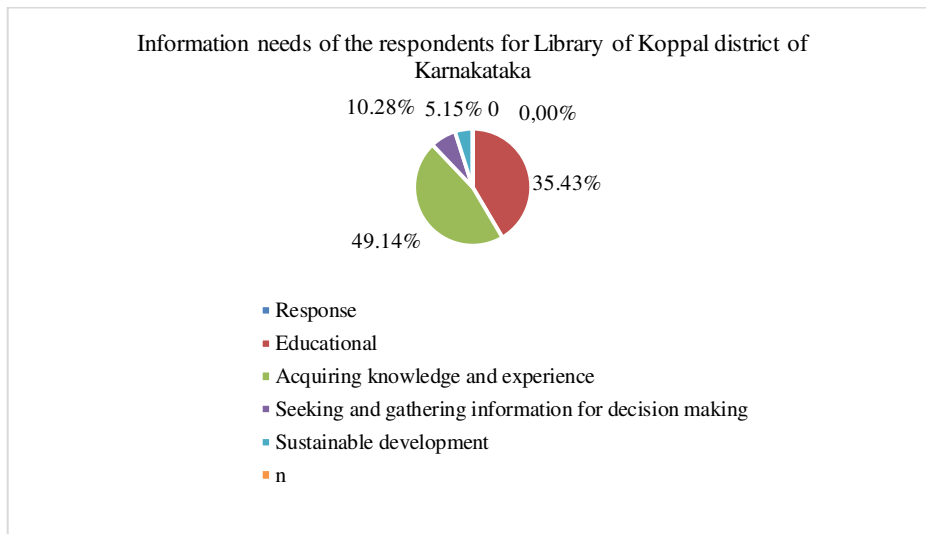


Fig.6.4: Information needs of the respondents

Table- 6.6.11: Purpose(s) for of seeking information by the respondents

| Purpose                         | Sex    |         |        |         | Total  |         |
|---------------------------------|--------|---------|--------|---------|--------|---------|
|                                 | Male   |         | Female |         | Number | Percent |
|                                 | Number | Percent | Number | Percent |        |         |
| Agriculture                     | 35     | 13.21%  | 4      | 4.71%   | 39     | 11.14%  |
| Women empowerment               | 5      | 1.89%   | 14     | 16.47%  | 19     | 5.42%   |
| Disaster management             | 22     | 8.30%   | 3      | 3.52%   | 25     | 7.14%   |
| All of the above 3(three) items | 11     | 4.15%   | 3      | 3.52%   | 14     | 4.00%   |
| Educational                     | 95     | 35.84%  | 35     | 41.18%  | 130    | 37.18%  |
| Entertainment                   | 3      | 1.13%   | 2      | 2.35%   | 5      | 1.43%   |
| Social life                     | 1      | 0.38%   | 1      | 1.17%   | 2      | 0.57%   |
| Information                     | 1      | 0.38%   | 1      | 1.17%   | 2      | 0.57%   |
| Service                         | 1      | 0.38%   |        |         | 1      | 0.28%   |
| Occupational                    | 75     | 28.30%  | 16     | 18.82%  | 91     | 26.00%  |
| Fisheries                       | 3      | 1.13%   | 6      | 7.09%   | 9      | 2.57%   |
| ICT                             | 1      | 0.38%   |        |         | 1      | 0.28%   |
| Business                        | 1      | 0.38%   |        |         | 1      | 0.28%   |
| Environmental                   | 1      | 0.38%   |        |         | 1      | 0.28%   |
| Research                        | 10     | 3.77%   |        |         | 10     | 2.86%   |
| N                               | 265    |         | 85     |         | 350    |         |

Table-6.6.11 reveals that most of the respondents (37.18%) are seeking information for the purpose of education, 26.00% respondents find information for the purpose of occupation, 11.14% for agriculture, 7.14% for disaster management, 5.42% for women empowerment and 2.86% for research, 2.57 for Fisheries. Social life and information (.57%) are identically same and .28% respondents seek information for the purpose of services. ICT, business, environmental are also identically same for the purpose of information.



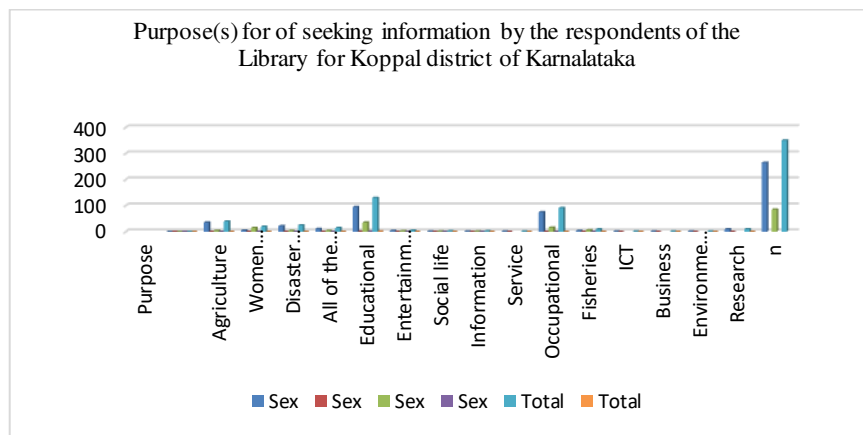


Fig.6.5: Purpose(s) for of seeking information by the respondents

Table-6.6.12: Types of documents used for the information by the respondents

| Response               | Sex    |         |        |         | Total  |         |
|------------------------|--------|---------|--------|---------|--------|---------|
|                        | Male   |         | Female |         |        |         |
|                        | Number | Percent | Number | Percent | Number | Percent |
| Books                  | 225    | 84.90%  | 78     | 91.76%  | 303    | 86.57%  |
| Journals               | 175    | 66.04%  | 58     | 68.23%  | 133    | 38.00%  |
| Reports                | 65     | 24.53%  | 22     | 25.88%  | 87     | 24.86%  |
| Reference books        | 7      | 2.64%   | 5      | 5.88%   | 12     | 3.43%   |
| Audio-visual materials | 4      | 1.51%   | 2      | 2.35%   | 6      | 1.71%   |
| Online service         | 8      | 3.02%   |        |         | 8      | 2.29%   |
| Newspaper              | 197    | 74.33%  | 26     | 30.59%  | 223    | 63.71%  |
| n                      | 265    |         | 85     |         | 350    |         |

It appears from the table-6.6.12 that most of the respondents (86.57%) used books, 38.00% preferred journals, 63.71% used newspaper, and 24.86% used reports for seeking information and 3.43% used reference books. Only 1.71% and 2.29% used audio-visual materials and online service for seeking information respectively.

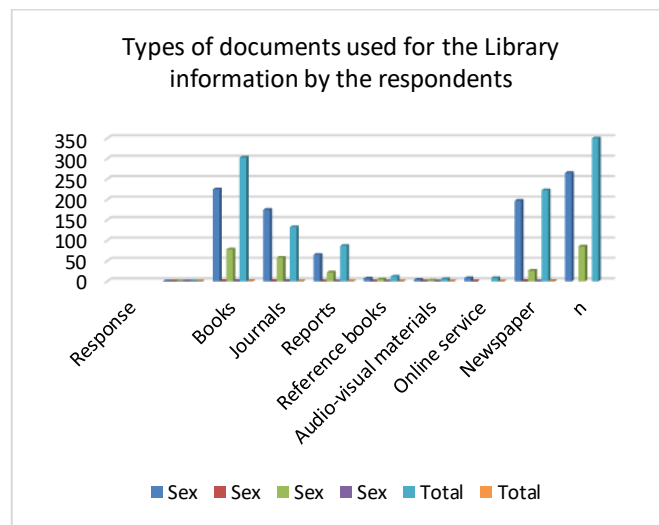


Fig.6.6: Types of documents

Table- 6.6.13: Response to get sufficient desired information of the respondents

| Response | Sex    |         |        |         | Total  |         |
|----------|--------|---------|--------|---------|--------|---------|
|          | Male   |         | Female |         |        |         |
|          | Number | Percent | Number | Percent | Number | Percent |
| No       | 240    | 90.57%  | 78     | 91.76%  | 318    | 90.86%  |
| Yes      | 25     | 9.43%   | 7      | 8.24%   | 32     | 9.14%   |
| Total    | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Table-6.6.13 shows that majority of the respondents (90.86%) do not get sufficient desired information from library. A very few respondents (9.14%) get sufficient desired information from the library.

Table 6.6.14: Satisfaction levels of the respondents in using library

| Response         | Sex    |         |        |         | Total  |         |
|------------------|--------|---------|--------|---------|--------|---------|
|                  | Male   |         | Female |         |        |         |
|                  | Number | Percent | Number | Percent | Number | Percent |
| Highly satisfied | 12     | 4.53%   |        |         | 12     | 3.43%   |
| Satisfied        | 204    | 76.98%  | 52     | 61.17%  | 256    | 73.14%  |
| Less satisfied   | 35     | 13.21%  | 21     | 24.70%  | 56     | 16.00%  |
| Not satisfied    | 9      | 3.39%   | 7      | 8.25%   | 16     | 4.57%   |
| No response      | 5      | 1.89%   | 5      | 5.88%   | 10     | 2.86%   |
| Total            | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

It is recognized all over the world that library can play an effective role in providing necessary information to the users. Table 6.6.14 presents the degree of satisfaction of the users regarding existing library services in fulfilling the need of

information. It is revealed that majority of respondents (73.14%) are satisfied with the existing role of library, 16.00% respondents appear to be less satisfied, and 3.43% respondents are highly satisfied. In 4.57% satisfaction levels in using library not satisfied and no response (2.86%) are identically same.

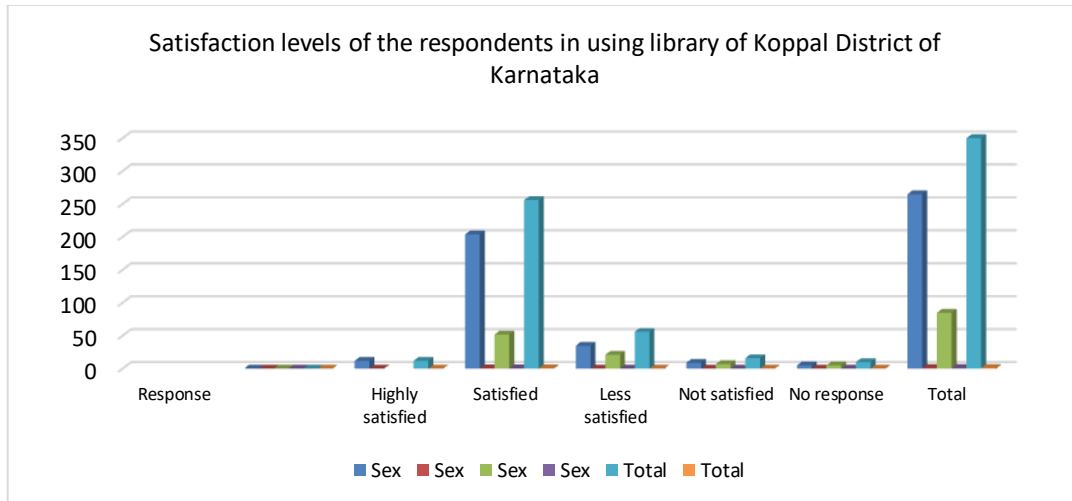


Fig. 6.7: Satisfaction levels of the respondents in using library

Table-6.6.15: Response to sufficiency of information needs of the respondents

| Response | Sex    |         |        |          | Total  |         |
|----------|--------|---------|--------|----------|--------|---------|
|          | Male   |         | Female |          | Number | Percent |
|          | Number | Percent | Number | Percent  |        |         |
| No       | 247    | 93.20%  | 72     | 84.70%   | 319    | 91.14%  |
| Yes      | 18     | 6.80%   | 13     | 1530.00% | 31     | 8.86%   |
| Total    | 265    | 100.00% | 85     | 100.00%  | 350    | 100.00% |

It appears from the table-6.6.15 majority of the respondents (91.14%) response negative to sufficiency of information needs from the library. Only 8.86% respondents response positive to sufficiency of information needs from the library.

Table-6.7.16: Reasons for insufficiency by the respondents

| Reasons                                       | Sex    |         |        |         | Total  |         |
|---|--------|---------|--------|---------|--------|---------|
|   | Male   |         | Female |         | Number | Percent |
|   | Number | Percent | Number | Percent |        |         |
| Lack of availability of information resources | 90     | 36.73%  | 45     | 42.85%  | 135    | 38.57%  |
| Lack of skilled manpower                      | 15     | 6.12%   | 9      | 8.58%   | 24     | 6.85%   |
| Lack of proper system & services              | 120    | 48.99%  | 34     | 32.38%  | 154    | 44.00%  |
| Lack of adequate information centers          | 20     | 8.16%   | 17     | 16.19%  | 37     | 10.58%  |
| n   | 245    |         | 105    |         | 350    |         |

Table-6.6.16 shows that most of the respondents (38.57%) identically do not get sufficient information due to lack of

availability of information resources and 44.00% respondent belongs to lack of proper system and service, 10.58% respondents do not get sufficient information due to lack of adequate library resources and 6.85% respondents do not get sufficient information because of skilled manpower.

Table-6.6.17: Preferred services from library by the respondents

| Preferred services                                     | Sex    |         |        |         | Total  |         |
|--|--------|---------|--------|---------|--------|---------|
|  | Male   |         | Female |         |        |         |
|  | Number | Percent | Number | Percent | Number | Percent |
| Abstract about Agricultural                            | 17     | 6.41%   | 6      | 7.05%   | 23     | 6.57%   |
| Abstract about Women empowerment                       | 3      | 1.13%   | 15     | 17.64%  | 18     | 5.14%   |
| Abstract about Disaster Management Information         | 15     | 5.70%   | 2      | 2.35%   | 17     | 4.85%   |
| Reprography service of Agricultural                    | 26     | 9.81%   | 6      | 7.06%   | 32     | 9.14%   |
| Reprography service of Women Empowerment               | 3      | 1.13%   | 9      | 10.59%  | 12     | 3.42%   |
| Reprography service of Disaster Management Information | 17     | 6.41%   | 1      | 1.17%   | 18     | 5.14%   |
| Reference about Agricultural                           | 23     | 8.68%   | 4      | 4.70%   | 27     | 7.71%   |
| Reference about Women empowerment                      | 2      | 0.75%   | 12     | 14.12%  | 14     | 4.00%   |
| Reference about Disaster Management Information        | 11     | 4.15%   | 2      | 2.35%   | 13     | 3.71%   |
| All above the 9  | 19     | 7.17%   | 3      | 3.53%   | 22     | 6.29%   |
| Reference educational information                      | 65     | 24.52%  | 11     | 12.94%  | 76     | 21.73%  |
| Sports   | 4      | 1.50%   |        |         | 4      | 1.14%   |
| Books  | 2      | 0.75%   |        |         | 2      | 0.57%   |
| Journals   | 2      | 0.75%   |        |         | 2      | 0.57%   |
| Reference Service                                      | 1      | 0.38%   |        |         | 1      | 0.29%   |
| Occupational   | 35     | 13.20%  | 9      | 10.59%  | 44     | 12.57%  |
| Fisheries  | 5      | 1.89%   | 2      | 2.35%   | 7      | 2.00%   |
| Environmental information                              | 1      | 0.38%   |        |         | 1      | 0.29%   |
| ICT  | 1      | 0.38%   |        |         | 1      | 0.29%   |
| Newspaper clipping                                     | 1      | 0.38%   |        |         | 1      | 0.29%   |
| Social life  | 1      | 0.38%   |        |         | 1      | 0.29%   |
| Acquiring knowledge and information                    | 11     | 4.15%   | 3      | 3.53%   | 14     | 4.00%   |
| n  | 265    |         | 85     |         | 350    |         |

It appears from the table-6.6.17 most of the respondents (21.73%) preferred about Reference educational information, 12.57% for occupational, 7.71% for reference about agricultural, 5.14 % for abstract about women empowerment and Reprography service of Disaster Management Information, 4.85% referred the Abstract about Disaster Management Information and 9.14% for Reprography service of Agricultural, 3.42% for Reprography service of Women Empowerment, 4.00% for Reference about Women empowerment and Acquiring knowledge and information, 3.71 for



Reference about Disaster Management Information and 2.4% for fisheries. 0.29% respondents identically preferred information about reference service, environmental information, ICT, newspaper clipping and social life. Book, Journal belongs to .57% respondents and 1.14% respondent preferred information about sports.

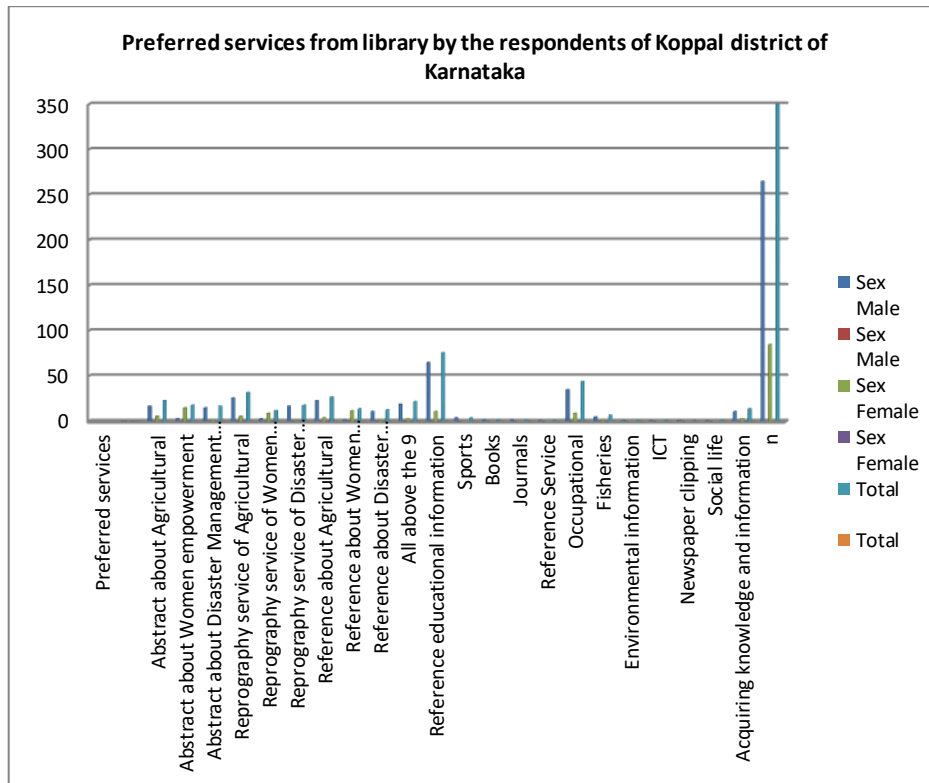


Fig.6.8: Preferred services from library by the respondents

Table- 6.6.18: On an average time spent in a day for seeking information of the respondents.

| Time         | Sex    |         |        |         | Total  |         |
|--------------|--------|---------|--------|---------|--------|---------|
|              | Male   |         | Female |         | Number | Percent |
|              | Number | Percent | Number | Percent |        |         |
| 00-29 min    | 25     | 9.43%   | 1      | 1.17%   | 26     | 7.44%   |
| 30-59 min    | 55     | 20.75%  | 7      | 8.25%   | 62     | 17.71%  |
| 60-89 min    | 93     | 35.09%  | 32     | 37.64%  | 125    | 35.71%  |
| 90-above min | 92     | 34.73%  | 45     | 52.94%  | 137    | 39.14%  |
| Total        | 265    | 100.00% | 85     | 100.00% | 350    | 100.00% |

Table-6.6.18 reveals that most of the respondents (39.14%) spent time in a day on an average 90 and above min. for seeking information in the library, 35.71% spent 60-89 min. and 17.71% respondents spent 30-59 min. Only 7.44% spent 00-29 min. for seeking information.

## VI. FINDING AND SUGGESTIONS

### 6.1 Findings

The following findings are drawn from the analysis of data obtained from the Library and from the users of sustainable development information of Koppal district of Karnataka.

1. The information services to the users of the sustainable development are utmost necessary and important. 54.8% libraries and Library are making their efforts properly to provide information services to the users and this is not enough roles of the Library.
2. The acquisition policy of Library in purchasing books is mainly by inviting quotations and appointing vendors. Majority of the Library agricultural libraries is subscribing to Koppal district of Karnataka periodicals direct from publishers and foreign periodicals through agents.
3. Processing of documents in the Library is done with the help of Dewey Decimal Classification (DDC) and a large number of agricultural libraries (91.2 %) is following AACR-2 for description of bibliographic data.
4. According to the profiles of the Library (Chapter-5) majority of the Library do not have adequate manpower.
5. The analysis of the Library of Koppal district of Karnataka shows that majority (85.3%) of the Library of Koppal district of Karnataka do not have adequate collection and other reading materials.
6. The study reveals that the Library of Koppal district of Karnataka have computers for official use, library operation, and searching facilities for users. However, only 11.8% Library possess computers for the purpose of library operation and 14.7% Library give searching facilities for users and 97.1% Library use computer only for official use.
7. It is observed that the overall trend is to go for computerization of bibliographic data of Library. Majority of the libraries is not providing computerized information services to the users of the sustainable development information in this age of information technology.
8. Majority of the users of sustainable development information have expressed that books and periodicals in Library of Koppal district of Karnataka are inadequate.
9. Majority of the users of sustainable development information have expressed that their desired and purposeful documents and information are very insufficient in the Library of Koppal district of Karnataka.
10. Most of the users of sustainable development information have expressed the need for designing computerized information system from which they can have access to required information. They also felt the need for having access to national and international computerized sustainable development information sources and services. It shows that users are in need of computerized information system and services. They are also aware of the advantages of computerized library and information services.
11. The existing shortcomings and weaknesses in the various stages or activities of the Library in the field of sustainable development of Koppal district of Karnataka at the national level down to the grass root level and from the grass root level up to the national level identified in this study are enumerated below:
  - Very little scope to access to modern information system.
  - Poor information policy for sustainable development.
  - Poor information system in sustainable development.
  - No co-ordination among sustainable development agencies and organizations.
  - No effective role of the Library.
  - Lack of well-organized Library and their system and services.
  - Less attention and overlook tendency to the Library by the government.
  - Poor use of information technology in sustainable development.
  - No monitoring cells to observe the role of Library for sustainable development in the country.

### 6.2 Suggestions

The following recommendations are made by the researcher:

1. The Government of Koppal district of Karnataka should lay down a clear National Information policy and make it obligatory on the part of national sustainable development research institutes to provide free flow of information to the users of sustainable development.
2. The collection of standard books, research journals, reports etc. should be increased in the libraries and Library of Koppal district of Karnataka in order to meet the information needs of the users in general and the users of sustainable development in particular.
3. To save money, all the libraries and Library of Koppal district of Karnataka should avoid purchase of duplication copies and in this regard all the libraries and Library of Koppal district of Karnataka should

- prepare unioncatalogue.
4. One of the essential prerequisites for the creation and development of indigenous database is the availability of a large number of trained information professionals such as system analyst, database manager, and computer hardware/software specialists, Information scientists, Abstracters, Indexers and subject specialists. It is therefore, necessary to organize intensive practical training programmes for these categories of personnel.
  5. Standardization plays a vital role in effective usage of Bibliographic database. Standards are also necessary for overall co-operative endeavors. The existing international standards for database creation be examined for adoption and new ones needed may also be developed.
  6. Instantaneous access to bibliographic database by itself is not sufficient and would be of no avail unless backed-up equally by efficient document delivery, translation and other support services. Continuous improvement, using non-print media such as magnetic, electronic and optical diskette should be brought out.
  7. Development of software programmes for creation of indigenous vocabulary control devices should be necessary. CDS/ISIS, MINISIS and LYBSIS can be used for this purpose, we can also use commercially developed customized library automation for housekeeping operations such as LYBSIS etc.
  8. CD-ROM technology should be used in the creation of sustainable development.
  9. There is a need for wider circulation of sustainable development publications and also wider circulation of information about new arrivals. This has to be done by a central sustainable development library.
  10. Information supply agency, incorporating all materials at one place and this catalogue should be made available to the users of sustainable development researchers, planners and policy makers etc.
  11. Indexing and abstracting services for all the users of sustainable development information are necessary for ensuring their easy and speedy access.
  12. It is very much essential that retrospective bibliographies of all sustainable development information should be brought out besides the current lists in order to exploit the information from these sources.
  13. The Libraries and Library of Koppal district of Karnataka should develop the collection of non-book materials e.g. tapes, videocassettes, audio-visual materials and CD-ROMS along with other necessary documents.
  14. The Libraries and Library of Koppal district of Karnataka should organize use orientation programmes in the use of libraries, especially in using the computerized information services.
  15. The users of sustainable development information of Koppal district of Karnataka should be encouraged to attend conferences, seminars and research review meetings both locally and overseas.
  16. The telephone systems within the country and the communication systems like telex, E-mail and Fax between the country and foreign countries should be provided to enhance the communication of sustainable development information.
  17. The Libraries and Library of Koppal district of Karnataka should be provided with adequate printing equipments and other materials, trained, technical and editorial manpower to enhance the flow of sustainable development information.
  18. More local journals in sustainable development and related disciplines should be published, since Koppal district of Karnataka users find it difficult to publish their research findings in overseas journals.
  19. Acquisition policy should be developed for each library and Library to enable it acquire only those publications that are relevant to the research work of its parent organization. Such a policy should also include the exchange of publications with selected organizations and institutes locally and abroad.
  20. Library associations should make a comprehensive review of their goal, policies, and existing practices. Doing so they are required to establish contact with different communities of the society and take necessary input from them in order to devise a complete information strategy for sustainable development in Koppal district of Karnataka.
  21. Library users should be made to realize the importance of information. Officials holding key management positions in different government and non-government organizations should have orientation to development information and an appreciation for management information system.
  22. The information generating agencies responsible for providing information service to specific development organizations should identify and assess the information needs of the organizations from time to time and draw up their work plan accordingly. The information using organizations should be consulted in order to ensure that the information requirements of the organizations.
  23. People's accessibility to and usability of information relating to sustainable development should be ensured.
  24. All institutes associated with one or other aspects of sustainable development should develop their own libraries and documentation units with proper staffing and adequate funding.
  25. Finally, library and information scientists should give enough trace on further research (individual, team and institutional) giving emphasis and focus on the following areas:

- Variables of psychological makeup of user(s) and their influence on communicationability;
  - Cognitive models of existing knowledge generation process;
  - Problems of intellectual access for assimilation;
  - Problems of interaction of non-users and potential users with formal retrieval systems and media;
  - Media for Communication: the right choice for absorption;
  - Indigenous knowledge and methods of dissemination: the role of library and Library;
  - Philosophy of existing IR models: management approach vs. users'/non-users' approach; Traditional and emerging tools and techniques, and their impact in cognition;
  - Impact of socio-economic factors on library and information services; measuring capability of retrieval system in making information assimilated.
26. A connected effort is very much needed in this respect so as to render better and proper information service. The Koppal district of Karnataka Govt. should have to adopt a National Policy for Information Support System for Sustainable Development (NAPIS SSD) in Koppal district of Karnataka. and thus, a strong effective efficient committee to be set up under The Ministry of Planning Commission.
27. A network based computerized library system is to be developed for information service to each and every citizen of Koppal district of Karnataka. Various organizations like Government, NGOs, Voluntary Organization (VO), Library, Library, any Higher Secondary Schools, Colleges, and Universities are to be coordinated in this regard.
28. A relational structure made can be illustrated as follows:

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