The Reflective Practice for Sustainable Future: A Case Study Focusing the Library of Buddhist and Pali University of Sri Lanka

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Abstract:

This paper reviews the initiatives taken by the library of Buddhist and Pali University of Sri Lanka (BPUSL) to achieve the SDGs to create a sustainable environment in the library as well as in the university. It also discusses various steps taken by the university as well as the other units connecting it to information as a strategic resource and attempts an articulation of the concept of sustainable information and quality education, building on a sustainable future at the university under the theme of "sustainable university". The article discusses further recent initiatives taken to upgrade the quality of the library services, automation project to automate the whole library collection, scanning important rare and old books to create digital archive, preparing attractive library building by planting flowers and facilitating natural resources for reading areas addressing the goals on quality and equitable education, gender equity, literacy skills, health, and the promotion of peaceful and inclusive societies, justice and strong institutions. The main objective of the article is to share reflective practices among LIS professionals in the field. Action research method was applied to write this article as it describes the reflective practices which promote sustainable future in the university and future endeavors as well. The paper concludes with suggestions on integrating concepts of sustainable information into higher education and role of information professionals towards the achievement of sustainable goals.

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ABSTRACT

This paper reviews the initiatives taken by the library of Buddhist and Pali University of Sri Lanka (BPUSL) to achieve the SDGs to create a sustainable environment in the library as well as in the university. It also discusses various steps taken by the university as well as the other units connecting it to information as a strategic resource and attempts an articulation of the concept of sustainable information and quality education, building on a sustainable future at the university under the theme of "sustainable university". The article discusses further recent initiatives taken to upgrade the quality of the library services, automation project to automate the whole library collection, scanning important rare and old books to create digital archive, preparing attractive library building by planting flowers and facilitating natural resources for reading areas addressing the goals on quality and equitable education, gender equity, literacy skills, health, and the promotion of peaceful and inclusive societies, justice and strong institutions. The main objective of the article is to share reflective practices among LIS professionals in the field. Action research method was applied to write this article as it describes the reflective practices which promote sustainable future in the university and future endeavors as well. The paper concludes with suggestions on integrating concepts of sustainable information into higher education and role of information professionals towards the achievement of sustainable goals.

Keywords: Sustainable Development Goals, Sustainable Future, Academic Libraries, Librarian's Role

INTRODUCTION

There are hundreds of public, academic, national, special, research and school libraries to ensure that information is available for everyone to access and use in each country. In this digital era, libraries assist people to develop the capacity of effective use of information by organizing information in different forms to ensure continuous support for use in future generations. Samantaray (2017) stated that due to the development of society, depending on well-educated and well-informed community, information and knowledge are important components in any society today (p. 31).

Hence, university libraries act as hubs of academic activities, specially organizing subject related activities which refers to the university curriculum supporting to achieve university vision and mission. University libraries can also support the delivery of Sustainable Development Goals (SDGs) also known as the Global Goals targeting in a number of ways, by implementing a number of activities mainly aiming at goal 4, ensuring quality, equal and lifelong education for all.

Sustainable Future and Sri Lanka

As one of the member countries of the UN, the Government of Sri Lanka has undertaken several initiatives to facilitate its implementation in the country in 2015. The Ministry of Sustainable Development and Wildlife has established the Sustainable Development Division and has commenced working on a National Sustainable Development Roadmap that will lead towards the formulation of policy and institutional framework, strategy and action plan towards ensuring the sustainable development in Sri Lanka. These included:

- Establishment of a dedicated ministry for sustainable development as the focal point for coordinating, facilitating and reporting on the implementation of the sdgs, which is Ministry of Sustainable Development, Wildlife and Regional Development (MSDWRD);

- Establishment of a Parliamentary Select Committee for Sustainable Development to provide political leadership for the implementation of the sdgs; and

- Enactment of the Sustainable Development Act No. 19 of 2017 to provide the legal framework for implementing the sdgs. (Voluntary National Review, 2018, p. 37)

As the most responsible organization for the subject of sustainable development in Sri Lanka, the Ministry took several steps to engage with other line ministries and national and 335 sub-national stakeholders through awareness, consultation and capacity building training programmes during the 2015-2018 periods. In addition, the MSDWRD took the following steps to facilitate the involvement of public agencies in the SDGs implementation process in Sri Lanka:

- A strategy for public service delivery has been drafted covering several goals related to sustainable development

- A draft handbook which maps SDGs implementation responsibilities of 425 statutory agencies, based on the mandates of these agencies, has been prepared.

- A 'Task Force for preparation of Vocational National Review' (VNR) was appointed from key government agencies to guide and assist the VNR process

- Creating a council to promote this concept among Sri Lankans, consisting 10 staff members?

- Publication of SDGs indicators framework in three languages

The Ministry established the Sustainable Development Division and commenced work on a National Sustainable Development Roadmap that will lead towards the formulation of Policy and institutional framework, strategy and action plan towards ensuring the sustainable development goals in Sri Lanka.

The Parliamentary Select Committee, on the United Nations 2030 agenda for sustainable development, has been established with the objectives of facilitating the implementation of SDGs.

The committee consists of 15 members of Parliament and its role is further can be discussed in this manner:

"The Select Committee is mandated to make recommendations on: formulating national policies and laws in consultation with relevant line ministries; allocation of adequate domestic resources and finding international funding resources; coordinating among government implementing agencies; networking measures at national, provincial and local levels; encouraging public-private partnerships; obtaining the support of United Nations agencies and CSOs; sharing expertise and experiences among countries at regional and international levels; developing a separate database and reviewing progress periodically; and consideration of all matters which are connected with or incidental to the above issues" (Voluntary National Review, 2018, p. 27).

Furthermore, the main responsibility of the Ministry is popularizing the agenda for sustainable goals in the country and the main popularizing tool selected by the SDG Council is conducting workshops national and regional level to inform about the objectives and how these available resources in each stakeholder should be applied and used for the sustainable development in a country. All people should be clearly informed about the aims, objectives and benefits of the project, as there are 17 goals which involve a number of areas and 169 aims, further 224 targets. As a result of participating in promotional workshops by BPUSL authorities, initiatives were taken to implement the concept at BPUSL in 2019.

Hence this article adopted a broader approach to explore the efforts taken by the authors to create a sustainable environment at the library and to assist universities for achieving sustainable goals at BPUSL, as a case study. The article further discussed that sustainable collection development, and the designs related areas of the sustainability planned in the library and service provision for the future. It will begin with a short overview of the contribution of the Sri Lankan government, and then the effort taken by the government to promote this concept in the country. The rest of this paper explored how SDGs are addressed and promoted by the BPUSL and its library to create sustainable environment at the library as well as in the university.

Literature Review

Evolution of the SDGs Concept

The United Nations Conference on the 'Human Environment' was authorized by the UN General Assembly in 1968. Although the idea came in 1968, the General Assembly of the UN decided to convene a conference in 1972 at Stockholm to discuss the resolution. The major theme expressed the idea that it was possible to combine economic growth with environmental protection. Later, the concept was developed with the integration of environment and economics and reexamined with environment and development as reported in the Brundtland report in 1987. United Nations Conference on Environment and Development (UNCED), by name Earth Summit, held at Rio de Janeiro, Brazil in 1992 to reconcile worldwide economic development with protection of the environment. The social dimension was given equal importance to the economic dimension and environmental protection at the summit. Most importantly, Agenda 21 was signed by a majority of the world's countries, indicating a commitment to break with the 20th century tradition of unsustainable use of the world's resources.

However, in the beginning of millennium, in 2000, world leaders gathered at the UN to shape a broad vision which was translated into Millennium Development Goals (MDGs). The MDGs are designed to bring about a positive change in the lives of billions of people in the world. Each country is responsible for working out details of comprehensive development framework and funding strategies. Hence that many countries of the world adopted the concept and work carried out to achieve those eight goals by about 2015 (Ukubeyinje & Stella, 2019). Further summits (the Millennium Summit 2000, the Johannesburg World Summit on Sustainable Development 2002 and the New York World Summit 2005) have consolidated this basic definition with some minor revisions.

The concept was changed from MDGs to Sustainable Development at the UN conference held in 2012. As the MDGs came to their deadlines in 2015 a new agenda emerged at Sustainable Development Summit held in 2015, to transform the world to better meet human needs and the requirements of the economic transformations known as SDGs.

At the UN Development Summit held in 2015, more than 150 world leaders adopted the new 2030 Agenda for Sustainable Development, including the SDGs. (Maria & Chinemerem, 2019). The adoption by United Nations Member States of the 2030 Agenda for Sustainable Development (UN, 2015) set the global, national and local framework for putting that responsibility into action. Achieving the 17 Sustainable Development Goals (SDGs) and the 169 targets will mean that "No one was left behind", but it will also reflect the progressive and cumulative engagement of countries, communities, sectors, public and private organizations and citizens in this process (Pinto, 2017; Maria & Chinemerem, 2019). Within this quest for global sustainable development, the Library and Information Services (LIS) sector should be a key-partner and active contributor.

Literature stated the meaning of "sustainable development" as the process of transformations of a country's economic, social, political, educational, religious and cultural value towards improvement in human dignity and general well-being of its citizens.

According to Shah (2012), sustainable development is "the development that provides a better quality of life for both the present and future generations" (p. 3). Nicholas and Perpetual (2015) stated sustainable development is the "overall change and improvement in any given society as related to individual progress" (p. 29). The World Commission on Environment and Development defines the concept of sustainable development in this manner, "the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987, p. 43).

Samantaray (2017) opined on these definitions and assumes that all people must be able to maintain a reasonable quality of life independently. Based on these concepts, the World Commission could discuss linkages between economic development, social equality, poverty and environmental protection. While the social dimension was present through the emphasis on the concept of needs, with an overriding priority being the poor of the world, the emphasis was on economy and environment.

Objectives of SDGs

Jhingan (2011) 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 changing the social environmental and economic exploitation of resources which is available in a country and also connected with five Ps, people, planet, prosperity, partnership and peace. 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.

Sustainable Future and Academic Libraries

Information is power, it gives knowledge. No wonder it is viewed as a valuable natural resource useful for personal, community, economic, educational, cultural, social and technological development (Tyonu & Ezeogu, 2015). People who are in society need information and they search for information from many sources. Libraries are the main sources of information. University students, academic and non-academic staff are the main users of academic libraries. Students need information for their studies, academics and professionals require specific information for research and discovery, others may need general information in their areas of specialty. In that way society needs different information and libraries should be ready to supply in an accessible way as it is the main source of information of any society. Because for any nation to develop, it needs to have relevant up to date and adequate information on food, security, democracy, health, education, gender equality, etc. (Onoyeyan & Adesina, 2014).

Libraries, whether school, academic, public or special, have great responsibilities in achieving sustainable development by acquiring, packaging, organizing and disseminating knowledge and experience to the citizenry. Libraries can further influence the actualization of sustainable development by enabling access to information in all formats across geographical, cultural, linguistic and political frontiers (Ubale & Yahaya, 2016).

Information in the development of any nation cannot be left behind because it is a vital factor for sustainable development. A nation of any country needs to provide SDGs for its citizens to meet their ever-increasing demand and have a comfortable life. To accomplish this, the library has to play an important role by creating, organizing, processing, storing, disseminating and providing sustainable information and facilitating quick access to information using modern technology. Libraries should focus on strengthening the means of implementation and revitalize the global partnership for sustainable development identifying technological tools and methods to connect this concept (Abata-Ebire et al., 2018).

Sustainable information refers to:

resources that either facilitates integration and participation according to the three constitutive parts of sustainable development and/or contributes to the strengthening of

the process in which society is transformed according to the ideals of sustainable development and impacts evaluation (Noilin, 2010, p. 19)

Sustainable information is seen to consist of two distinct parts: information for sustainable development (seen as a resource for the project of sustainable development) and development of sustainable information (creating sustainable information and communication technologies). It is argued that an articulation of sustainable information is important for information science and neighbouring research disciplines. Specific emphasis is placed on sustainable information as an area to be developed within information ethics.

Beyond serving as the "intellectual heart" of the universities, university libraries are technology centres capable of creating both information for sustainable development and development of sustainable information (Marmot, 2014, p. 64; Fallin, 2016). Furthermore, university libraries can bridge the digital gaps and accelerate the achievement of sustainable development goals by being hubs where people come to access resources. It can also "act as catalysts or conduits capable of connecting diverse social groups and organizations, and linking different creative and community practices" (Wyatt et al., 2015, p. 9).

Academic libraries play a significant role in knowledge management which is essential for the transformation of information and intellectual capital necessary for the achievement of SDGs (Wong, 2010). Academics are the best knowledge creators while academic libraries and librarians are the leading player in knowledge management (Lee, 2005).

Universities and research organizations are themselves knowledge reservoirs (Lee, 2005) but university libraries as constituents of the parent university are knowledge repositories (Mahajan, 2005). Supporting this view, Anasi et al. (2018) and (Hayes, 2004) opined that a university can be viewed as a knowledge factory creating new knowledge through research and by educating knowledge workers, both of which are essential for modern economy; this is made possible with the support of the librarians playing their traditional role of acquiring, organizing and disseminating knowledge among the members of the university community to promote research activities. These contributions not only towards the building of knowledge society and knowledge economy but also enhances the achievement of SDGs.

University/academic libraries have traditionally been pillars of knowledge, amplifiers of learning, leaders of research assistance and social inclusion and area adopters of modern technologies. Facilitating the implementation of SDG 4, which focuses on quality education, academic libraries facilitate accessing relevant information and support universities to produce quality output and for achieving its mission and vision. Academic libraries can ensure inclusive and equitable quality education and promote lifelong learning opportunities for all in this attempt. Maria and Chinemerem (2019) also emphasized the importance of libraries in achieving SDGs and state, "to achieve qualitative education at all levels without the support of libraries and librarians would be difficult" (p. 32).

A quality is the heart of education and what takes place in the classroom and other learning environments is fundamentally important to the future well-being of children, young people and adults. A quality education is one, which satisfies basic learning needs and enriches the lives of learners and their overall experiences of living (Samantaray, 2017).

Furthermore, information sharing is emphasized by SDGs with the concept of equal access hence that university/academic libraries can facilitate sustainable future in many ways: raising awareness of idea of SDGs among current users, information literacy skill improvement sessions, arranging story telling sessions, building digital repositories and launching surveys etc.

Information gathering, information analysis and creation databases for information sharing and raising awareness have been seen as crucial roles of the libraries in this endeavor. Nolin (2010) considered three constitutive parts of information for sustainable development:

- development of sustainable information technology

- development of sustainable information conservation

- development of sustainable information sharing

According to the International Advocacy Programme (IPA) of the IFLA and ALA are active in raising awareness of ideas of SDGs. IFLA's consistent position is that access to information is essential in achieving the SDGs, and that libraries are not only key partners for governments but are already contributing to progress towards the achievement of the 17 Goals. For this reason, IFLA launched the IAP in 2016, a new capacity-building programme designed to promote and support the role libraries can play in the planning and implementation of the UN 2030 Agenda and the SDGs (IFLA, 2016).

The objectives of the IAP are to:

- Raise the level of awareness on the SDGs of library workers at community, national and regional levels, and to promote the important role libraries can play in development by contributing to the UN 2030 Agenda and the SDGs

- Increase the participation of library associations and public library representatives in advocacy work at national and regional levels to secure sustainable public access to information through library services and programmes.

Jankowska (2008) stated the role of the academic libraries at the tradition of sustainability and stated that it has been overshadowed as digitization, collection development, and providing adequate technologies have become core library missions (p. 323). Academic libraries must keep up with user demands and needs, but that does not mean that we should turn our backs on the very concepts that libraries were founded upon. This is not even a matter of maintaining the past; it is an issue of developing and planning for a future that is realistic, achievable, and most importantly-sustainable. Education is essential to the success of every one of the 17 new sustainable development goals.

METHODOLOGY

Objectives of the study are:

- to share our reflective practices among LIS professionals in the field

- to highlight Sri Lankan librarians are in action to achieve SD goals

- to inform how university/academic libraries are addressing the issue of achieving SD goals.

To achieve the above objectives, action research method was engaged to process the article as it is the most suitable method because action is the reflective process of progressive problem-solving led by individuals working with others in teams or as a part of a "community of practice" to improve the way they address issues and solve problems. The way the library team of the BPUSL is addressing the issue of creating a sustainable future at the library as well as in the university is explored in this article.

There are two types of action research: participatory and practical. Denscombe (2010) wrote that an action research strategy's purpose is to solve a particular problem and to produce guidelines for effective practices (Denscombe, 2010, p.123). Action research simultaneously assists in practical problem solving and expands scientific knowledge, as well as enhances the competencies of the respective actors. Furthermore, out of three purposes of action research two purposes are most applicable to this study:

- building the reflective practitioner
- building professional cultures

Reflective practices support the improvement of the process of doing any activity in the library, such as organizing information, creation of metadata through subject analysis etc. and that reflection will help to create a skillful professional to the field. Thus, action research is the most suitable method for such an attempt.

As introduced by McNiff (2002), action research is an inquiry by the self into the self which can be called "a kind of self-reflective practice" (p.24). Therefore, knowledge generated through such inquiry would be widely acknowledged as a kind of knowledge which will support the development of individuals in the system. Further, there is clear empirical evidence to support the idea that individual inquiries into their own practice have influenced the quality of learning and action within the institutional setting. The article analyzes and describes the professional role, which has been played by the professional librarians at BPUSL.

Sustainable Future and Buddhist and Pali University

BPUSL was established in 1981 by the Act of 1981, No. 74 with the objective of producing quality monk graduates to the country for dissemination of Buddhism and Pali Language nationally and internationally and the Buddhist philosophy worldwide. BPUSL has affiliated colleges in 12 foreign countries to support achieving this objective internationally while three faculties, namely Faculty of Buddhist Studies, Faculty of Language Studies and Faculty of Graduate Studies are taking numerous actions to achieve the objectives nationally (goal 4: quality education). Policy Goal 4: Inclusive, equitable and relevant quality education is ensured, while promoting lifelong learning opportunities for all undergraduate students of BPUSL and postgraduate students who are all over the island.

The idea underpinning these goals is that institutions that contribute to the education of future professionals must also communicate to students their role in the building of tomorrow's sustainable society. It is required to integrate sustainable development into their educational programmes in each educational institution. Hence, not only the main goal, but the other 16 goals

were considered in creating a sustainable environment at the university to generate quality education, set by the UN for a sustainable future in the university.

The first step taken by the university was forming a committee consisting of all the heads of the departments and in charge of various units to discuss how application should be done at the university using available resources. Approval was given for the plan and budget submitted by each section covering specially goal 4 and 3, 6 and 16. Monthly meeting and presentation mechanisms to capture updates from all sections was also initiated. In addition to that, the university decided to take assistance from higher authorities of the following government organizations such as Divisional secretariat office, Homagama Provincial Council, Police station - Homagama, Army Head office and Army School which are available around the university, to implement planned activities for achieving goals.

Second, a workshop was held to increase awareness among the academic and non-academic staff members and students. In addition, several steps were taken to continue the project successfully applying recommended practices at the university and incorporating suggestions to the BPUSL corporate plan set for 2019-2023 as well, with the aim of having quality education and creating a sustainable future in the university.

In addition to that the following general steps were taken by the BPUSL under the theme of "sustainable university" (Goal 3) to create a green environment at the university related to goal 3 & 8.

Table 1. General key performance indicators

Key performance indicators

Theme - Physically and mentally fitness of the university community
Arrangement of meditation programmes for Academic, non-academic and for students,
Medical health camp and blood donation campaign
One day workshop on use of traditional medicine for COVID19.
Conducting religious activities at senior citizen places and at children orphanages

Theme - Sustainable environment
Planting Allamanda flower trees and pine trees (Areca nut palm) each side of the way to university with collaboration of Army officers
Growing vegetables around the student hostels (as university has more than 5 acres of land)
Planning to conduct a workshop on growing inorganic vegetables. (Resource person from the District Agriculture Centre of the area (Homagama).
Distributing different plants among academic and non-academic staff for gardening
Assigning to grow vegetables and other things to each section of the university by allocating one Friday in a month for that.
Conducting a workshop for all students to raise awareness about SDGs

Reflective Practice at the Library

The sustainable development of collections and library services should become important components of academic library operations. An actualization of achieving sustainability as a goal of academic libraries is necessary to promote relevant, quality information while helping users disseminate information and knowledge to a broad category of users and provide equal access to all users.

Therefore, the role of libraries must be to be ready with relevant information for the actualization of SDGs by creating sustainable information and sharing information for sustainable development. In this context, university libraries have a vital role to play in making SDGs a reality in the country. It is evident from these completed and planned programmes; Librarian as a member of the university Sustainable Development Committee, participated in several internal meetings where all the instructions and guidance given to initiate the project at each section compiling specific objectives and goals related to 17 SDGs.

The main objective of the initiating sustainable project at the BPUSL library is to improve the quality of the service and save the time of the reader while improving the user satisfaction by offering quick service through improved library facilities. In addition to goal 16, target ten aims to ensure public access to information and protect fundamental freedom in accordance with national legislation and international agreements. Furthermore, libraries must begin to focus on creating more responsible operational models in terms of environmental impact if they are to keep information open and free to all, and if they are to support broader goals of scholarly community sustainability. Accordingly, to create balanced social, environment and economical sustainable development at the library, following practices were implemented at the library:

1. Users were guided and added new value for the process. Notices were displayed informing library users (students, academic and non-academic staff) emphasizing the value of saving electricity and water targeting goals 6 and 7 near water taps and inside the library toilets. Numbering system was introduced to each electric item which is fixed on walls to recognize each and for easy operation (Where natural light is not available). The main objective was to save the time of the reader as well as save energy.
2. Flowerpots and fixing natural useful plants at the entrance and inside the library building, in walking stages for helping to reduce stress of the library users by creating environmentally friendly surroundings, was completed. Cloak rooms are available in each side of the library entrance and then there is a veranda where natural plants were plotted targeting goal 3: good health and well-being.
3. The path to the library building was designed in an attractive way by planting flower trees.
4. Wall painting which indicates the traditional Buddhist education in Sri Lanka was colour washed to make the library entrance attractive.
5. Green environment inside the library by supplying natural light and ventilation in the reading areas and walking stages which are used by university students to by heart stanza (98% of the library users are Buddhist Bhikkus) and other literature ensuring healthy life, promoting the well-being and supporting quality education and friendly infrastructure (goal 3, 4 and 9: Industries, innovations and infrastructure), were created.

6. 'Bana' preaching activity was organized (religious activity - Preaching the Dhamma) in January 2020 to improve mental well-being of the library users. It was held in the library with the participation of all the staff members of the university targeting goal 16: peace, justice and strong institutions)

7. Scanning of old (which cannot be handled) rear valuable Buddhist books were started to create digital archives. It is a national requirement as there are no Buddhist digital archives in the country ensuring quality education and equal access aiming at goal 4, and 16.

8. Two surveys were conducted targeting feedback from the staff and students with the aim of developing library services.

A research study conducted with non-academic staff of BPUSL aiming at goal 7, saving paper and energy was completed and submitted for publishing. It was "a behavioral study of Buddhist and Pali University staff on Facebook." One of the general goals is to save stationeries etc. used in the library while offering quality service to the library users. The main purpose was to understand why and how non-academic staff is behaving in using Facebook as a library . They need to introduce online communication user groups with the aim of supporting the said project and to reduce paper usage, save time and labour cost etc. These local researchers have also revealed the possibility of creating such groups and its usefulness to any organization (Thuseethan & Vasanthapriyan, 2015; Suraweera, 2010; Abeysekera, 2017) . Hence that research was conducted and findings revealed that BPUSL non-academic lower level staff members are efficient users of Facebook but not the skillful creators of posts. The main purpose of using Facebook was to look forward to news while the main problem affected by them was 'unknown friends' requests'. It was suggested to create library user groups, free Wi-Fi connection for each mobile phone at the university and IT training sessions for the staff to improve their knowledge and skills on IT usage.

A questionnaire was distributed among final year students with the aim of getting their perception on the library collection and overall satisfaction on facilities and services. The main purpose of the study was to analyze student perceptions on existing services and develop the library facilities according to the research findings (SDG 4,5,6 and 16). The problem that affected the research was that there were several complaints from the students stating that there were no sufficient materials available for their subjects in the library. Data analysis is being done now to identify significant findings.

Library collection automation project was started to create a modern learning environment at the university.

Automation project initiated in 2019 which is in progress and currently a server machine and other equipment were purchased. Networking of library building is also being completed. Data entering commenced and nearly 35,000 entries were entered to Excel sheets. Total collection is 60,000 and data transferring to 'Koha' will be done in a short time ensuring quick access to information ensuring goal '16: *Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels'* (Thomas, 2017, p.5).

BPUSL library is expecting to integrate membership profiles and other modules, acquisition, periodical, online lending activities and other functions of the library with the aim of creating a sustainable environment in the library.

Expected Practices

BPUSL Library planned and engaged in implementing the following practices for the betterment of the library users and creating a sustainable environment at the library. It is:

- to place two water filters for the readers with the aim of increasing welfare facilities at the library and to increase the user satisfaction targeting goals 3, 4 and 6.

- to conduct a user awareness programme to develop the literacy skills about the goals, its usefulness to the individual and to the university and how the library is adjusting communication methods and providing access to other facilities during this COVID 19 pandemic period.

- to conduct study session 'computer literacy skills' with the hope of improving skills of university students) (4.6 by 2030, ensure that all youth and 50% of adults, both men and women, achieve computer literacy,)

- to conduct a two hours session for university staff and students to raise awareness about the Right To Information Act 2017 which is legally facilitated to access any information for the citizens of Sri Lanka aiming at goal 16 - access to justice, access to information.

- to create digital OER (Open Educational Resources) on related subjects which is directly relevant to enhance usage across borders (Goal 16; equal access)

- to establish a 'Sustainable library corner' at the library to provide information on sustainable programmes that are existing in the university and to keep all related materials together on SDGs for reference purpose.

Main challenges faced by the frontline officer were the lack of staff, unstable network and ICT facilities to carry out the approved plan. Only two academic officers, librarian and Senior Assistant Librarian with 12 staff members, were available to run the library. When there is additional work to be completed out of daily routines, much effort should be made.

Discussion and Conclusion

The sustainable development of collections and library services has become important components of academic library operations currently. Because an actualization of achieving sustainability as a goal of academic libraries is necessary to promote relevant, quality information while helping users disseminate information and knowledge to a broad category of users and provide equal access to all users. Accordingly, this concept paper has established the relationship between academic libraries and SDGs. Many goals out of 17 have been applied and implemented and discussed with ways in which librarians can be instrumental to meeting them. Policy Goal 4: Inclusive, equitable and relevant quality education is ensured, while promoting lifelong learning opportunities for all; is the most related goal out of 17 to the BPUSL. It ensures access to and participation of quality education. Three faculties and other support service units including the university have initiated several steps to achieve these goals by about 2023.

BPUSL library will be able to provide quality satisfied efficient service to the library users at the right time saving time of the reader, energy and extra expenses after completion of those planned targets. This will be beneficial to the university to produce quality and skillful graduates nationally and internationally while achieving the vision and mission of the university. On the whole the sustainable development project will be useful to the university students and the staff and will improve their physical and mental skills by organizing, engaging and participating in those workshops and training sessions. It will also develop their managerial, technical and vocational skills, active learning, analytical thinking, creativity, originality, innovation, leadership & social influence, coordination and time management. This will affect the university as well as to the country to have a sustainable future. It can conclude that the three objectives formulated in the study is sharing, highlighting and informing how authors have addressed the issue among professionals in the field. The objectives were achieved as all the past and future plans are recorded in this article.

Suggestions

With all this experience gained from the reflective practices, the following recommendations were made:

- BPUSL library should be developed into a virtual learning centre facilitated by ICTs.

- Stable networking facilities, smart classroom, chat-rooms, weblogs, library websites should be created and improved. This will enable the library to function effectively as hubs connecting creative minds for knowledge creation as well as enabling the branch library to contribute to the actualization of SDGs. This could encourage increased use of ICTs for knowledge management which is crucial to the implementation of SDGs.

- The library should embark on outreach programmes looking out of the box, aiming at combating illiteracy aggressively through effective participation in information literacy programmes for increased access to quality information that will enhance education, health and socio-economic needs especially among socially marginalized communities in order to achieve SDGs. This can be easily implemented through BPUSL students at temples that are situated in illiteracy areas.

- Main and faculty libraries should create, acquire and disseminate sustainable information resources to library users and other categories of stakeholders to increase the awareness and sensitization. Awareness must also be created during library workshops, conferences, and webinars to ensure that librarians understand emerging ICT enabled platforms such as chat-rooms, weblogs, library websites and their capabilities in facilitating the actualization of SDGs.

- Collection development should strive to acquire information materials on the SDGs and bring the materials to the awareness of the library users. In addition, both information for sustainability and information for sustainable development should be created, collected and organized.

- Number of management level library staff as well as other categories should be increased and training should be given to improve the ICT skills of the staff.

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