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Knowledge hubs for a better future: Developing Kendriya Vidyalaya

Libraries to Support SDGs

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Abstract: Libraries in the twenty-first century are developing into vibrant information hubs that connect students to technology, resources, and possibilities for cooperative learning. India's 1.4 million pupils and more than 1,200 schools have the potential to promote the Sustainable Development Goals (SDGs) of the UN through the development of Kendriya Vidyalaya (KV) libraries. KV libraries can be very helpful in advancing the UN 2030 Agenda's priorities for sustainability, equality, and education.

The potential of KV libraries as dynamic learning spaces that offer top-notch educational materials, encourage literacy and lifelong learning, and develop information literacy is examined in this essay. By doing this, KV libraries can give students the information and abilities they need to support sustainable development. As India works to create a Viksit Bharat, KV libraries need to be improved. Professional librarian training and well-equipped, contemporary library settings are crucial. Effective KV libraries require funding, community engagement, and government assistance.

Key-words: Kendriya Vidyalaya Libraries, Knowledge Hubs, Sustainable Development Goals (SDGs), Education, Literacy, Information Literacy, Viksit Bharat, Library Development, Quality Education, Future Generations

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1. Introduction

The role of libraries is undergoing a significant transformation in the twenty-first century. These days, libraries act as information hubs that connect students to technology, resources, and opportunities for cooperative learning. Over 1.4 million students are educated in India by the Ministry of Education's Kendriya Vidyalayas, which operate a network of more than 1,200 schools, each of which has a library. By giving education, equality, and sustainability top priority in the UN 2030 Agenda, Kendriya Vidyalaya (KV) libraries can be uplifted to directly help the implementation of the Sustainable Development Goals (SDGs).

The scope of this change is examined in this essay, which also offers a method for library transformation based on literature, internet resources, and fieldwork. Education is essential for a better future and influences people's perspectives. KV libraries can give students the knowledge and abilities they need to support sustainable development. KV libraries could be crucial to the UN's Sustainable Development Goals (SDGs), which offer a framework for a more just and sustainable world. Enhancing KV libraries is essential as India works to achieve a Viksit Bharat by 2030 and beyond (contextualizing initiatives like in 2025 for SDG alignment).

KV libraries may function as vibrant learning spaces that offer top-notch materials, encourage reading and lifelong learning, and develop information literacy. The potential of KV libraries as information hubs supporting SDGs is examined in this study, which emphasizes the significance of contemporary library settings, professional librarian training, government support, funding, and community involvement.

1.1 Objective

"Knowledge Hubs for a Better Future: Developing KV Libraries to Support SDGs" aims to highlight the significance of KV libraries in achieving the SDGs, particularly SDG 4 on high-quality education. It aims to:

- **Dynamic Learning Platforms:** Stress the ways in which KV libraries may serve as dynamic learning environments that foster reading, critical thinking, and lifelong learning.
- **Crucial Funding for Library Development:** To encourage student success, funding for library resources, infrastructure, and trained librarians must be prioritized.
- **Methods for SDG Alignment and Community Involvement:** Examine strategies for developing KV libraries that promote inclusive education, community engagement, and SDG-aligned learning goals.
- **Perspectives and Suggestions for Stakeholders:** Provide viewpoints and recommendations to legislators, educators, and stakeholders to support the establishment of prosperous KV libraries.

1.2 Literature Review

Assaraf and Orion (2017) assert that Kendriya Vidyalaya libraries are essential for helping students develop their scientific literacy and critical thinking abilities, which is consistent with Sustainable Development Goal 4 (Quality Education). In a similar vein, Henri (2018) highlights how crucial

well-staffed and resourced libraries are to raising student outcomes, such as literacy and academic success.

Kuhlthau's (2018) study on the function of libraries in fostering information literacy emphasizes how important it is for libraries to change with the times and give students the tools they need to successfully navigate and assess information. In the meantime, Todd's (2018) research on how libraries affect students' learning emphasizes how important libraries are, as dynamic learning environments complement curricular objectives and encourage lifelong learning.

According to Lankes (2018) schools, communities, and stakeholders can work together in libraries, which can serve as hubs for social cohesion. As suggested by the literature, KV libraries support learning outcomes that are in line with the SDGs, necessitating collaboration between educators, librarians, and government representatives.

The authors emphasize the value of school librarians in fostering kids' development and education. In addition to providing books, school librarians act as learning mentors who foster a love of reading, teach information-seeking strategies, and foster critical thinking (Ramaiah & Pillai, 2013). A school library should support students in selecting books and other materials, encourage lifelong learning, and help them develop their information literacy, according to the UNESCO School Library Manifesto (1998).

The study by Mahata and Mahata (2025) examines the integration of the National Digital Library of India (NDLI) with Kendriya Vidyalaya libraries to create a unified knowledge ecosystem. It highlights how digital repositories enhance accessibility, promote multilingual learning, and support equity across diverse educational settings. The authors emphasize the role of hybrid libraries in fostering critical thinking, digital literacy, and lifelong learning aligned with NEP 2020. However, challenges such as infrastructure gaps and limited training are noted. Overall, the study contributes to understanding how digital–physical library integration can transform school libraries into inclusive, dynamic learning hubs.

Ramaiah and Pillai (2013) draw attention to the appalling condition of Indian school libraries, which include a lack of resources, facilities, and finance. The majority of Indian schools do not have libraries, and those that do frequently employ workers who lack experience. Developed nations, on the other hand, view school libraries as essential to education.

The majority of libraries in India are run by inexperienced people, and there aren't many professional

training programs for school librarians. The quality of the services is not excellent or uniform. The necessity of qualified librarians for efficient administration is emphasized in the paper. In order to improve student learning outcomes, the authors stress the importance of teacher-librarian partnership and specialized training.

1.3 Scope

The potential of creating dynamic learning platforms for KV libraries to aid in the accomplishment of the Sustainable Development Goals (SDGs) is the main topic of this article. The scope consists of:

- In KV libraries literacy, critical thinking, and lifelong learning are actively promoted.
- Coordinating the objectives of libraries with the Sustainable Development Goals (SDGs).

Utilizing information from various sources including:

- Books from libraries and online articles.
- Publications from many databases about library development, education, and the SDGs.
- Data acquired from potential library visitors.

1.4 Methodology

This study's approach to building KV libraries to serve the Sustainable Development Goals (SDGs) is multifaceted and combines fieldwork, web-based research, and literature evaluation.

1.4.1 Review of Literature

Reviewed books, journal articles, and policy papers about school library development, library automation, and SDG integration. Key sources were IFLA's Global Vision publications, UNESCO's recommendations for school libraries, and case studies from India and other countries. To find pertinent publications, databases such as Google Scholar, Wiley, Elsevier, ERIC, JSTOR, ProQuest, and Indian education portals (NDLI) were used. The interaction between school libraries and SDGs was the main topic of the literature review.

1.4.2 Web-Based Research

Examined reports from the Ministry of Education, Kendriya Vidyalaya Sangathan (KVS), and National Mission on Libraries that were posted online, analyzed digital transformation case studies from KV libraries' official blogs and websites, emphasizing successful library initiatives.

1.4.2. Field Visits

The architecture, infrastructure, e-resources, ICT tools, and engagement initiatives of KV libraries were

assessed. Discussions with librarians, taking into account the viewpoints of students, educators, librarians, and legislators. Frameworks and guiding concepts for library development were looked at. Stakeholder engagements combined academic knowledge with practical expertise to identify needs and best practices.

2. Discussion

2.1 Expanding Objectives

2.1.1 Dynamic Learning Platforms

KV libraries can be dynamic learning platforms that support literacy, critical thinking, and lifelong learning by offering a range of resources, including books, digital content, and multimedia, those accommodate different learning styles and interests. They can also create an environment where students can explore a wide range of subjects and topics that are in line with the Sustainable Development Goals (SDGs).

2.1.1.1 Diverse Resources: Print and digital materials ought to coexist in libraries. Diverse learning styles can be accommodated via digital databases, books on a variety of topics, and multimedia materials like podcasts and videos.

2.1.1.2 Engagement Activities: Book clubs, discussions, research projects, and storytelling sessions are a few examples of activities that help to improve critical thinking and literacy. Students are encouraged to assess facts, think critically, and articulate their ideas clearly through these exercises.

2.1.1.3 A Focus on Digital Literacy: Digital literacy is essential in the current information era. Online resources must be successfully navigated and assessed by students. Libraries have the ability to teach digital skills by holding workshops on assessing online sources, conducting research using digital tools, and comprehending digital citizenship.

2.1.1.4 Provide Access to Digital Resources: Students' learning horizons can be expanded by guaranteeing that they have access to e-books, online journals, and educational websites that aligns with SDGs.

2.1.1.5 Promoting Creativity and Curiosity

SDG-aligned Resources: By providing materials that center on the SDGs, libraries may inspire children to learn about global concerns such as equality, climate change, and sustainable communities.

Encouraging students to take the lead or take part in projects such as planning awareness campaigns or producing content on the SDGs can increase their creativity and involvement.

2.1.2 Crucial Funding for Library Development

Student achievement is supported by funding for KV libraries' infrastructure, resources, and trained librarians. Access to resources, study spaces, and knowledgeable librarians are guaranteed by enough funding. Initiatives (2020–2025) emphasize the value of funding for education that aligns with the SDGs. Funding offers technology, literature, and digital resources. Dynamic librarians encourage reading and education. Prioritize financing for KV libraries in 2025-26 to improve student results and education that is in line with the SDGs.

2.1.3 Methods for SDG Alignment and Community Involvement

To have more impact, KV libraries need to support community involvement and be in line with the SDGs. This can be accomplished by incorporating SDG themes into library programs and resources. By 2026, SDG-related literature, projects, and discussions in libraries can inspire students to become aware of and involved in SDGs. One way to promote community involvement is by:

Partnerships: Collaborating with neighbourhood groups on SDG-related activities.

Workshops and Events: Organizing community-based workshops, exhibitions, or discussions with an SDG subject.

Resource Sharing: To have a greater influence on SDG awareness KV started sharing resources with nearby communities in 2022. Among them were:

- Distributing digital materials and books with SDG themes to the local population.
- Distributing resources on subjects including climate action and high-quality education in partnership with regional NGOs.

Through resource sharing, KV libraries promote community involvement and increase knowledge of the SDGs. From 2020 to 2025, community-engaged libraries improved knowledge and education on the SDGs. By incorporating SDGs, libraries can impart knowledge on sustainable development. Community involvement is promoted through books, initiatives, and SDG-related activities with local organizations when SDGs are incorporated into programs and resources.

2.1.4 Perspectives and Suggestions for Stakeholders

Building successful KV libraries should be a top priority for legislators, educators, and other stakeholders. By 2026, recognizing libraries as vital to learning objectives can improve student learning and community engagement. Libraries foster learning that is in line with the SDGs and improve community relations. Among the suggestions include funding for library expansion, training to librarians for SDG-aligned

learning, and promoting collaboration. Research from 2020 to 2023 indicates that learning results were enhanced by well-executed library development. Initiatives to improve library materials and facilities might be supported by lawmakers.

3. The Role of Kendriya Vidyalaya Libraries in Achieving SDGs

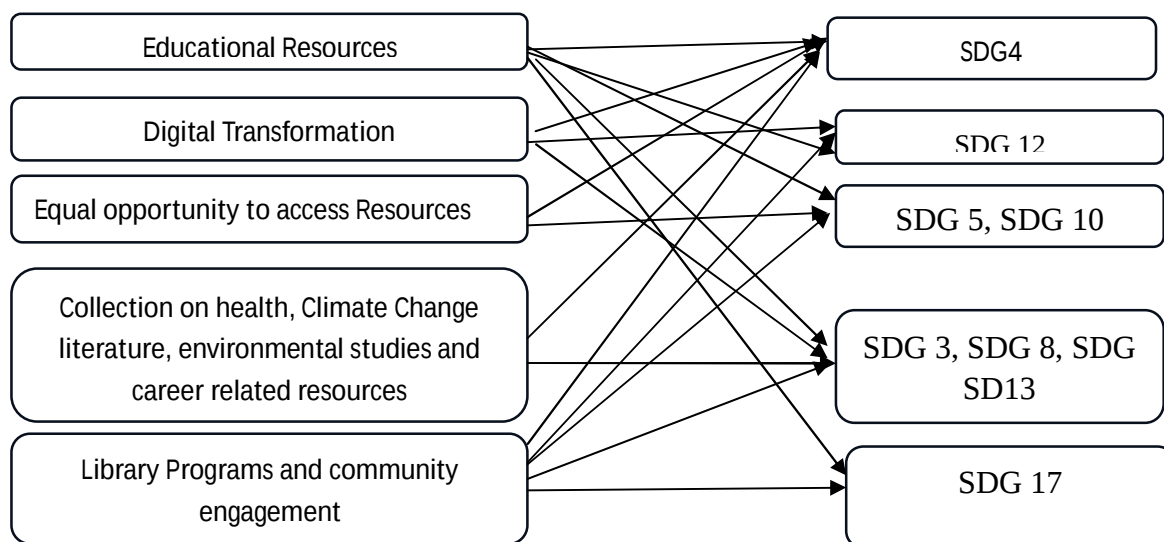


Figure1: Role of KV library and interconnected aligned SDGs

3.1 Quality Education (SDG 4):

Libraries at KV are crucial to attaining SDG 4, Quality Education. They give users access to a variety of educational materials, including databases, e-resources, and books. Libraries foster critical thinking and problem-solving abilities while fostering literacy and a love of reading. By guaranteeing that every student has equal access to information, they support inclusive education. Librarians work with educators to create lesson plans that incorporate information literacy. Students gain the ability to efficiently navigate, assess, and use information.

3.2 Gender Equality (SDG 5):

All employees and students at KV libraries enjoy equal access to the materials, regardless of gender.

3.3 Reduced Inequality (SDG 10):

All patrons of KV libraries have equal access to and use of the resources, regardless of their socioeconomic background, culture, religion, caste, or disability.

3.4 Good Health and Wellbeing (SDG 3):

The access to health and physical education resources promotes and equips learners for better health.

3.5 Climate Action (SDG 13):

Libraries offer information about the causes, effects, and solutions of climate change. These libraries encourage green practices and, consequently, sustainability by utilizing digital catalogues, cutting back on paper use, and encouraging energy-efficient procedures within the library.

3.6 Decent work and Economic Growth (SDG 8):

These libraries support SDG 8 by offering books and multimedia resources about a range of careers and opportunities within them.

Ultimately, by developing students' minds, skills, and capacities, KV libraries help achieve SDG 4 -high-quality instruction and prepare them for other SDGs.

4. Role in other areas:

4.1 Promoting the Reading Culture

Libraries foster a love of reading in children, which in turn enhances their scholastic and personal lives by fostering critical thinking, creativity, and empathy. By encouraging students to investigate new genres, authors, and issues through book groups, author talks, and reading contests, libraries assist students in broadening their horizons and interests.

4.2 Information Literacy

KV libraries encourage information literacy by instructing students in the proper exploration, assessment, and application of knowledge. Through supervised instruction and activities, librarians assist students in developing critical thinking skills, identifying trustworthy sources, and using information responsibly. As a result, students are better equipped to study, evaluate information critically, make educated decisions, and give back to their communities.

4.3 Encouragement of STEM Education

With resources including books, databases, and digital tools, KV libraries are essential for STEM instruction. Engaging STEM lesson plans that encourage practical learning and critical thinking are created by librarians and educators. Instilling a passion for STEM subjects might encourage employment in these domains, contributing to India's advancement. Additionally, libraries promote STEM through maker spaces, code clubs, and initiatives that reward innovation and exploration.

4.4 Twenty first century skill

Libraries at KV support the development of critical communication skills. Having access to a variety of reading resources improves expressiveness, vocabulary, and understanding. Children can express themselves through reading groups, storytelling, discussions, and presentations. Libraries encourage

collaborative learning and the utilization of digital resources for ethical tech use, database navigation, and critical analysis. Libraries support research, innovation, and lifelong learning. In order to create self-directed learners facing the challenges of the twenty-first century, students learn to absorb, evaluate, question, and use information creatively.

5. A study on ongoing PM SHRI project in several KVs:

KV libraries can be funded to improve learning outcomes for students and create well-rounded individuals with the knowledge and skills necessary to thrive in the twenty-first century. In the previous three years PMSHRI KV libraries have witnessed more financial grant due to PMSHRI scheme. The following areas were studied to find out the present situation from the perspective of KV IIT Kharagpur secondary school pupils.

- A. Library books
- B. Digital library resources
- C. Periodicals and Journals
- D. Reading events and programmes
- E. Library furniture

A questionnaire was prepared with following questions and asked 50 users (students) of different classes in KV IIT Kharagpur to submit with a 10-point rating scale of improvement. It was not mandatory to put the rating, if they believe that no improvement has occurred.

A. Library Books

How satisfied are you with the current collection of library books compared to the previous years?

☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied

B. Digital Library Resources:

Have you noticed an improvement in the availability and quality of digital library resources (e-books, online databases, etc.)?

☐ Significant Improvement ☐ Some Improvement ☐ No Change ☐ Decline ☐ Not Used

C. Periodicals and Journals:

Do you find the current periodicals and journals in the library more relevant and up-to-date than before?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

D. Reading Events and Programmes:

How often are you participating in reading-related events or programmes organized by the library now compared to last year?

☐ Much More Often ☐ More Often ☐ About the Same ☐ Less Often ☐ Not at All

E. Library Furniture and Infrastructure:

Rate the improvement in comfort and utility of library furniture and seating arrangements over the past year.

☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Very Poor

Data were collected, compared, and analysed for the period of just before PMSHRI project begins and after the financial year 2025-26. Based on the analysis, the average was calculated and the result has been prepared reflecting improvement on the chart given below.

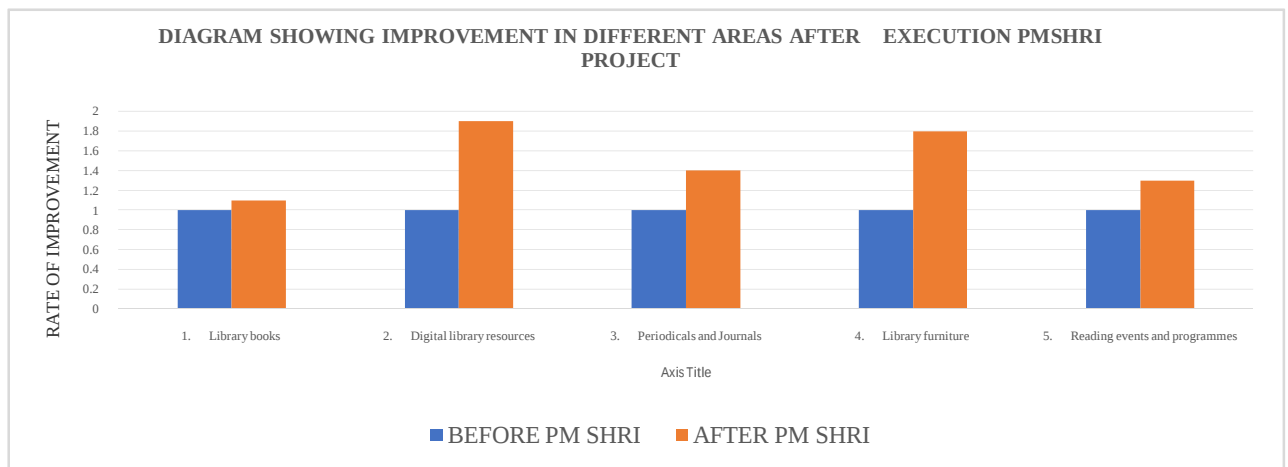


Figure 2

6. Development of sustainable Kendriya Vidyalaya Libraries

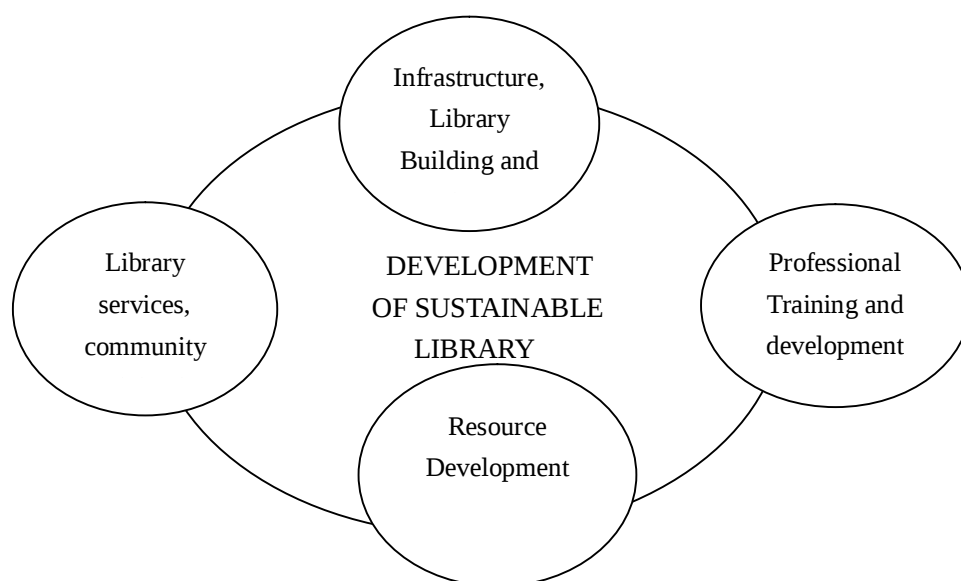


Figure 3: Road map for building sustainable Kendriya Vidyalaya Library

6.1 Infrastructure Development

Modern facilities are required in KV libraries, including cozy study areas, shelving, storage, and state-of-the-art technology. This encourages reading, studying in silence, learning in groups, and using digital resources. Well-designed libraries are community centres for lifelong learning, encourage literacy, and cultivate a love of learning.

6.2 Development of Resources

KV libraries offer a wide range of print and digital materials to suit students' interests and educational requirements. Resources for STEM, literacy, and lifelong learning include books, periodicals, internet databases, and instructional software. PM SHRI KV are receiving more funds from the Union Government. Similar library support is also required for non-PM SHRI Kendriya Vidyalayas, and to be continued even after the PM SHRI plan expires. The collection is kept relevant with regular updates. Library materials are included into lesson planning through collaboration with teachers to improve student learning outcomes.

6.3 Professional Librarians

Librarians in KV are required to possess a minimum of master's degree in library and information science. As NEP-2020 places a strong focus on ongoing growth, librarians should take part in professional activities and training conducted by reputable organizations in addition to internal training. Librarians assist students with information requirements, oversee resources, and create literacy programs. They work with educators to incorporate library resources into the curriculum, encouraging critical thinking

and research.

6.4 Additional Manpower

KV libraries, which are frequently managed by a single librarian, are not very conducive to learning. Diverse needs, such as resource management, program planning, research support, and technology integration, cannot be met by a single staff member, particularly in large institutions. It results reduced student engagement, fewer services, and missed opportunities for skill development. By adding more employees, such as support workers or assistant librarians, the burden can be divided, enhancing the quality and reach of library services to meet the learning objectives of the twenty-first century.

6.5 Participation of the Community

Parents, local businesses, and organizations may help libraries by funding, resources, and support. It will benefit both library Programs and collections. By holding book fairs, author talks, literacy campaigns, and community activities, the library may be positioned as a hub for education and community involvement. This collaboration can help close the gap between the school and the community by encouraging a love of reading and lifelong learning outside of the classroom.

7. Conclusion

To support the Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education, KV libraries must be developed and upgraded. By creating vibrant learning environments, fostering a love of reading, and promoting information literacy, these libraries help kids become lifelong learners and involved members of their communities. KV libraries are information hubs that can help close educational disparities, promote inclusive education, and assist in the development of critical skills required for a better future. By supporting KV libraries, achieving the SDGs, and creating a more equitable and sustainable society, we can unlock the potential of future generations.

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