CHAPTER III

REVIEW OF RELATED LITERATURE AND STUDIES

1. Public Libraries
2. Agencies involved in Adult Education
3. Libraries and Non-Formal Education
4. Kerala Grandhasala Sangham
5. Conclusion
This chapter reviews the literature and studies related to the present study. Review of related literature is of vital importance in any research study to collect up-to-date information about what has been thought and done in the particular areas selected for the study. It avoids the unnecessary duplication and also provide comparative data on the basis of which evaluation and interpretation of ones’ own data becomes possible.

The following aspects are mainly focused for review of the related literature and studies.

1. Objectives and functions of the public libraries.
2. Agencies involved in Non Formal Education.
3. Role of public libraries in Non Formal Education.
4. Studies on Kerala Grandhasala Sangham.

The literature reviewed include UNESCO/IFLA guideline, for public libraries, UNESCO public libraries Manifesto, ALA Standards on Public Libraries, Report of Public Library Research Group and Library Association of London, Literature regarding public libraries by S.R. Ranganadhan and other scholars in the field. The studies pertained to the role of Public Library system in different levels international, national, and local, in the field of Adult education and continuing education. Studies regarding the KGS/ Public Library Movement of Kerala were also reviewed.

1. Public Libraries
1.1 UNESCO Public Library Manifesto.¹

UNESCO brought out a Public Library Manifesto in 1949. It is the most remarkable
and elaborate statement of purpose of public libraries found in the UNESCO’s Public Library Manifesto which is revised in 1972 and 1994 International Federation of Library Association (IFLA). The manifesto proclaims UNESCO’s belief in the Public Library as a living force for education, culture and information and as an agent for fostering of peace and understanding between people and between nation.

The following key mission which relate to information, literacy, education and culture should be at the core of Public Library services.

- Creating and strengthening reading habits in children from an early age;
- Supporting both individual and self conducted education as well as formal education at all levels;
- Providing opportunities for personal, creative development;
- Stimulating the imagination and creativity of children and young people;
- Promoting awareness of cultural heritage, appreciation of arts, scientific achievements and innovation;
- Providing access to cultural expressions of all performing arts;
- Fostering inter-cultural dialogue and favouring cultural diversity;
- Supporting oral tradition;
- Ensuring access for citizens to all sort of community information;
- Providing adequate information services to local enterprises, associations and interest groups;
- Facilitating the development of information and computer literacy and
- Supporting and participating literacy activities and programmes for all age groups initiating such activities if necessary.

1.2 In UK the Public Library Research group of London and Library association of U.K set out in 1971, outlines the following objectives for Public Library services in that country, under the headings of education, information, culture and leisure.
Education - To foster and provide means for self development of the individual group at whatever stage of education, closing the gap between the individual and recorded knowledge.

Information- To bring to the individual or group accurate information quickly and in depth, particularly on topics of current concern.

Culture - To be one of the principal centres of cultural life and promote a keen participation, enjoyment and appreciation of all arts.

Leisure- To play a part of encouraging the positive use of leisure and providing materials for change and relaxation.

1.3 American Library Association (ALA) has been giving considerable impetus and directions to the development of educational services to adults through public libraries. Its commissions on the libraries and adult education (1923-36) and the ALA Board of the Libraries and Adult Education (1926-37) have played a vital role in this directions. The standards framed by the American Library Association for public libraries clearly highlight the aims and objectives of public libraries today. According to it the objectives of public libraries are:3

- To assist people to contribute to the growth of knowledge, to make such use of knowledge as will promote personal and social well-being;
- To develop their creative and spiritual capabilities, to make them more capable in their daily occupations, to discharge political and social obligations;
- To enable them to become better members of home and community, to keep pace with progress in all fields of knowledge.

1.4 UNESCO organized various seminars to discuss problems and find solutions for the implementation of their manifesto. The first one in India held in Delhi
1955 at the invitation of India Government. The following conclusions were drawn at the seminar on Public Library’s value in social development and cultural development of citizen.\textsuperscript{4}

“The public libraries are not primarily institutions for scholars and students or an instrument for formal education. There should be an independent service for use according to the individual needs of the citizen. It can give special assistance in the advancement of technical knowledge and skills by distribution of literature at two levels, advanced and elementary.” Five years later, on a regional seminar on South Asian Libraries, again held in Delhi, it was reported that important social and adult education projects had been launched in Asia and that public libraries were being used as social education centres. The need for clear co-operation with adult education groups was also stressed.

1.5 S.R. Ranganathan in his Library Manual outlines the following objectives of Public Libraries as a social institution.\textsuperscript{5}

- It should help the life-long self-education of one and all;
- It should furnish up-to-date facts and information to one and all;
- It should distribute is an unbiased and balanced way, all shades of recorded views and thoughts to one and all, as a help in the discharge of their political functions in respect of local, national and international affairs;
- It should contribute to productivity drive by informing top managements of the latest trends in diverse enterprises, by ploughing back into the minds of researchers, designers, and the technicians, every piece of relevant new thought promptly and pin-pointedly;
- It should provide to one and all a harmless and elevating use of leisure;
* It should preserve the literary remains of humanity for posterity, as vehicles of culture and as source materials for antiquarian research, and

• It should work for the continued social-well-being as the agency in charge of all socialised recorded thought.

Thus S.R. Ranganathan emphasises on educational, informational, political, economical, industrial, cultural and antiquarian functions of public libraries.

1.6 His paper the Rural Library of the West (1969) aims at providing literature which will increase the value of School Education. “It enables the children who leave school at an early age to continue their education while earning their living. It provides for the education of the adults, who have lacked or failed to utilise early opportunity. It supplied books for the instruction of all those whose work requires technical knowledge a(l persons on whom depends the industrial and agricultural progress of the community. It exploits the leisure hours of the village folk and cures their ignorance by giving a tonic of a suitable but pleasant mixture of amusement and instruction.”

1.7 R.K. Dasgupta (1965) in his work “Users and Library Information Services” points out the following, for the promotion of library usage by public.

1. By providing general and particular nature of information by means of documentation and bibliographic work.

2. By translating the articles, documents, reports essays and prospectuses from important languages.

3. By selecting and preparing reproduced documents from the texts most needed by users.

4. By keeping up to date reference sources and catalogue.
5. By diffusing said publications among all those concerned, a better knowledge of methods and technical means, to promote scientific research all over the world.

6. By stimulating the developments and improvements of the particular special library, keeping view with the procedures, methods and activities adopted by other libraries of advanced countries in transmission of information service.

1.8 K. Sarada (1986), in her work “Rural Library Services in India” focuses following aspects.  

The library is largely connected with the socio-economic and cultural setting of the village community.

The library is substantially used by about 10 or 15 percent of the people primarily for entertainment or light reading for recreation.

The library is not emerging as a vital instrument of socio-economic change.

The forms of library service, collection and lending of printed materials is not harmonious with the basic features of the village community like illiteracy, manual labour, social deprivation and inequality etc.

The traditional passive model of library profession which serves the literate and motivated persons, is not effective in the village.

Illiterate people are interested in securing information relevant to their occupational and daily life problems. They will use the library if the library services are directed to solve their information needs and problems.

The library system has to be radically altered in order to make it a useful agency and an integral part of the community.
1.9 Rochana Srivastava and R.K. Srivastava (2002) in their article “Building Library Adult Education programme” had given the following services of public libraries.⁹

There are a wide variety of services, which libraries can provide for adults. Some of them are

- Providing materials by selecting materials appropriate to the needs and interest of adults.
- Stimulation of use and interpretation of materials.
- Individual guidance and advisory service.
- Services to community agencies and organisations.
  - Personal assistance.
  - Services to special groups like programmes for the aged, the blind, illiterates, functionally illiterates etc.
- Small group programmes to stimulate the further use of library materials.
- Special programmes like film festivals, musical concerns, target group meetings on special topics.

2. Agencies involved in Adult Education Programme

2.1 Regarding the agencies, Houle (1958), identifies four types of adult education agencies.¹⁰

- Agencies developed primarily for the education of adults, such as university and agricultural extension and corresponding schools.

- Agencies developed for the education of children and youth, such as public schools, which out of a sense of the programmes of adult education; this includes parent teacher association and colleges.
Institutions developed to the whole community in specific ways which have expanded their original programmes to include adult education, such as libraries, museums and social settlements.

Agencies and institutions founded for non-educational purpose that have undertaken adult education in order to strengthen their major programmes and to do their job better. Among these are labour unions, churches, co-operations, business organisations and the agencies of health welfare and recreation.

2.2 B. Remadevi (1989) conducted a study on “a Comparative study of the organisation and conduct of various agencies involved in the adult education programmes in Kerala”. After studying the various aspects of Adult Education Centres gave the following suggestions.11

Monitoring of programme was neither effective nor adequate. This was mainly due to the lack of machinery and proper training. The performance were required to be revised.

In the case of University Programme, all the instructors were chosen from the respective areas only. This was because an Area Development Approach being practised by the Universities.

The University had its own Printers, Handbooks, Work-book, Register, neo-literate books etc. prepared through workshops and field tested.

The University level programme included 23.3 percent beneficiaries from Scheduled castes, 5.4 percent from Scheduled Tribes and the remaining 71.3 percent from the other sections of the community.

5. Jana Shikshan Nilayam had been established by the University and colleges as per the UGC sanction. Library and reading room facilities are attached to the
JSNs. Recreational facilities are also provided. Though initially planned as post literacy follow-up centres, the JSNs are now catering to the entire community in the locality as community centres.

2.3 V.B. Padmanabhan (1989), in his study ‘A study of the Non-formal Education Centre for farm labourers’, the major objectives of the study were:

The organisation of Adult education agencies concern clarity of values, purposes and commitment as well as more obvious matters of management, staffing, resources and methods, and include questions about their relationships with other agencies.

Post-literacy education for neo-literates should be related to everyday life situations, considering their needs and interest, which would guarantee them the retention of literacy skills and the development of other types of abilities.

National and local adult education association should associate themselves with efforts of Government to meet immediate basic needs of the people, attempting to ensure that such programmes reach those for whom they are intended and are not sub-verted to the benefits of middlemen.

Regional and National Organisations of Adult education should make co-ordination efforts inorder to serve the programme adequately.

Interferences of political parties in the selection of functionaries should be avoided.

Individual and small voluntary organisations have to be set up at local level.

2.4 Sivadasan Pillai (1990) conducted a study on the evaluation of Adult Education Programmes in Kerala University. The major findings are about the programmes of universities of Kerala are:

* To identify the major activities of the Laubach Literacy Trust.

* To study the organisational aspects of the Laubach Literacy Trust.
• To study the special techniques of Laubach method of teaching.

• To find out the special role played by teachers (instructors) of Laubach Literacy Trust in imparting adult education programme.

Questionnaire and interview (unstructured) were the major tools. The major findings were.

• The trust gives preferences to socially and economically weaker sections.

• One of the major activities of Laubach Literacy Trust is adult education.

• All the adult education teachers are from the local community having aptitude for social work.

• The programme helps to eradicate illiteracy from their area of work.

2.5 X. Mohan (1990) conducted study on "Non-formal Education Programmes of Laubach Literacy Trust Karithkapally", the major objectives were:

• To study the organisation and conduct of the Non-Formal Education Center.

• To identify the intervening problems in the functioning of the center.

• To suggest measures for improving the functioning of the center.

The major findings of the study were:

• The learners could not attend the center when they went home for lunch.

• Lack of sufficient number of NSS volunteers to handle the classes.

• Poor eye sight of learners.

• Lack of time on the part of the members of the literacy brigade to handle classes at the center.

2.6 D. Kalamony in her study (1991) "A Study of Adult Education Programme Organised by KANFED in Vakkom Panchayat".
The findings of the study were:

- Sixty percent revealed their motive to join the adult education centre was to acquire the ability to read and write.

- All the instructors got three months training from the sponsoring agency (KANFED)
  - Eight percent of the instructors had membership in Mahila Samajam. Majority of the members were interested to conduct culture and social organisation.
  - Seventy percent of the instructors were willing to share the knowledge with others.

3. Libraries and Non-Formal Education

In the 28th, 31st and 39th All India conferences of Indian Library Association held in Lucknow- 1982, Baroda- 1985 and Bangalore-1994 respectively had discussed the different aspects of the topic “Public libraries and NFE, in the various papers presented at the seminars. In the 28th conference the seminar was on Public libraries in Developing Society. Some of the papers which give emphasis on the role of public libraries were reviewed here.

3.1 WajiH Ahamad Alvi(1982) in his paper Public Libraries and Adult Education, presented in the seminar, emphasised on the steps to be taken by the public libraries for successful adult education programme. According to him, “in order to plan, design and implement adult education programmes in a successful manner, the public libraries must have a sound conception of adult education, understanding of the structure and composition of the community, knowledge of social problems and skill and imagination in planning and directing programmes of adult education. For this purpose the following steps are considered useful.16

- Determination of adult education needs through surveys and from other statistical sources available in the locality;
Analysis of these needs to determine which of them the library may and can meet;

Determination of services required to meet these needs;

- Publicise and popularise these services;
- Regular evaluation of these services to ascertain their usefulness and find out ways and means for their improvement.

Developing countries have their own problems which prevent them from blindly following the practices. The most notable problems of these, identified by him are:

- Poor image of public libraries;
- Lack of professional training;
- Lack of resources in men, money and materials;
- Lack of proper accommodation; and
- Lack of proper management.

He concludes with the hope that the public libraries in India can gear-up their services and participate actively in adult education programmes to help the country to get rid of the curse of illiteracy and ignorance.

3.2 K.K. Kamal (1982) in his paper Adult Education and role of Public Libraries emphasise the function of public libraries in communication with the public. He says library is an indispensable agency for adult education. The process of communication is generally through the following media, which constitute a modern Public Library - printed page, radio, motion pictures and television. Library’s functions are many, but the following services, which have a bearing an adult education are noteworthy:

- Indirect guidance services;
• Advisory services to individuals;
® Services to organisations and groups;
® Library-sponsored group programmes; and
® Community advisory services

He concludes that “it is high time for the public libraries to prove that they are real sources of knowledge to neo-literates and that is possible only when felt and acted upon. The call has come-'arise, awake and stop not, till the goal is reached.' We have to realise now that to make adults literate is of prime importance but to make the neo-literates maintain literacy is of higher importance since there is every likelihood that the neo-literates will fall back to illiteracy in course of time. Let our public libraries shoulder this responsibility of keeping the lights of learning on for each and every member of the society.”

3.3 C.B. Limaye(1982) in his paper Public Libraries and Adult Education highlighted the “Out reach the People” approach for public libraries. By its definition ‘outreach’ concept is flexible, as it involves the direction of specifically planned services to a particular group of users. Librarian should sell the idea of books first, explaining their relevance to people by reaching out the people for some reason or the other never come to the library. Only secondly he is selling the idea of the library, as a possible place to go for a variety of activities.

The mobile service in Britain has proved to be more successful in attracting the readers than was the service operated from the existing branch libraries. In America, too, the availability of public revenues prompted variety of Public Library programmes under the heads: (i) outreach, (ii) library service to the disadvantages. These programmes enabled the librarians to participate in the
national efforts to eliminate the cause of poverty and ignorance and to bring the underprivileged and poor at the stage where they can use the library resources for self development. Public libraries in America moved actively to take materials and programmes to the people who were not accustomed to going to the libraries. It became the most economically effective educational institution. A survey was carried out by a USSR team of economists headed by S. Strumilin. It revealed that more than a quarter of the annual increase in Soviet national income was the direct result of the rising cultural and educational level of the people employed in the productive sphere. This indicates the need for the rational use of leisure, which Marx called the yardstick of social wealth. Most of the Russians normally devote their leisure time to study.


The relevance of the library and its expanded services can be reviewed in fulfilling the aims and programme of the NAEP. When we accept the view point philosophically experience being ‘Education’ then the adult education institutions are all libraries. This would logically accept the best agencies for development of adult education among all. So if can be accepted that library must take the lead in stimulating and helping to shape the desire to learn on the part of the people its community. The Public Library can be made focal point in the adult education movement involving wide-spread literacy, free library service, an abiding love for books and reading.

The paramount importance in all developing countries of the “life long learning for survival” and so the library service should be accepted.

3.5 Lyman and Lyman (1984) in their article “Libraries and literacy education: looking forward” briefly reviews the contribution made by librarians to adult literacy
education which has resulted in a renewed and stronger focus on the problem of illiteracy. They also examine the library’s unique role in being able to support, supplement, provide and extend continuing adult learning opportunities. They also suggest the need for librarians to gain qualifications for such responsibilities.

An integrated plan for library development should be prepared as part of programmes for social and economic development and should be included in the national plan.

- A survey of services currently offered by different types of libraries should be undertaken before the formulation of a national plan on library development. A certain percentage of the budget for education should be spent on libraries.

Library legislation should be enforced in each state to facilitate the development of libraries and assure adequate financing by local, regional and state authorities.

- Programmes promoting literacy and cultural activities should form an integral part of library services.

- Mobile libraries should be established and effective delivery of books be ensured. It will be worth while to integrate village libraries with village panchayats. Village officials should be involved in the functioning of rural libraries.

- The unemployed or underemployed youth, who after proper orientation training, may take up the programme of running libraries as a continuing education centre on more or less full-time basis, and they could also take up the responsibility for organisation of non-formal education centres for pre-school children or for 6-14 group.

The development of book-shops should go hand in hand with that of libraries.

- Teaching methods should be reviewed to increase the emphasis on reading assignments, seminars and tutorial classes, since the widely employed lecture methods does not demand enough individual reading on the part of student.
• One of the major deficiencies being faced by government as well as voluntary agencies is the absence of professional cadres who can look after libraries and continuing education programmes in rural area. Existing facilities for preparation of such personnel are extremely limited and there is a need for their expansion.

• In India, not much work has been done in the areas of rural libraries’ development, post literacy activities, creation of a learning society, production and distribution of books for new readers, modes of reaching new readers, visual communication, reading interests survey, documentation services etc. hence, there are urgent research needs that must be taken up on priority basis.

• Libraries can provide a wide variety of services for adults depending upon the goal to be achieved and the extend of staff, skill, time and library resources available.

3.6 Virendra Tripathi(1985) in the paper Adult Education and Public Libraries gave some meaningful suggestions for strengthening of the library movement in India in the context of creating a new learning society.21

3.7 Coleman (1986) in his article “ALA’s role in adult and literacy education” briefly reviews the involvement of the American Library Association (ALA) in adult and literacy education from the 1920s to the 1980s. He states that ALA has demonstrated an evolution of interest in the library’s role in adult education projects.22

3.8 Gautam (1994), in his article “The role of a modern Public Library” discusses how a modern Public Library, using the latest technology, can play a useful role in society by promoting adult and continuing education and serving as a cultural and information center for the community with particular reference to conditions in India.23
3.9 Burgess and Morrison (1997), in their ongoing research study titled “The role of libraries in a learning society” aims to investigate the role of library and information services in promoting lifelong learning and the objectives are (1) To demonstrate good practice in learner support in library and information services; (2) To provide evidence of the added value which libraries can provide in supporting lifelong learning; and (3) To assist the library and information community in arguing the case in supporting library involvement in lifelong learning.

3.10 Lalitha Lenin (2000) in her article, “Continuing education and libraries” states that the place of libraries in continuing education has not been duly recognized. According to her, the special characteristics of the continuing education makes the services to be provided by the libraries forming part of it complex. She also suggests that village libraries in Kerala should form the backbone of the continuing education with the academic libraries which is also playing a major role in it.

4. Kerala Grandhasala Sangham
4.1 V. Venkatappiah, who was the member of the committee to draft a Model Public Libraries Act, recalls the visit to Kerala State to study the library scenario and essential feature of Kerala Public Libraries Act 1989, in his article “Some observations on the Public Library system in Kerala State” (1999) points out some lapses in the public system of Kerala.

- The State Central Library and Kerala State Library Council are functioning independently, ie. as two separate departments on the same subject. A close coordination or workable integration of the two departments is necessary for effective functioning of the State Public Library System.
Till today there are no District Central Libraries in the State, with adequate infrastructure and serving the urban and rural public as branch libraries as developed in other southern States.

The staff members in the State Central Library and administration staff of the Kerala State Library Council only are enjoying the benefits of civil servants. The Librarian or the library workers working in 3,458 categorised libraries and 2,356 non-categorised libraries are getting an honorarium of Rs. 300 to 500 per mensum, according to the grade of the library in which the work. The KSLC may kindly consider to bring all employees to a well structured hierarchical set up in a time scale, in a phased manner, steering the staff motivated for rendering systematic and efficient service.

- Since all the affiliated libraries are managed by unqualified staff the work of classification, cataloguing, shelf arrangement, processing etc. are being done in a traditional manner. This area needs a thorough modernisation.

- All the libraries are rendering traditional services like maintaining issue section and periodical section. Reference sections are not fully developed.

- The RRRLF recognised State Central Library as a nodal agency, which has no supervisory staff, to check the utilisation of the grants distributed. It is better the work is entrusted to KSLC.

4.2 S.S. Jagnayak (1990) conducted a study on “Role of Libraries in socio, economic and educational development among rural people” in Kerala. Reading habit of the people has considerably improved.

These libraries have contributed considerably to the educational attainment of the rural mass.

The agricultural technique and production have been improved by the activities of the library.
The people were economically benefited from the resources and different programmes of the library.

The political consciousness of the people has increased through the activities of library.

Rural libraries have contributed much to the attitudinal change of the people.

4.3 A Paslithil (1992) conducted a study on “The Kerala Grandhasala Sangham and its Socio-Cultural Contributions.”

The major suggestions were

1. Library service will have to be free to each and every citizen of the State.

2. It is desirable to have an independent directorate of libraries. It can look after the entire field of the libraries in the State. It may conduct constant evaluation of library services in the State, and be in charge of the administration of the libraries.

3. There should be an All Kerala Library Advisory Committee consisting of officials, library experts, library workers and the representative of people. They should periodically meet and review the workers of the libraries of the state and recommended necessary changes in the policy matters of the library.

4. The state government should encourage the setting up of a book bureau in the state capital and from there libraries shall select and buy their books avoiding mediators.

5. An informal organisation consisting of library users may be formed in every library and they form reading circles and study groups in the library and among libraries. They will also help to carry out the message of the library consciousness among the public. They can also communicate the essentials of library morality among their friends and the users of library.
6. More facilities and encouragements may be given to libraries as centres of adult and continuing education.

4.4 S.S. Beena (1997) conducted a Study on the Role of Rural Libraries in Non Formal Education Programme in Athiyanoor Block (Trivandrum District). The study reveals that the rural libraries are cultural centres in the Athiyanoor Block. Forty percent of the libraries worked as an information centre providing very good service in the field of Adult Education. These libraries conduct programmes for target groups like women, children, farmers and teachers. She concluded that the rural libraries of Athiyanoor block are undoubtedly a multi purpose agency which serve information community recreation and education. The main problem of these libraries which she had listed were lack of proper fund, insufficient collection of book and inadequate infrastructure.29

4.5 Raman Nair (1999) in his work “People’s Library Movement’ about the Public Library Movement of Kerala, clearly pointed out the deficiencies in the Public Libraries (Grandhasala sangham) Act and the drawbacks of the democratic set up of the administration, instead of a Public Library Authority or Directorate of Public Libraries.30

By examining the library legislatures of different countries and that of other states of India, he opined that this deffects of the Act will detained the library system of Kerala from becoming an active part of the National library and Information system and also from serving the people effeciently at less cost.

Major findings includes

1. There is a necessity for evolving a library system in support of Continuing Education Programme. For the existing library facilities should be made use of.

2. Only Grama Panchyath Ward literacy mission have representation from local public library.

The suggestions includes

Proper representation from among the professional librarians in the high levels of administrative bodies is necessary for evolving guide lines for the development of a good library set up for CEP. Another suggestion is district/corporation/Municipal/Grama Panchayat literacy mission should include persons associated with library activities from their respective areas, so that they can implement the necessary guide lines received from the state level authorities. He suggested that CECs should be started as part of the existing village/panchayat/municipal libraries so that the library facilities could be made easily available to the learners of the centre. The need for effective co-ordination between KSLMA and KSLC is also suggested.

4.7 V.G. Jayalatha (2004) has conducted a study on “An Investigation into the Financing of Public Libraries under the KSLC during 1996-2004”. Her major findings regarding the finance of public libraries of Kerala are that

1. The state is spending lakhs of rupees for public libraries which in the form of inadequate grants and consequently the benefit which the people derive are not commensurate with the total amount spent by the government

2. The cess collecting bodies were not remitting the amount to be collected, regularly and in times.
3. The meagre financial sources available within the state as expanded for public library service are being dessipated among thousands of libraries.

5. Conclusion

All the statements of aims and objectives of public library discussed above assigns to it, very important roles in the fields of nation’s, education, information, political and economic development, culture and leisure. There is no other substitute to this social institution which is of such importance and which can undertake the vast and varied functions the public library is expected to undertake in the present day society the character of which is tremendous and continuous development. So an adequate system of public libraries is an absolute necessity in any country like India which is wedded to socialism and parliamentary democracy and which is aiming at marvellous development in the socio-economic, educational and cultural field. It is an admitted fact that public library service cannot be established and maintained efficiently without a properly planned and framed library legislation in the country.

It is revealed from the literature survey that the role of public libraries in the field of Adult Education and in achieving the goal of total literacy, continuing education and lifelong education is well discussed and studied by various agencies and scholars. So there is enough literature in this area. The various functions and the programmes should be implemented through public libraries in the field of community education is also well framed by international organisations like UNESCO, ALA and also by various organisations of the nation. The literature regarding the library legislation and comparative studies of different library legislatures were also found during the literature survey. The merits and demerits of Kerala Public Libraries Act and the administration of public library system had also been analysed. Thus the literature survey helped the investigator to approach the public library system of Kerala which has some uniqueness, with a good background of knowledge.
From the Literature and Studies regarding the KGS, it is revealed that the library movement in Kerala so far has been a source of pride to the people and the government of the State. There are unique and admirable aspects in the movement. At the same time there are hurdles and weakness to the system which are to be overcome before long.
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