

---

# UNIT 16 ROLE OF LIBRARIES IN POST-LITERACY AND CONTINUING EDUCATION

---

## Structure

- 16.0 Introduction
- 16.1 Objectives
- 16.2 Inter-relationship between Libraries and Adult Continuing Education
- 16.3 Roles and Services of Libraries in Promoting Post-literacy and Continuing Education
  - 16.3.1 Roles
  - 16.3.2 Diversity and Magnitude of Services
  - 16.3.3 Convergence with other Departments/Agencies
- 16.4 Library Strategies for Post-literacy and Continuing Education
  - 16.4.1 Sustainable Library Strategies: Nature and Types
- 16.5 Need and Significance of Networking for Knowledge and Information Management
- 16.6 Let Us Sum Up
- 16.7 Answers to Check Your Progress
- 16.8 References

---

## 16.0 INTRODUCTION

---

In Unit-1 of this Course, i. e. MAE-002, you have studied current policy and programmes of adult education touching upon the main features of continuing education with emphasis on roles of Preraks, Assistant Preraks and Nodal Preraks, along with the budget and norms of funding for the Continuing Education Centres and the various programmes. In Unit-13 of this Course you have learnt about the concept, purposes, approaches and place of post-literacy and continuing education in the overall context of lifelong education. In Unit -14, we have discussed the scope, types and providers of continuing education at different levels along with the relevant schemes, their status and the conditions necessary for the success of continuing education. Thus, we observe that if adult continuing education is properly conceived and institutionalized, it can enhance the productivity of adults, the value of their decisions in different walks of life, and their quality of life. For adult learners at the lower levels, the quality of efforts right from provision of basic literacy to post-literacy to continuing education determines the efficiency of their participation in functions and activities related to their life, work and development. In this context, adult educators' endeavour must be to enable the adult learners to not only retain their existing literacy skills, but also promote in them new skills, knowledge, habits, attitudes and practices for effective performance of their functions. The library, as an agency of adult education, can provide varied services to adults to promote their post-literacy and continuing education. For this purpose, library needs to expand its roles and services through various strategies that can promote and sustain the symbiotic relationship between

the libraries and post-literacy and continuing education centres for realising their common goals and objectives. Therefore, in this Unit our discussion will centre around all these issues and aspects of libraries vis-a-vis promotion of post-literacy and continuing education.

---

## **16.1 OBJECTIVES**

---

After going through this Unit, it is expected that you will be able to:

- Understand the interrelationship between the libraries and adult education (literacy, post-literacy and continuing education);
- Appreciate the need, significance and role of libraries in promotion of post-literacy and continuing education;
- Recognise the magnitude of services that the libraries can provide in promoting post-literacy and continuing education;
- Appreciate the need for sustainable library strategies for promoting post-literacy and continuing education; and
- Understand the need and significance of networking for knowledge and information management.

---

## **16.2 INTER-RELATIONSHIP BETWEEN LIBRARIES AND ADULT CONTINUING EDUCATION**

---

While the importance of library service has been recognised for higher education and research, the same consciousness is not visible for general and mass education in all parts of the country. We have, on one hand, the developed university and college libraries, science and research libraries and, on the other, inadequate and underdeveloped school, rural and public libraries at the grassroots level. In fact, it is the latter sector which has greater relevance to post-literacy, continuing education and training of the masses. A public library, in simple terms, is a library which is maintained wholly out of public funds for providing free service to people regardless of race, colour, creed, age, sex, religion, language, status of educational attainment, etc. The significance of the public library service has been aptly highlighted by UNESCO in its Manifesto (quoted in Barua, 1996, p.44): “The public library is a practical demonstration of democracy’s faith in universal education as a continuous and lifelong process in the application of the achievement of humanity in knowledge and culture.” Public library has, thus, been visualised as an institution for promoting lifelong and continuing education in two ways. Firstly, it is expected to support not only formal education but also non-formal and general education of people. Secondly, it is to serve as a centre for storing, retrieval and dissemination of information and knowledge.

The functions of libraries and adult education are complementary and supplementary to each other as both aim at bringing the benefits of education to the public or masses. Thus, adult education and library services, with their symbiotic relationship, have identity of aims or unity of purpose, i. e. promotion of lifelong and continuing education. While adult education is dynamic in nature and purpose, library is more stable agency and yet can instruct, inform and mould minds and lives of people with its dynamic approaches, latest data and information. In addition, library makes accessible the stories of great human

beings, human aspirations, thoughts, ideas, expressions of creative imagination, achievements, etc recorded in books and allied materials. The library, if equipped properly with suitable resources and made accessible to semi-literate, neo-literate, literate and self-learning adults, can undoubtedly be the best agency of adult education including post-literacy and continuing education, because all adults often turn mainly to a library for their knowledge, information, instruction, consultation, recreation, self-development, self-actualisation, etc.

The integral connection between public libraries and adult education was recognised at the international level as early as 1949 when delegates from 29 countries met in Denmark at the International Conference on Adult Education and passed the following resolution, among others. "The Conference records its recognition of the essential contribution of Museum and Public Libraries to Adult Education. Appropriate to the circumstances of each Member-State, the Conference supports UNESCO's Proclamation that the Public Library is a living force for popular education, culture and information, and recommends its consideration and so far as possible, its adoption in Member-states, as a basis of policy" (quoted in Venkatappaiah, 1996, p.118). It is, therefore, essential that the existing public libraries of various categories are enriched, expanded, developed and reorganised to take up the work of adult education by storing all kinds of books and non-book materials and by giving timely and useful information to adults about social, educational, cultural and economic initiatives and activities of the Government and other agencies. Though library extension work aims at extension of its normal work, it must include adult education activities as well. Of course, the problem of training of library staff/personnel for adult education activities and vice-versa is a challenging task which can be accomplished with mutual co-operation and coordination between both the agencies.

An effective public library system could go a long way in meeting the growing educational needs of adults. Though a Model Public Libraries Bill was circulated by the Centre among the States, only a few States have so far adopted and enforced library legislation, viz. Tamil Nadu (1948), Andhra Pradesh (1960), Karnataka (1965), Maharashtra (1967), while certain States who have legislated on the bill, but they have not yet enforced it. Considering reading habits of people, among other factors, we may say that Tamil Nadu, Andhra Pradesh, Karnataka, Kerala, Maharashtra, Gujarat and West Bengal are more advanced in public library service than other states, leaving aside the Union Territories of Delhi, Chandigarh and Pondicherry (Barua, 1996, pp.45-46). It is high time that all States in India adopt and implement the public library legislation aimed at meeting the growing needs of the emerging class of literates, neo-literates and other adults.

Grassroots libraries and community resource centers are recommended as an integral component of Literacy and Non-Formal Education programmes. These locations offer opportunities for adult learners to continue learning on their own after programme completion, and they help to maintain a literate environment so that literacy skills acquired do not diminish over time. These libraries and community centers may also demonstrate and provide access to new information and communication technologies (<http://www1.worldbank.org/education/adultoutreach/policy.teachings.asp>). The Government of independent India has recognised the importance of libraries in promoting post-literacy and continuing education of adults and made an attempt to establish libraries at the grassroots. During the First Five Year Plan period, i.e. in early 1950s, some

efforts were made to establish libraries as a part of Community Development Projects, where a provision was made in the schematic budget of each development block for social education under which old libraries could be supported or new libraries could be set up. A number of libraries were set up under this provision and they served a useful purpose. In most of the States the Social Education Workers looked after the task of circulating books and were expected to manage small circulating libraries, and the village level workers were to distribute books to the participating adults. Unfortunately, with the diffusion of social education programmes and abolition of posts of Social Education Workers in many States, the programme of establishing libraries and providing library services to the community received a major setback.

The Mohan Sinha Committee on Literacy Among Industrial Workers, in its report submitted in 1964 said that the cheapest and most effective, and even otherwise the most desirable, method of providing the neo-literate adults to keep their literacy skills in working condition is the public library system. The whole scheme of literacy hinges on a well-organised library (See Sachdeva, 1996, p.38. Also see Shah, 1999, pp.79-87). Subsequently, other Five Year Plans, Annual Plans, and a number of other policy documents, reports of relevant committees on adult education, etc. also emphasised the need and significance of libraries in promoting post-literacy and continuing education of adults. A few such specific documents are: National Adult Education Programme (Government of India, 1978); Report of the National Board of Adult Education's Committee on Post-literacy and Follow-up Programme (1979); Report of the Review Committee on the National Adult Education Programme (1980); Adult Education and Extension through Universities/Colleges: Report of the UGC Working Group on Point No.16 of the 20 Point Programme of the Government of India (1983); National Policy of Education (Government of India, 1986a), National Policy of Education: Programme of Action (Government of India, 1986b), University System and Extension as the Third Dimension: Report of the Review Committee (UGC, 1987); National Literacy Mission (Government of India, 1988); Report of National Development Council Committee on Literacy (1993); Report of the Expert Group on Evaluation of Literacy Campaign in India (1994). It is difficult to understand why the Governments have failed to take cognizance of these facts as well as the recommendations reiterated in the reports of various committees appointed by the Government itself in revising and implementing their own policies and to strengthen libraries for post-literacy and continuing education of adults.

While the Government's efforts were as stated above, there have also been many private initiatives taken up for establishment of private libraries in India in the past. For instance, (See Sachdeva, *ibid*, pp.34-35) the establishment of libraries dates back to 1835 when the first library was set up in Calcutta from private sources. In Kerala, the library movement was started by a voluntary organisation called 'Kerala Granthasala Sangham' (KGS) which established over 4000 libraries all over the State particularly in rural areas. Kerala on an average has one library for a population of 3000. Fifty percent of libraries have their own buildings which were built with the initiative of local people. The KGS also started a functional literacy project in 1971. The librarians provided accommodation for the classes and other facilities for adults. Karnataka State Adult Education Council, Mysore has also done appreciable work in establishing libraries in different parts of the State. It had established over 3000 rural libraries, 44 circle libraries and 12 central libraries. The experiments of Literacy House, Lucknow in the field of

rural library services also deserve a mention. These rural libraries are linked with adult education centres to prevent relapse of neo-literates into illiteracy. In spite of such efforts in the past, our adult education (including post-literacy and continuing education) programmes could not get adequate backing of a good library system. Also, much was left to be desired with regard to the level and quality of literacy acquired by the neo-literates. If the adult education programmes are backed by a network of libraries at the grassroots level, their results will be more impressive and long lasting.

In spite of such government and private efforts, unfortunately till date no viable and stable structures of PL and CE with adequate library, reading room and other facilities could be established uniformly all over India catering to the emerging class of adults in all villages, semi-urban and urban areas. However, after a long gap of two decades of setback received with abolition of the post of Social Education Workers in 1960s, starting of Jana Shikshan Nilayams with a provision for a Prerak to each JSN during 1980s, and the recent Scheme of Continuing Education Centres rekindled the hope for institutionalisation of continuing education. The efforts of the Ninth (1997-2002), Tenth (2002-07) and Eleventh (2007-12) Five Year Plans (See <http://www.planningcommission.nic.in/...> & [http://www.nlm.nic.in/revamped\\_programme\\_for\\_impacting.html](http://www.nlm.nic.in/revamped_programme_for_impacting.html)) with some consistency of emphasis on establishment and revamping of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) providing for a reading room, library, audio-visual material and other infrastructural facilities, generates growing hope for institutionalization of post-literacy and continuing education at the grassroots level.

In the context of the emerging new class of adult learners, the establishment of the public and private libraries, particularly those with free, open and flexible access, assume greater significance in promoting their post-literacy and continuing education. Further, it is only through a wide network of grassroots libraries with their expanded roles and functions and innovative approaches to the content, mode and process of adult education, the challenges of access, equality and quality of post-literacy and continuing education to diverse groups of adults can be addressed effectively. And, we as adult educators must also draw lessons from such efforts and play our due role in promoting such a system for the benefit of the entire community in general and its neo-literates and other adults in particular. It calls for mutual assistance, co-operation and co-ordination between writers, publishers, adult educationists, staff and field functionaries of adult education centres/institutions and libraries to realise their common goals and objectives. We will discuss all these aspects in the section below.

---

### **16.3 ROLES AND SERVICES OF LIBRARIES IN PROMOTING POST-LITERACY AND CONTINUING EDUCATION**

---

Before we discuss the role of libraries, let us take a brief look at the scope and objectives of post-literacy and continuing education. As discussed above, it is an internationally acknowledged fact that there is a need for institutionalisation of post-literacy and continuing education for reaping the benefits of literacy and adult education programmes. The total eradication of illiteracy and the need to sustain and consolidate a literate environment is the primary focus of post-literacy and continuing education. But, it should not be narrowly conceptualised as the

provision of only written materials for new literates who had previously undertaken a specific literacy programme.

According to UNESCO Institute for Education, (1984, quoted in <http://springerlink.com/content/p2512022637751qh/>) post-literacy and continuing education takes into account the sum total of measures and actions taken to enable the new literates to practice their skills and widen the knowledge they had gained in the preceding phase. Likewise, it entails a continuous process of improvement and greater mastery of personal environments. This process involves the new literates, young people and other adults seeking self-advancement in various fields, both academic and practical. According to it the broad goal of post-literacy and continuing education may be translated into the objectives of remediation, continuation, application and communication.

- *Remediation* aims at providing an alternative system of educational advancement for new literates, young people and other adults.
- *Continuation* is designed to ensure retention of acquired literacy and other skills and the creation of an alternate environment through rural libraries, rural newspapers, radio and cinema programmes, etc.
- *Application* attempts to improve the adults' knowledge, skills and understanding related to their language, occupation, environment, economy, growth and development, and so on.
- *Communication* develops adults' democratic and co-operative endeavours, leadership skills and attitudes and increases their knowledge about the country's history, culture, polity, etc as well as a wider conception of the world and international affairs.

*Strategies for learning:* Learning environment and the choice of communication means need to be planned and organised according to people's needs and opportunity costs.

Libraries can play an effective role in realising such objectives of post-literacy and continuing education.

### 16.3.1 Roles

We have understood that literacy and continuing education are not the exclusive jurisdiction of adult education institutions alone and the library has its roles to play in it. Literacy is just the essential means for equipping a person to continue to learn throughout his/her life and the sophisticated components of adult education such as continuing learning, compensatory learning and learning for development can be effectively taken care of by the libraries. We need to specifically identify roles that a library can play in adult education in the Indian context. According to Joshi (1996, pp.64-65) library service has three distinct roles in the field of adult education. *First*, as a supplementary aid to other agencies. *Second*, as an independent agency. *Third*, as a stimulating and motivating force taking a leadership role.

In this context the experiences of Delhi Public Library provide many rich lessons and present a panoramic picture of the roles that a public library can play in post-literacy and continuing education of adults. See the Box 16.1 for certain interesting experiences of Delhi Public Library.

### Box 16.1: Delhi Public Library (DPL)

Delhi Public Library was sponsored jointly by UNESCO and the Government of India, Ministry of Education in 1951 as the first international public library pilot project to demonstrate the potential of a public library service in continuing education. Never before had an international organisation and a national Government cooperated in setting up of a public library, which hitherto was the preserve of a local government (municipalities and rural counties). Its stimulating influence was intended to permeate the entire developing world and spawn similar projects in other regions and countries as paragons. As a successful paradigm in Asia, two similar projects were established, one for Africa in East Nigeria and another for Latin America in Columbia. The nature and scope of services of the three projects were defined in the UNESCO Public Library Manifesto, which inter alia laid down that a modern public library should function as a dynamic institution for promotion of adult education for all classes of users, and not merely as a passive storehouse of books. It should provide reading material for the new reading public as well, which comprised new literates and school dropouts.

Never in the past, had a public library acted in India as a centre around which cultural life of the community revolved. Earlier cultural activities were never made use of to attract the populace to the library. The library brought together people of similar interest. Different groups were organised from among the registered members of the library for which no fee was charged. All services of the library were offered free of charge including the cultural activities. Each group had its own elected chairman and a secretary to conduct activities of the group. The adult education staff of the library provided only the physical facilities and guidance. They never interfered with the autonomy of the groups. Every group met once a week in the Library's auditorium, accommodating over two hundred persons and fitted with coloured spotlights and microphones.

- **Literature Group:** It organised weekly open sessions wherein a group member would present his or her short story or poem which was critically appreciated by the participants. The author of the book discussed was also invited to face the readers and react to their comments. If an eminent author attended the session, the press carried the proceedings of the group. It gave a big boost to the budding authors and poets. Some of the members of the group have become the eminent writers of today, and they have acknowledged their gratitude to the Delhi Public Library for shaping them into good writers and giving them self-confidence in their writing.
- **Drama Group:** The members wrote dramas themselves and if approved by the Group they were staged by its own repertory. A nominal admission fee was allowed to be charged for the plays, to enable the Group to meet the expenses of hiring dresses and props for the purpose. The proceeds were handled by the Group itself. About 4 to 6 plays were staged by the Group in a year, besides the annual competition. Some members of the Group later became AIR artists and the dramas written by them have since been published.

- **Film Critics Group:** Documentary films were shown on predetermined themes. Running commentary was given in Hindi for foreign films. On a few occasions actors and directors of the films concerned were also invited to listen to the criticism and reply to it. No admission fee was charged for the film shown as it served as the medium for attracting the general public. The library services were free for the enrolled members if they could establish their identity.
- **Music Group:** The members of the Group gave musical performances both vocal and instrumental. Amateur singers over the years turned into renowned singers and joined the ranks of AIR artists. Soft instrumental music was relayed in the reading rooms during the lunch hour to break the monotony of reading for long hours.
- **Art group:** To cater to the amateur painters, the Group organised twice or thrice a year, exhibitions of paintings by its members which were displayed for a few weeks in the library. Mounted paintings of master Indian painters were lent out to institutions free of charge for display for a month.
- **Gramophone lending library:** A collection of about 4,000 gramophone records and cassettes were built and lent to the members of the library free of charge.

The system presently includes a Central Library, Zonal Library, Branch & Sub-Branch Libraries, Community Libraries in Resettlement Colonies of rural areas, Deposit Stations and a chain of Mobile Library Service points to cover the remotest urban and rural areas.

The Library (DPL) has a stock of around 11 lakh books and one lakh registered borrowers taking away around 10,000 books daily for home reading, besides 3,000 readers using its Newspaper Reading Rooms every day. Since the DPL was established as a pilot library project by UNESCO, its functioning was to be assessed according to UNESCO standards. Accordingly, a survey was conducted by UNESCO and as a result of the survey, the functioning of this library was not only found satisfactory but also its work in promoting reading habits was profoundly appreciated and the DPL was declared as the BUSIEST LIBRARY OF ASIA for creating reading habits and maintaining popularity.

The Extension Department of the Library through specially designed mobile vans supplies books at the doorstep of the members at different points on fixed days and time. When the library on wheels was initially started by the DPL, there were apprehensions amongst the people and especially amongst the rural folk about the free library services. There were also doubts about its success. But, soon the doubts and apprehensions were removed with simplification of membership procedure on the spot and regular services of the Mobile Library. The DPL has not been able to meet the demands due to inadequate infrastructural facilities. The mobile library had a membership of 2303 adults as on 31-03-1991 and 35137 books were issued to them during the said period. Mobile services had 66 points to serve in two shifts round the week.



It undertook a project to find out what material existed in Hindi and Urdu for the new reading public. The entire material available in these two languages was collected, and evaluated. Its primary aim was to provide the available reading material to the new reading public, but little was available. It was found that there were good primers available and some material for post-literacy, but almost nothing for the new reading public whose ranks were swelling as high as 60% of the students enrolled in the five-year primary schools.

In mid-1950s rubber soles had appeared in the Delhi market, but the conventional cobblers did not know how to fix them to the shoes. A master cobbler was engaged and three classes were organised for the cobblers functioning around the main library in old Delhi.

Similarly, three meetings of railway porters were given free shows of feature films in Hindi to attract them to the library and they were also given light refreshment after the show.

No doubt, the DPL has played a very significant role in promoting post-literacy and continuing education to the masses through its multi-faceted, dynamic and planned programmes.

**Source:** D. R. Kalia. "The Role of Delhi Public Library in Adult Education: A Recapitulation" in V. Venkatappaiah (1996, pp.81-100). *Literacy Campaign and Libraries*. Ess Ess Publications, New Delhi.

The Government of the country, which has failed to establish a school, a public library and a hospital in every village in 61 years after independence for providing basic educational and health services, must not forget the experiences of DPL mentioned above, besides those recorded in its various official reports in promoting some viable library system for adults. The initiative of Tenth Five Year Plan (2002-07) ([http://www.nlm.nic.in/revamped\\_programme\\_for\\_impacting.html](http://www.nlm.nic.in/revamped_programme_for_impacting.html)), however, generates a hope in this direction as it lays emphasis on identification and development of CECs and NCECs at grassroots level with a provision for reading rooms, libraries, audio-visual material and other infrastructural facilities. Under the revised scheme, it is envisaged that basic teaching-learning activities would be integrated with the post-literacy activities to ensure a smooth transition on a learning continuum from TLC to PLP. After completion of the teaching-learning phase under TLC, an opportunity would be given to the learner to consolidate his learning on a continuing basis through CECs and NCECs. This would require library facility with interesting and useful reading material, amongst other things, within their reach. For this purpose a library would be set up in every Gram Panchayat for which accommodation will be provided by the Gram Panchayat. The existing continuing education centres which were opened for a population of 2500 would be relocated in such a manner that every panchayat has one such centre which will function as a library and information centre. These centres would be known as Jan Pustakalayas (JPs). The books and other materials provided to the CECs and NCECs earlier will be transferred to this relocated centre i.e. Jan Pustakalaya. This centre would act as a Single Information Window and disseminate details of various development programmes to the beneficiaries. In the selection and purchase of books for the library, the Gram Panchayat would have a choice, depending on the local

preference. Jan Pustakalaya will be manned by an instructor who has made the largest number of adults literate. The existing centre will be supported till it has received three years of assistance. Thereafter, it will be transferred to the Gram/Nagar Panchayat. If a district has already completed three years before the start of the scheme, then it will be provided with a Prerak to run the library and information centre (i.e. JP) for three years. The Preraks in charge of these centres will also be responsible for mopping up the remaining non-literates. They will function as focal points for providing learning opportunities and facilities, such as library, reading room, learning centres, sports centres, cultural centres and other programmes catering to individual aptitude (See [http://www.nlm.nic.in/revamped\\_programme\\_for\\_impacting.html](http://www.nlm.nic.in/revamped_programme_for_impacting.html)). These Centres would act as:

- a) centres of convergence of all development programmes in the village/ community;
- b) centres of learner's participation, providing for relevant teaching-learning material, and regular monitoring of programmes;
- c) data banks containing an inventory of traditional and contemporary art and crafts, existing resource/ raw material and infrastructural facilities; and
- d) centres for designing and implementing various target-specific programmes which require identification of areas of collaboration with other agencies.

The Eleventh Five Year Plan (2007-12) endeavours to further the efforts of this Scheme of Continuing Education, and conversion of one of the Continuing Education Centres into a Jan Pusthakalaya. Therefore, the adult educators, in addition to furthering any initiative of the Governments, should see that there is a library or some other structure (with library facility, amongst others) made available for post-literacy and continuing education of adults in all nooks and corners of the country. It may be a separate/independent library for adults or may be attached to a primary/secondary school, community centre, public library, private library, or any other local agency or organization. What is important is that it must be convenient, open and freely accessible to adults, promoting their literacy learning and its sustenance as well as educational, vocational, occupational, recreational and leisure time activities centering around the adults' overall development and welfare.

### **16.3.2 Diversity and Magnitude of Services**

A library can provide a large number of services. But most of us are generally aware of three broad, common or traditional services that a library provides: provision of books, information service, and referral (reference) service. In fact the adult education services of a library include much more than just these three services. According to Kaula (1996, p.5), in the United States, a library provides adult education service under six general categories of service:

- Supplying books, films, recordings, tapes and other learning materials;
- Planning educational activities;
- Advising the community on subjects, methods and materials;
- Training the readers and librarians in skills and techniques necessary for adult education activities;
- Informing about the opportunities available through men and materials; and
- Organising all possible activities to further adult education.

The above services as they are provided in the U.S. may not be suitable to India. These broad categories, however, can be adapted to Indian situations. The adaptation of these services should be guided by certain factors and circumstances of adult education in India such as the following, amongst other things.

- a) In view of the TLCs, PLCs and CE programmes going on in the country, today there is a great demand for new books, literature and other materials including audio-visual aids in different Indian languages. The libraries in this context should aim at:
  - enabling the adults to learn, retain, strengthen, stabilise and apply their literacy skills.
  - addressing the issues related to their social, economic, political and cultural development thereby creating a demand for continuing education, and then harnessing the energy so released for further development of our human resources.
  - generating awareness in adult learners about developmental, welfare and incentive programmes, schemes and activities of the Government, and thus creating in them the motivation to use/apply their literacy skills, knowledge and information for their growth and development.
- b) The new adult learner is driven to continue education, not under compulsion as a student, but by self-interest. Unless he/she perceives a link between what is offered to him/her and his/her own ambitions, hopes, inquisitiveness and tastes, he/she remains aloof from educational facilities extended to him/her. Moreover, the adult as we know, is endowed with his/her own psychological and sociological options, and is aware of his/her own individuality. So he/she needs to be engaged in a series of contests of his/her interest and choice, each with its particular objective: the contest for survival, the contest for knowledge, the contest for individual and collective advancement.
- c) Some times, an adult requires individual guidance for his/her smooth progression in life in general and for coping with health, vocational, occupational, economic, cultural, religious, familial, leisure and other problems. Though some of these problems can be taken care of by different organisations like religious institutions, public organisations, schools, colleges, universities, museums, business organisations, labour organisations, clubs, etc, libraries with their diverse literature, trained staff, and linkages with the functionaries of other agencies can provide effective continuing education facilities to them.
- d) A new class of individuals and workforce have been coming face-to-face with a situation in which limitless opportunities for betterment of their life were becoming increasingly available on the one hand, and on the other, they have been finding themselves handicapped in obtaining the benefits for themselves due to missed educational and employment opportunities. In this context, the library services in continuing education for workmen should enable them to avail these opportunities to the fullest extent. Further, a library should ensure training and facilitation, and not instruction, to develop their vocational skills, intellectual curiosity, social freedom, tolerance, motivation and mutual capacity building for enriching cultural life and speeding up their development and welfare.

With the above guiding factors and circumstances and with a view to promoting the activities of post-literacy and continuing education, the library and all other provider agencies of continuing education must collaborate with each other to provide diverse services such as the following.

- i) Procuring, supplying and facilitating utilisation of policy documents, books, teaching-learning materials, films, recordings, tapes and other materials
  - Prepare annotated bibliographies of different policy documents, primers, readers, workbooks and other materials useful for different functionaries plus those for adults with different levels of literacy skills;
  - Organise book exhibitions/fairs to help the adult learners and the literacy instructors, organisers, and facilitators of continuing education to select right type of materials;
  - Arrange and display the library's selected book collections, reading lists, exhibits, films, lists of films within the library for its community of readers, and outside the library for other agencies/functionaries.
  - Supply the required books, films, and other materials on demand, and periodically organise relevant film shows, etc.
  - Provide the required physical facilities for organising relevant activities by other interested agencies and groups for the benefit of selected groups of adults or the community as a whole.
- ii) Planning and facilitating educational activities
  - Act as a participant in planning and supporting the development of community sponsored adult education programmes, whether meant for the entire community or for any special interest group(s).
  - Take leadership role in facilitating the implementation of community development and welfare programmes sponsored by the Government.
  - Take initiative for launching innovative and useful programmes.
- iii) Guiding, advising or counselling the community and other agencies on subjects, methods and materials
  - Suggest subjects, methods, materials and resources in programme planning for community leaders.
  - Provide counselling, guidance, service and materials to other libraries (i.e. those not in a branch system) engaged in adult education work.
  - Stimulate and assist libraries which are indifferent or less involved to provide one or more relevant adult education service to the community.
- iv) Collaborative training/orientation of the staff and field functionaries of library and adult continuing education agencies:
  - In development of literacy kits, primers, supplementary reading materials, books, skill development packages, etc;
  - In updating them with latest policy documents, guidelines, reports, etc related to the programmes;

- In using different teaching and training methods and techniques and in using latest technologies, film and/or other audio-visual media and materials;
  - In organising instruction in remedial, fundamental and functional literacy to all the needy and the left outs;
  - In running courses related to group leadership, discussion groups, techniques and materials for development and welfare activities; and
  - To enable them to sensitise the community on any issue related to their development and make them active, vigilant, participative and responsive individuals.
- v) Informing adults about the opportunities available through men and materials
- Maintain a central source of information about the continuing education programmes and opportunities being offered by the relevant agencies and informal groups in the community and outside.
  - Maintain an information service available to different community groups through different media and materials including films and other audio-visual resources.
  - Maintain a source of service to provide information about groups and individuals in the locality who are willing to speak to or work with any section of the community as resource people/persons on different matters.
  - Promote and publicise in the community the services and activities which the library alone provides for them and/or in cooperation with adult education and other agencies and community groups.
- vi) Performing all other possible activities to further education and training of adults
- Promotion of total literacy in the local area by way of: a) organising motivational campaigns through charts, pictures, films, radio talks, television programmes and various other social education activities to sustain the motivation and interests of adults to continue their learning, b) identifying/selecting, procuring, and supplying a range of easy-to-teach materials for organisers and easy-to-read primers, supplementary readers and other post-literacy materials for the adults at literacy centres, and c) supplying the instructors/teachers/organisers and other functionaries of the literacy campaign with books, self-training kits, guidelines related to programmes, monitoring mechanisms, reports, etc to keep them up-to-date on various matters related to them;
  - Provide recreational facilities to adults through in-house games, print, electronic and other media to attract them to the library in their leisure time.
  - Survey the reading interests of the members of the community and cultivate good reading habits and hobbies in them.
  - Organise study groups of adult readers such as literature study group, art group, social study group, music and drama group, health and hygiene

group, food and nutrition group, development and welfare group, medical groups (allopathic, homoeopathic, ayurvedic, unani, etc).

- Hold poetry symposia, panel discussions, etc with local and outside experts on interesting topics.
- Arrange for folk programmes including Kirtans and Kathas, audio-visual shows, selected radio and TV programmes
- Hold different types of competitions for different categories of adults to promote their reading, writing, speaking, educational, vocational, occupational and leisure time interests with or without prizes, certificates, etc to winners and others.
- Arrange vocational training for selected categories of adults in collaboration with relevant local and outside agencies in the field and enlist their support for strengthening library services.
- Collect or acquire reading material as gifts from and through resourceful individuals, social groups, institutions, etc.
- Undertake the task of preparing and publishing prototype material for the new reading public by commissioning the best available writers and agencies in the community to write suitable materials.

### **16.3.3 Convergence with other Departments/Agencies**

The library is required to forge viable convergence with different governmental and non-governmental agencies or departments for providing more effective, timely, interesting and useful services to adults in relation to their functional literacy, vocational skills, and opportunities for their development and welfare. For this purpose, all the functionaries of various developmental departments/programmes are required to be approached, brought together and encouraged to apprise themselves about the salient features of each other's programmes. This will enable them to ensure the reach of a range of their collaborative package of materials and services of each of their programmes to the specific categories of adults or to the entire community in easy, effective and comprehensive manner. By doing so the library will be forging an effective and meaningful convergence of their functionaries, materials and services as well as their convergence with the library. Simultaneously, these functionaries will also get sensitized and suitably oriented to impart literacy and functionality to any remaining illiterate members of their group, besides providing them with other services and benefits. Thus, their continuing education will become more attractive, meaningful and sustainable as it improves their quality of life, through self-employment, vocational and other developmental opportunities and services. In this endeavour, the support of State Resource Centres (SRCs), the Jan Shikshan Sansthan (JSSs), and all other local agencies must be enlisted appropriately for strengthening the convergence of all the departments involved in the process. It also requires a mechanism at the grassroots level to effectively monitor various types of training imparted, facilities provided and the benefits and services delivered to the adults.

Thus, the role of libraries in providing post-literacy and continuing education services assumes enormous significance in the overall context of adult education in India.

### Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) i) Explain the need for a library for promotion of post-literacy and continuing education of adults.

.....  
.....  
.....  
.....  
.....  
.....

ii) What are the three broad roles that a library can play in adult education?

.....  
.....  
.....  
.....  
.....  
.....

iii) List out six broad categories of adult education services that a library can provide.

.....  
.....  
.....  
.....  
.....  
.....

## 16.4 LIBRARY STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION

Adult population of India comprises different categories of adults, i. e. heterogeneous, requiring specific category-based library services such as given below.

a) **Service to the Farmers and other Rural folk:** An independent rural library should be established, or a branch library of a town or city central library should be established in every village and properly quipped to provide post-literacy and continuing education services to the farmers and other rural

folk. If the library services provided to them are found useful, they would not only get attracted to the library but also involve themselves in strengthening its future efforts and services.

- b) **Services to Urban Workers:** Different types of workers in different sectors in urban areas require different materials and services to suit their needs and interests. The literate, neo-literate and unlettered adult workers must be taken care of through appropriate media and materials available with the libraries.
- c) **Services to the Unemployed and Underemployed:** The services to this category should be very specific and provide for suitable learning-cum-employment opportunities more preferably in their respective localities - tribal, rural, semi-urban and urban areas - or across the areas as per their preferences.
- d) **Service to Persons with Disabilities:** The library needs to provide specialized services to meet learning and living needs and interests of adults suffering from different disabilities. In order to provide inclusive library facilities, it is required to use various audio-visual media materials, and other packages appropriate to them. Only such inclusive services could be of great interest and use to these adults.
- e) **Service to Patients:** Services to in-house patients lying in homes for long, and indoor patients suffering from chronic ailments in the nearby hospitals, should cater to their reading, listening or viewing interests through appropriate materials available in print, audio and/or video form. This will help them pass their time easily and without feeling much of their pain or boredom.
- f) **Service to Prisoners:** While library can facilitate the qualified prisoners interested in pursuing their continuing education, simultaneously their expertise can be effectively used not only to manage the working of the jail library but also to teach literacy, generate awareness and also write, store and distribute literacy materials to the needy prisoners and other adults in the jail premises.
- g) **Service to Sportsmen:** More and more sports lovers and beginning players generally take keen interest in reading literature available in the local library on sports of their liking and improve their knowledge and skills.
- h) **Services to Semi-literate, neo-literate, literate and self-learners:** Within each of the above categories there are adults who are illiterate, semi-literate, neo-literate, literate and self-learners requiring specific services.

All the above categories thus have specific post-literacy and continuing education needs and abilities and call for diversified, flexible and sustainable library strategies for their PL and CE. And it is very difficult, if not impossible, to visualise a single or uniform library strategy for promoting the same.

#### **16.4.1 Sustainable Library Strategies: Nature and Types**

From the above discussion we clearly understand that no single library strategy would alone be uniformly suitable, applicable, practicable and effective for promotion of PL and CE of different categories of adults, and more so in different States and Union Territories of India. The country needs a wide and sustainable network of libraries providing different PL and CE services. But, bringing about



such a network of libraries requires independent as well as collective efforts of the individuals, groups, institutions and the Government. It is high time that the Government took a comprehensive view of the existing libraries and post-literacy and continuing education schemes along with relevant recommendations of various commissions and committees to formulate a long-term national policy on library and information system with special emphasis on its role in promoting post-literacy and continuing education of adults. Till such time, which may be very far, it is the individual and collective responsibility of adult educators and institutions to champion the cause of rural and urban grassroots libraries for the emerging class of adults.

Further, convergence approach involving different local agencies can also facilitate easy establishment of grassroots libraries to provide co-operative and comprehensive library services to adults of a given community or area. These agencies are:

- Primary or Secondary Education Schools in villages;
- Adult and Continuing Education Centres;
- Community Centres and other public places
- Public and Private Libraries
- Primary Health Centres
- Media Centres and hawker's points
- Any other local agency working for the community.

Given below are some of the sustainable library strategies that can be appropriately considered by each State/Union Territory as well as the individual adult educators, and agencies/ institutions to provide for adequate and optimal library facilities for mass literacy, education and training.

**i) School-based Libraries, Continuing Education Centre-based Libraries and/or Specialised Rural Libraries**

There are 5,78,862 inhabited villages in the country. Out of these, 3,95,654 villages have a primary school in each of them (Sachdeva, 1999, p.38 ). If prompt action is taken to establish a library in each of these primary schools, in the shortest time there can be as many rural school libraries. Similarly, if a new school is established along with a library in each of the remaining inhabited villages also, there can be as many rural school libraries as the total number of inhabited villages. These school libraries if oriented properly can effectively provide library and reading room facilities to the entire village community. Simply coordinated efforts of Sarva Shiksha Abhiyaan and NLM at all levels can effectively turn these school libraries into community libraries.

The second priority, and as an additional facility to supplement and complement the above, should be to convert at least one existing Continuing Education Centre into a Jan Pusthakalaya in each village. The long pending felt need of institutionalising post-literacy and continuing education can be met by way of establishing Continuing Education Centres with library facility or gradually converting CECs into Jan Pusthakalayas or specialised rural libraries with appropriate staff and state funding on permanent basis.

**ii) Progressive Conversion of Each Adult Literacy/Education Centre into a Grassroots Library**

At least one of adult literacy/education centres started in a village for promoting literacy should be converted into a post-literacy centre then to continuing education centre with a library facility there itself. Thus, instead of looking for library to support it from a place elsewhere, a library-cum-continuing education centre can be established by progressively converting an adult literacy/education centre itself. In other words, it is wise and economical to continue an adult literacy/education centre (after the literacy phase) as post-literacy centre, later convert it into a continuing education centre and then to a library or Community Education/Training Centre-cum-Library. Had such an effort been made in India since the First Five Year Plan, by now lakhs of such centres with adequate library facilities would have come into existence, silencing all voices now demanding post-literacy and continuing education centres, with a library and reading room facility, amongst other things. It is, however, not known why there were lacklustre efforts by the Government in this direction. Perhaps, one reason could be lack of systematic and progressive plans, policies and their implementation caused by inconsistent and confusing visions on the part of the changing Governments, the bureaucrats and the policy makers of different times.

**iii) Gradual Conversion of a corner of Library or Community Centre into Literacy, Post-literacy and Continuing Education Centre.**

It is of course expensive to establish new libraries exclusively for adult education purpose, that too, outside the implementation machinery/structure of the programme. Therefore, an adult literacy centre can be started in a corner of an existing library, if it is big, the entire local library, if it is small, and then the same can be converted into post-literacy and continuing education centre for adults. It would thus help in concerting, a corner of the library into a centre or converting the library itself into a centre to meet the progressive and long-term interests of literacy, post-literacy and continuing education of the entire community around it. This would also familiarise adults with the library system since the day one of their literacy learning and also generate interest in them to use the library when they become neo-literates and also grow into independent readers.

In the absence of a library, an adult literacy centre can be started in a corner of community centre and later the same could be converted into a Continuing Education centre with library and reading room facility, amongst others.

**iv) Using selected Libraries as Nodal Libraries-cum-Continuing Education Centres for Adults**

At the grassroots level a group of small libraries can collaborate and identify one of them as a Nodal Library-cum-Continuing Education Centre for education, vocational training, cultural and other activities such as for holding meetings and talks, screening films or viewing specialised television programmes, organising book exhibitions, and displaying charts, publicity materials, etc for the community. For this purpose, it is essential that the identified centre/library is provided with a small auditorium having suitable equipment and other facilities. Such a centre, properly utilised with collaborative efforts on the part of the library staff and adult education

workers, will enable the emerging adult learners break their social, economic, psychological and mental barriers and generate congenial environment to visit the library for finding good opportunities to meet their supposedly superior adults of the community, amongst others. Also, it will provide ample opportunities for promoting their interaction, mutual understanding, harmonious living and environment, and participation in diverse activities to make their life more attractive and interesting.

**v) Re-organising and Extending the Existing Libraries in Cities**

The well established public and private libraries are required to take suitable initiative for re-organising and extending their roles and areas of service to the learners emerging from adult and other non-formal education centres. These libraries should become the centres of active learning. It may require a comprehensive approach calling for suitable changes in the central library, its zonal libraries, branch/sub-branches, community libraries, braille libraries, mobile service points or mobile deposit stations, resettlement colony libraries, reading rooms, hospital libraries, jail libraries, etc wherever they exist.

In this regard, the lessons from success stories of Delhi Public Library must be a guiding force for the well established public or private libraries, i. e. in revamping or re-organising their roles and services for their long-standing contribution towards a learning society. They can do it in the following broad ways.

- a) Establishing a special cell in the central library to look after post-literacy and continuing education services of the emerging class of learners,
- b) Establishing specialised branch libraries for a specific category or categories of adults in different areas, and
- c) Converting some of their branch libraries into a nodal libraries-cum-continuing education centres.

**vi) Single Window Information Centre or Multiple Service Centre**

Post-literacy and continuing education centres with their library facilities should facilitate integrated education, training and other services for the entire community of adults by providing comprehensive as well as inclusive services to all categories of adults, including those suffering from different disabilities. All the governmental and non-governmental agencies engaged in mass education, training and/or development activities need to pool their resources and co-operate and coordinate with each other for achieving their common and mutual objectives and goals. If they choose or establish one common place/centre from where they all can simultaneously render their collective services that would pave the way for not only promoting comprehensive continuing education and training to the entire community, but also realising their collective/common objectives and goals. For this purpose these agencies with the help of the community can acquire an existing building, or acquire sufficient space and construct a room or a building for such a centre by collectively contributing their human, material, financial and other resources. Such a place, properly equipped, can effectively act as a single window information centre or multiple service centre attracting the entire community with an urge and as a habit for reading, meeting, interaction, information sharing, education, training, and availing/promoting

opportunities for development. This will also promote mutual efficiency of different agencies in providing better services.

In the days of economic hardship and resource constraints such co-operative efforts for sharing of information and responsibilities among different agencies to provide single window educational, developmental and welfare services/facilities would be the most welcome endeavour in continuing education of adults.

#### **vii) Adults' Home Libraries in Villages and Towns**

Some individuals in towns and even in villages maintain their own collection of interesting and useful materials. They may keep stock of good books, magazines including cine manazines, novels, newspapers including collection of important cuttings from them, copies of popular mass periodicals like Chandamama, Balamitra, Bommarillu and so on containing stories, morals, poems, folk songs, etc for youth and adults, among others. Some may keep books on medicines, health, nutrition, hygiene, history, freedom movement, national leaders, mythology, popular local leaders, literary personalities, artists, etc. These sources need to be tapped properly. It is essential to identify all such sources and use them for the benefit of the community. This calls for proper initiatives providing for some incentives and facilities to the owners of these home collections/libraries to enable them to provide their potential services to the people around them for promoting their literacy skills, reading habits, continuing education and training. Appropriate mechanism for paying suitable compensation to such owners with a view to convert a corner of their homes into small reading rooms for the adults around their houses should be explored.

Alternatively an effort can be made to gradually convert the house of each learner into a meaningful library with increasing delivery of useful, standard booklets and other materials to him/her at his/her house by post or other means. An effective beginning in this direction could be to give a free kit of materials to the new literates before they leave the literacy classes or post-literacy centres. Similarly, the young school dropouts when they quit the school can be provided with suitable material at subsidised prices. The National Book Trust should undertake publication of cheap and useful material on continuous basis in cooperation and co-ordination with the adult/mass education resource centres in different States and distribute them through their established structures or field functionaries.

#### **viii) Mobile Libraries for Reaching the Workers at their Work places**

For various reasons often the working class of adults may not find time or are not in a position to visit a local library or a special cell available for them in a city public library. Particularly, it happens with the workers having rigid/tight work and commuting schedules. In such a case, adult education functionaries in co-operation with those of local libraries, volunteers and co-workers and the interested neo-literate adults should take appropriate steps to deliver need-based reading materials, information bulletins, books and other relevant materials at their door steps or at their work places or any convenient commuting point depending upon their timing, reading habits, interests and abilities.

Wherever library service has not reached the rural areas, circulating library service should be organised by the District, Tehsil, Sub-Divisional, Taluka and/or Mandal level library as the case may be. The mobile or circulating library service that is best suited to local circumstances needs to be considered. Some ways of doing it are:

- a) A library may develop book delivery stations or book deposit centres in surrounding villages or localities, youth clubs/centres, primary schools, work places, etc, and books, other materials and information may be circulated from one delivery station to another in batches;
- b) Door to door service may be organised for persons with disabilities through volunteers and social service workers. Involving the neo-literates by grouping them into a few service-interest groups to use their leisure time for providing useful materials and service to the community will have more participatory effect on them.
- c) A bell-bicycle or bell-rickshaw service centres according to a scheduled programme can be organised in rural areas. In urban and semi-urban areas, if resources permit, a two-wheeler such as a scooter or motor cycle or three-wheeler or a mobile van could be arranged to provide mobile services.

In addition or alternatively, the services of the hawkers can be effectively utilised for distributing simple booklets, pamphlets, etc. by tying up with them. Thus, reaching the unreached, the needy neo-literates, literates and other emerging class of learners should be the aim of all libraries working for promotion of post-literacy and continuing education.

All the above library strategies, collectively and independently, can play a significant role in promoting not only post-literacy and continuing education but also in training the entire community and fostering a sustainable learning society.

**Check Your Progress**

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

2) List out a few library strategies that can be useful in promoting library services in PL and CE.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 16.5 NEED AND SIGNIFICANCE OF NETWORKING FOR KNOWLEDGE AND INFORMATION MANAGEMENT

A society that has access to and consumes most of the available knowledge and information is no doubt an advanced and powerful society, and the one that has least access to and consumes it least is a backward and weak society. This also holds equally good for any individual, group, class, section, etc within a particular society or country. There has been a clear cut power difference between individuals, societies or countries possessing knowledge and information and those without it or dominated by ignorance. The knowledge and information acquisition by them largely depends upon the network they have for the purpose. The higher the potential of such a network for sharing knowledge and information, the faster is the utilisation for advancement and spread of power among those involved in the network. The availability of lucrative jobs for the potential knowledge workers and lack of the same for other sections of society within a country or across the globe are classic examples in this regard. This is all due to their knowledge and information networks they have established as inevitable and potential means for their survival and growth. Similarly, take the case of the two World Wars - the players involved, the losers and gainers, and faster re-emergence of the worst affected in these wars. These are all the results of their knowledge and information management through their own networks. Of late, we are witnessing advanced countries, their groups or even individuals, who are managing (manipulating) knowledge and information either for destruction of part of the world for their vested interest or for construction (including reconstruction) of same or other parts of the world. As an example, very recently, we have seen the confrontation between the countries involved in the Gulf war (i. e. the War between the United States and Iraq), or the U.S. attack on Afghanistan. The same holds good for any group or outfit possessing scientific and technological knowledge and information and fighting against another group or country without it. We can recall the successful terrorists' attacks such as of Bin Laden on the U.S. and his survival later, or effective resistance (and attacks) of LTTE against (the attacks of) Sri Lankan forces, etc. All these are just a few examples of the individuals, groups or countries empowered with knowledge and information and (mis)using it for their survival and furtherance of their interests and development.

The library, as an agency of adult continuing education, has great potential in furtherance of networks for management of knowledge and information. It can pave the way for knowledge and information revolution and turn the society into a learning and developing society in a true sense. It should be the endeavour of adult educators to foster such a learning society (societies), through various knowledge and information management networks. These networks must facilitate easy and effective dissemination of ever growing knowledge and information to all the potential/intended users or beneficiaries. The successes and failures of the Green Revolution, White Revolution, Blue Revolution, Yellow Revolution, or any kind of Missions such as Literacy Mission, Technology Mission, Health Mission, Drinking Water Mission, etc could also be attributed to the potential of the relevant networks that could be created and utilised for the purpose. These networks make knowledge functional and information useful to the society. A wide network of libraries and other centres can enhance adults'

access to knowledge and information and make their post-literacy and continuing education a dream realised in India. Therefore, such a network of libraries fostering local/community culture intermingling with the state, regional, national and international cultures of the increasingly globalising world would pave a way for a meaningful, unified, cohesive and strong nations and the world diminishing its dividing tendencies. We will discuss in more detail the knowledge management and information dissemination and networking in adult education in the next Course, i. e. MAE-003.

**Check Your Progress**

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

3) Explain the need for networking for knowledge and information management.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

---

**16.6 LET US SUM UP**

In this Unit we have discussed the inter-relationship between libraries and adult continuing education and the need, significance and role of libraries in promoting post-literacy and continuing education facilities of adults. We have also discussed different types of library strategies required for providing diversified post-literacy and continuing education services to adults. Towards the end we have highlighted the need and significance of networking for knowledge and information management vis-a-vis fostering a learning and developing society in its true spirit.

---

**16.7 ANSWERS TO CHECK YOUR PROGRESS**

1) i) Literacy is the key that helps in opening diverse doors to knowledge and information. One place where the knowledge and information is certainly made available is the library. All the efforts put in making the adults literate through literacy campaigns would go waste in the absence of post-literacy facilities. If the literate or semi-literate adults relapse into illiteracy it is like returning back to square one and the national and individual efforts, resources and time spent would be a waste. Libraries can play a significant role in

preventing such a situation. Similarly, continuing education will provide the literate, neo-literate, semi-literate, and the unlettered adult learners adequate facilities for their literacy learning, education and training for effective living and working, contributing to their development and welfare.

- ii) There are three distinct roles that a library can play in adult education. Firstly, as a supplementary aid to other agencies involved in adult education. Secondly, as an independent agency of adult education. Thirdly, as a stimulating and motivating force taking a leadership role in adult education.
  - iii) A library can provide diverse categories of services for promotion of adult education. Six general categories of services that a library can provide for adult education are:
    - Supplying books, films, tapes and other learning materials and recordings;
    - Planning the educational activities;
    - Advising the community on subjects, methods, materials, etc;
    - Training the functionaries of library and adult education institutions in skills and techniques necessary for promoting adult and continuing education;
    - Informing about the opportunities available through men and materials; and
    - Organising all possible activities to further adult education.
- 2) A few sustainable strategies that are useful to promote library services in PL and CE are:
- a) School-based Libraries, Continuing Education Centre-based Libraries and/or Specialised Rural Libraries;
  - b) Progressive Conversion of Each Adult Literacy/Education Centre into a Grassroots Library;
  - c) Gradual Conversion of a corner of a Library or of a Community Centre into Literacy, Post-literacy and Continuing Education Centre;
  - d) Using selected Libraries as Nodal Continuing Education Centres;
  - e) Re-organising and Extending the Existing libraries in Cities;
  - f) Adults' Home Libraries in Villages and Towns; and
  - g) Mobile Libraries for Reaching the Workers at their Work places.
- 3) Without an effort the required knowledge and information will not be available to any individual, society or a State. A society that consumes most of the available and useful knowledge and information is clearly an advanced and powerful society, and the one that consumes least of it is certainly a backward and weak society. This holds equally good for any individual, group, class, section, etc within a particular society. One may come across innumerable situations where clear cut differences exist between individuals, societies or countries possessing knowledge and information and those without it or dominated by ignorance. This is all due to the networks of knowledge and information that they have established for their advantage. The higher the potential of a network they have for sharing knowledge and information the faster will be their advancement and spread of their power vis-a-vis those involved in the network.



---

## 16.8 REFERENCES

---

Barua, B. P. 1996. "Role of Public Libraries in Promotion of Post-literacy and Continuing Education" in V. Venkatappaiah (ed). *Literacy Campaign and Libraries*. New Delhi: Ess Ess Publications, pp.43-53.

Government of India. 1978. *National Adult Education Programme: An Outline*. New Delhi: Ministry of Education and Social Welfare.

Government of India. 1986a. *National Policy of Education*. New Delhi: Ministry of Human Resource Development.

Government of India. 1986b. *National Policy of Education: Programme of Action*. New Delhi: Ministry of Human Resource Development.

Government of India. 1988. *National Literacy Mission*. New Delhi: Ministry of Human Resource Development,

[http://www.nlm.nic.in/revamped\\_programme\\_for\\_impacting.html](http://www.nlm.nic.in/revamped_programme_for_impacting.html).. (Retrieved on 5th November, 2008).

[http://www.planningcommission.nic.in/...](http://www.planningcommission.nic.in/)

<http://www1.worldbank.org/education/adultoutreach/policy.teachings.asp>. (Retrieved on 22<sup>nd</sup> October, 2008).

Joshi, N. N. 1996. "Role of Libraries in Adult Education in Rural and Tribal Areas" in V. Venkatappaiah (ed). op. cit., pp.62-70.

Kalia, D. R. 1996. "The Role of Delhi Public Library in Adult Education: A Recapitulation" in V. Venkatappaiah (ed). op. cit., pp.81-88.

Kaula, P. N. 1996. "Adult Education and Libraries" in V. Venkatappaiah (ed). op. cit., pp.1-21.

*Report of the Expert Group on Evaluation of Literacy Campaign in India. 1994. Evaluation of Literacy Campaign in India*. New Delhi: National Literacy Mission.

*Report of the National Board of Adult Education's Committee on Post-literacy and Follow-up Programme. 1979*. New Delhi: Ministry of Education and Social Welfare, Government of India.

*Report of the National Development Council Committee on Literacy. 1993. Promotion of Literacy*. New Delhi: Planning Commission.

UGC. 1987. *Report of the Review Committee: University System and Extension as the Third Dimension*. New Delhi: UGC.

*Report of the Review Committee on the National Adult Education Programme. 1980*. New Delhi: Ministry of Education and Culture, Government of India.

Report of the UGC Working Group on Point No.16 of the 20 Point Programme of the Government of India. *Adult Education and Extension through Universities and Colleges*. 1983. New Delhi: University Grants Commission.

Sachdeva, J. L. 1996. "Libraries and Adult Education: An Historical Perspective" in V. Venkatappaiah (ed). op. cit., pp.34-38.

Shah, S. Y. 1999. *An Encyclopedia of Indian Adult Education*. New Delhi, National Literacy Mission, Directorate of Adult Education, Ministry of Human Resource Development, Government of India.

UNESCO Institute for Education. 1984. Quoted in <http://springerlink.com/content/p2512022637751qh/> (Retrieved on 12th November, 2008).

Venkatappaiah, V. (1996). "Jana Shikshan Nilayams – Under Public Library System" in V. Venkatappaiah (ed). op. cit., pp.117-125.

**NOTES**