CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

1. Analysis of Document Study
2. Analysis of Questionnaires and Interviews
CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

In this chapter the findings based on the analysis of data collected through various sources such as documents, questionnaires, interviews etc are presented. It is divided into:

Part 1  Analysis of Document study
Part 2  Analysis of questionnaires and interviews.

1 Part I Analysis of document study

The following are the main documents analysed
1. Annual reports of KGS
2. Minutes of the meeting of the Committee on Adult Education
3. Annual reports of libraries
4. Public libraries Act 1989
5. Public libraries Rule 1991
6. Amendment of Rules 2000
7. Budget of KGS for the year 2003-04
8. Directories of District Library Councils
9. Silver and golden jubilee souvenirs of KGS

In this part the following aspects regarding the Kerala State Library Council (KGS) have been presented.
1. Earlier activities of KGS
2. Organizational structure
3. Administrative system
4. Financial administration
5. Non-Formal Education activities
1.1 Earlier Activities of KGS

The major areas of the activities of KGS after the inception in 1945 are as follows:

1. Rural Library Development
2. Adult Education
3. Preparation of primers and neo literate literature/books
4. Propagation of reading habit
5. Establishing Special Libraries
6. Cultural Development of the rural people
7. Publicity and Propaganda
8. Publications

1.1.1 Rural Library Development

Initially Sangham gave emphasis in the development of rural libraries. For that, the main activities of Sangam were

1. Enroll all the existing libraries and reading rooms with the Association
2. Revive the libraries, which have become inactive or defunct.
3. Help to start new libraries wherever found necessary.
4. Enroll individual members in the Association
5. Raise a working capital
6. Publish pamphlets, and organise campaigns.
7. Organise a preliminary survey of the libraries.

The following graph shows the progress of affiliation of libraries in the earlier decades than the present decades.
1.1.2. Adult Education

In 1947 in the second meet of All Travancore Grandhasala Sangham at Kottayam a separate session was organised on Adult Education. An advisory committee for Adult Education was constituted with eminent personalities of the field. That year, night classes were started in 35 libraries of Sangham for the spread of Adult Education.

**Reading Survey:** In 1970 on the occasion of the Silver Jubilee of KGS reading surveys were conducted in different parts of the State. It was noted that the number of readers has not increased accordingly with the increase in the number of libraries. So the Sangham organised sample surveys in different parts of the State. It was revealed that even in the capital city of Trivandrum, there were certain wards having more than 80 percent illiteracy.
In this situation in 1970 KGS submitted a proposal to the Government of India to start 7,000 literacy centres in Kerala with its 3,500 libraries as the nucleus. In 1971 Central Government sanctioned a pilot project to start 20 literacy centres. Among this, 10 centers were started in Athiyannoor Block in Trivandrum district and 10 centres in Malappuram Block in the north. Both these places were backward areas of Kerala. Publicity was given to these activities by conducting literacy Jathas.

The project was completed in six months. During the next year, a new set of 20 centres was sanctioned to the Sangham. These were also organised in the same areas as in the first project. The evaluation carried out towards the end of the 10 months period showed considerable improvement in the outcomes when compared with those of the first project. Another set of 20 centres -10 exclusively for women and 10 for men - were sanctioned for the Sangham as the third project. In July 1974, 20 more centres were sanctioned for the Sangham.

*Expert Committee:* For the implementation of the functional literacy programme, the Sangham constituted an Expert Committee consisting of the following eminent persons

A. Sankara Pillai, Dean of Adult Education, Calicut University
Dr. K. Madhavankutty, Principal, Medical College, Trivandrum
Dr. N. Balakrishnan Nair, Prof. of Marine Biology, University of Kerala
K.P. George, Assistant Director of Fisheries
Dr. M. Haridas, Field Adviser, NCERT
Dr. K. Sivadasan Pillai, Department of Education, University of Kerala
R. Gopalakrishnan Nair, Farm Information Bureau
K.G. Balakrishna Pillai, Trained in Adult Literacy from Literacy House, Lucknow
Justus Lazaras, State Vocational Guidance Officer
N.V. Krishna Warrier, Director, Language Institute, Kerala
Viswanathan, Director, Mitraniketan
G.K. Ravindranath, Evaluation Officer, State Institute of Education
Chapter V

Smt. Leela Devi, Counsellor, State Institute of Education
Sri. P.T. Bhaskara Panicker, President and
Sri. P. N. Panicker, General Secretary, Kerala Grandhasala Sangham, Trivandrum

Organizing Volunteers Thousand workers were organised as volunteers in Malappuram, Trivandrum, Kottayam and Calicut. These voluntary workers of the literacy programme were directed to conduct a survey of 100 houses in his/her locality. The questionnaire and other directions for conducting survey were given by experts.

Orientation and Training Programme for the Voluntary Workers A 5-day orientation course was organised in 1972 in Malappuram and Athiyannoor Block. A Steering Committee was constituted in both the blocks for the supervision of the training. Practical classes were also organised during the course.

Curriculum Preparation A 3-day workshop on Curriculum Preparation was organised under the auspices of the Sangham in collaboration with Indian Adult Education Association in Trivandrum during March 1975.

Women Literacy Centre Separate women literacy canters were started in selected libraries where, besides literacy classes, vocational training for women is organized. Sewing machines and other learning materials were provided to these libraries by Sangham. Experts prepared special curriculum for these centres.

Neo Literate Corner. The Sangham took the responsibility of maintaining and updating the education given to the adults seriously. Neo-literate Corner in local libraries with sufficient books written in simple style on useful subjects by good and experienced authors was made available in these neo-literate collections. As an experimental measure the scheme was started in two hundred and fifty libraries including Harijanwelfare Libraries during 1979-80.

Literacy programmes, already in existence are being continued even after the take over of the Sangham by the government in 1977. The 200 Women’s centres already
sanctioned to the Sangham by the Central Government were organised during the year 78-79. The *Sakshara Keralam* weekly for neo literates, which was discontinued in May 1977, has been revived with effect from January 1980. The publication of neo literate books have also been taken up again with financial support from the Government.

The Sangham took part in the Total Literacy Campaigns of 1990 by providing fifty thousand voluntary workers. They worked with dedication in different fields of the campaign as Project Officers, Assistant Project Officers, Co-ordinators, Master trainers, Trainers, District conveners etc.

1.1.3. Preparation of Primers and Neo Literate Literature

The Expert Committee prepared primers separately for workers, women, slum dwellers etc. in addition to a common primer having two parts. The following are the list of primers and neo literate books prepared by KGS.

**Primers**

1. Literacy Primer Part I
2. Literacy Primer Part II
3. Primer for women
4. Primer for workers
5. Primer for adivasis
6. Primer for slum dwellers
7. Primer on law

**Neo literate Books**

8. Cooking
9. Literacy songs
10. Gandhiji on literacy
11. Weaver
12. Cochin city
Chapter V

13. Trivandrum city
14. The Village forges ahead
15. Policemen
16. Jesus Christ
17. Thousand books for neoliterates
18. Prophet Mohammed
19. Post Office
20. Lenin and literacy
21. The story of Subhash
22. The rural library
23. Perfumes
24. Short stories
25. Kama
26. The world of rubber chappels
27. Karl Marx
28. Stories by Christ
29. Health & Cleanliness
30. Lord Budha
31. Story of dogs
32. Guide book for literacy workers
33. Barber
34. Food
35. Reading rooms
36. Greek stories
37. The story of thought
38. In the world of thought
39. The story of a teacher
40. Sri Narayanaguru
41. The story of Coir
42. You and your motherland
Chapter V

43. The housewife
44. Guide book for primer part II
45. Ramayana
46. Man and Superstitions
47. Agriculture
48. Manners
49. Paddy
50. Coconut and Tapioca
51. Vegetables.
52. Our land Part I
53. The great men
54. Science and life
55. The world of knowledge
56. Sacrifice
57. Our land Part II
58. Our land Part III
59. Our common men
60. The great men II
61. The great men III
62. Tamil Nadu
63. The Himalayas
64. Kerala
65. Uttar Pradesh
66. Jammu Kashmir
67. Maharashtra & Gujarat
68. Delhi
69. Karnataka
70. Rajasthan
71. West Bengal
72. Punjab
Chapter V

73. Orissa
74. Assam
75. Rubber
76. Frontier Gandhi
77. Abraham Lincon
78. Name and Place
79. Jawaharlal Nehru
80. Three countries
81. Whither light?
82. The dream of Sahara
83. Cinema
84. Stories
85. Andaman Nicobar
86. The sea
87. Up to Agra
88. Prayer and Perunnal
89. Small scale industry in Kerala
90. Vallathol
91. Rabindranath Tagor
92. Change the laws
93. Swadeshabhiimani Ramakrishna Pillai
94. Smoking
95. Your Body
96. The story of Kunjan Nambiar
97. Learn the alphabet (chart)

Handbooks, Guidebooks, literacy charts etc. were also prepared by the Committee. The Sangham published a fortnightly *Sakshara Keralam* in 1972 for the neo literate. It was sent free of cost by post to the neo literates.
1.1.4. Propagation of Reading Habit

*Family Reading Programme:* In order to propagate the reading of good books among the members of the family, the Sangham introduced a scheme called ‘family reading’. In this, all the members of the family at a convenient time, assemble at a convenient place in the house and one will read a book while others listen to it. In such home gatherings, books having some message alone will be read. This scheme is expected to improve the reading habits of people. Reports of such home reading sessions were regularly received by the Sangham from people of different walks of life.

*Bell BycycleLibrary:* Books were carried in a box attached to the bicycle and at street corners people assemble on hearing the beli and the books were distributed. On a later day fixed by the volunteers, the books will be returned by the customers and exchanged. This scheme was first started in the Koothuparamba Block in Cannanore district.

*Science Corner* In a number of libraries scientific books were stored, exhibited and distributed for reading. Books produced by the Sastra Sahithya Parishad and popular science books published by different agencies were included in this special corner. This was expected to spread scientific literacy among the villagers.

*Agriculture Corner: (Farm Book Corner)* With the collaboration of the State Institute of Languages and the Farm Information Bureau, the Sangham started a pilot project to organise agricultural book corners in selected libraries. Books on agriculture are supplied to these libraries free of cost or on subsidised rates, to propagate such books in the villages and to improve agricultural practices. The scheme was being extended to more libraries. Such corners existed in 1246 libraries during 1978. The
area where these books were kept is noted as ‘Farm Book Corner’. Discussion group seminars, film shows etc. on farming are also arranged in these libraries.

A prize has been instituted by Kerala Grandhasala Sangham for children below the age of 14, who have read maximum number of books during a year and have taken note on them. From among the applicants, a selection will be made to find out the best reader of the year.

1.1.5. Establishing Special Libraries
KGS established library for leprosy hospital, Nooranadu in 1950, IB hospital, Pulayanarkotta, library for the use of workers of FACT and Titanium factories. Jail service and services for patients of different hospitals were organised by KGS.

1.1.6. Cultural development
The role of libraries in promoting traditional culture is phenomenal. The cultural development activities include organizing literary clubs (Sahitya Samiti), drama troops, children’s cultural clubs, arts and sports clubs, of youth, cultural competitions etc. For instance the Sri Chitra Thirunal Library, Vanchiyoor, Trivandrum and Deshposhini Library, Calicut release a new drama every year in connection with their annual day. In Malabar most of the libraries had Kalasamities, (art groups) and sahitya samitis which staged dramas and arranged other cultural activities. All libraries celebrated their annual day by staging dramas and other cultural programmes. By 1970 KGS had developed into one of the important cultural organisation of Kerala.

1.1.7. Publicity and Propaganda
Processions, meetings and performance of art forms were organised in different places. Slogans, songs, poems, dramas were prepared by eminent writers and artists in Malayalam (Sri. N.V. Krishna Varier, R. Gopalakrishnan, and Sri. Radhakrishnan) are performed in public stages. Rural people of Kerala were motivated for acquiring basic literacy by KGS long before the total literacy campaign of Kerala.
Cultural March: In connection with the Silver Jubilee Celebrations of the Grandhasala Sangham, a cultural march started on 8th November 1970 from the Municipal library, Kasargod, the southern end of Kerala covering all the districts and reached Parassaia at the northern end on 20th December. This march enabled the Sangham to impress on the masses its contributions during the 25 years.

Literacy Day: September 8, the Literacy Day was observed every year by the Sangham since 1970 by organising seminars, conferences, public meetings, essay and elocution competitions for the school and college students and, social workers separately.

National Library Week
The libraries in Kerala celebrate along with the libraries in other parts of the country, the national library week (November 14-20) every year.

1.1.8. Publications
Grandhasala Manual: Sangham published a manual in 1948, which contained articles on the library movement in other countries in other parts of India, the methods of keeping and distributing books and of preparing catalogues, etc.

Grandhasala Directory. In 1964, a Grandhasala Directory which includes details of all the affiliated libraries was published by KGS.

Gradhaiokam: It is the mouthpiece magazine of KGS from 1948. This organ of the Grandhasala Sangham reviews books and articles of literary and cultural value and publish articles on library movement in addition to news from the rural libraries and their District and Taluk units. This monthly is sent to all the affiliated libraries and other subscribers regularly. It has become the gazette of the library workers.
1.2 Organisational Structure

Kerala Grandhasala Sangham (KGS) became a statutory organization constituted as per the provisions of Kerala Public Libraries (Kerala Grandhasala Sangham) Act, 1989 and it is named as Kerala State Library Council (KSLC). Soon after the implementation of the Act the functions of the KGS were transferred to the Kerala State Library Council along with its assets and liabilities. 1989 Kerala Public Libraries Act was passed by the assembly. As per the Act the State Central Library was treated as a separate department. For the organization and administration of the affiliated public libraries there is a three tier administrative system, besides the Government of Kerala at the top and the affiliated libraries at bottom.


The State Library Council coordinates the working of District Library Council and the Taluk Library council

Structure of the Kerala State Library Council
(Kerala Gradhasala Sangham)

Government of Kerala
\[\text{\_\_}\]
Ministry of Education
\[\text{\_\_}\]

Kerala State Library Council
\[\text{\_\_}\]
District Library Council
\[\text{\_\_}\]
Taluk Library Council
\[\text{\_\_}\]
Affiliated Libraries

State Central Library
\[\text{\_\_}\]
District Libraries
(No provision for constitution)
ORGANISATIONAL STRUCTURE OF KERALA STATE LIBRARY COUNCIL

STATE LIBRARY COUNCIL EXECUTIVE

↑

STATE LIBRARY COUNCIL

DISTRICT EXECUTIVE

ONE REPRESENTATIVE OF EACH TALUK

DISTRICT LIBRARY COUNCIL

TALUK EXECUTIVE

REPRESENTATIVES OF DISTRICT COUNCIL

TALUK LIBRARY UNION

LIBRARIES - 2 REPRESENTATIVES OF TALUK

Source: Kerala Public Libraries (Kerala Grandhasala Snygha) Act-1989
1.3 Administrative System
There is a 3 tier administrative system for the organisation and administration of the public libraries of Kerala. There are 14 District Councils and 63 Taluk Councils. Affiliated libraries come as the lowest units.

1.3.1 State Library Council (SLC)
State Library Council consists of 1 representative from each Taluk Library Council (63 taluks).

The Executive Committee of the State Library Council consisting of 25 members of whom 15 shall be elected by the elected members of State Library Council from among themselves, 5 non-official nominated members and 5 Government officials-Secretaries of Government where one will be a librarian and one woman. The elected members of the Executive Committee shall elect a President, Vice President, Secretary and Joint Secretary from among themselves.

**Administrative Structure of State Library Council**

```
State Library Council

Executive Committee One representative from each TLC+
15 elected and 10 nominated 25 members 5 nominated members

President Vice President Secretary Joint Secretary
```

*Source: Kerala Public Libraries (Kerala Grandhasala Sangham) Mct- 1989*
Major powers and duties of the State Library Council

The major powers and duties of the State Library Council is furnished below,

i. Advise the Government on all matters connected with the administration of this Act;

ii. Advise the Government on all matters connected with the overall library policy of the State:

iii. Co-ordinate the working of the District Library Councils and the Taluk Library Councils;

iv. Supervise and direct all matters relating to library service in the State;

v. With the prior concurrence of the Government establish one or more State Libraries or Children’s Libraries at such place or places in the State as may be considered necessary;

vi. Organise children’s section in affiliated libraries wherever it is not in existence;

vii. Appoint and control such officers and servants as may be necessary for the efficient performance of its duties and functions under this Act and rules made there under;

viii. Carry on propaganda in the importance of the library development in the State by providing lectures, conference, etc. and using many media as appropriate from time to time.

ix. Conduct such other activities as may be conducive to creating favourable atmosphere in the State for the organization of new libraries and for the better functioning of the existing libraries;

x. Impart training to librarians; or other library staff;

xi. Organise activities for promoting distance education, adult education and eradication of illiteracy;

xii. Cultivate reading habit and foster book mindedness among the public;
xiii. With the prior concurrence of the government to establish and conduct schools for promoting adult education and non-formal education;

xiv. Maintain and preserve useful published and other records relevant to the cultural heritage of the people at large;

xv. Provide mobile libraries to District Library Council, which can give book service to each Panchayat;

xvi. Prepare project reports and seek financial assistance from the Central Government, Trusts or any charitable institutions for the implementation of the same.

1.3.2. District Library Council (DLC)

For the purpose of administration and developing library service at the district level, a District Library Council for each district in the State was constituted. 7 persons are elected by the general body of each of the Taluk Library Union in the district.

\[
\begin{align*}
\text{District Library Council} & \\
\downarrow & \\
\text{Executive Committee} & \text{Representatives of Taluk Library Council} \\
11 \text{ members} & 7 \text{ members from each taluk} \\
\downarrow & \\
\text{President} & \text{Vice President} & \text{Secretary} & \text{Joint Secretary} \\
\downarrow & \downarrow & \downarrow & \downarrow \\
\text{President} & \text{Vice President} & \text{Secretary} & \text{Joint Secretary}
\end{align*}
\]

Source: Kerala Public Libraries (Kerala Granthashala Sangham) Act- 1989
Powers and Functions of the District Library Council

i. To elect members to the State Library Council to the extent of one for each Taluk in the district.

ii. To supervise co-ordinate and control the library service under its jurisdiction in the district and to promote cooperation between libraries cultural and educational institution in the country.

iii. To provide library service and mobile library service to the persons residing in the district.

iv. To provide suitable lands and buildings for public libraries and furniture, fittings, equipment and other conveniences necessary for the purpose.

v. To provide such libraries with books, periodicals, newspapers, maps, radio, television sets etc.

vi. To organise for lectures, seminars, symposia, conference and conduct study classes to strengthen the functioning of the libraries and conduct other activities.

1.3.3. Taluk Library Council*

Every Taluk Library Council consists of two representatives of each affiliated library in the Taluk. Every Taluk Library council elects an executive committee of the council consisting of nine members including President, Vice President, Secretary and a Joint Secretary.

* The name of Taluk Library Council was "Taluk Library Union" as per the Public Libraries Act 1959. It was changed in the Amendment Rule G(O)P No. 158/2000H. Edn. dated Thiruvananthapuram, 8th December, 2000, Rule 211
Chapter V

Powers and Duties of Taluk Library Council

i. To supervise, coordinate and control the library service under its jurisdiction in the
    Taluk and to give directions and advice to the affiliated libraries in regard to their
day-to-day functions and management.

ii. To provide library service including mobile library service to the person residing
    in the Taluk and to establish new libraries within that area.

iii. To provide suitable lands and buildings for affiliated libraries and furniture, fittings,
equipment and other conveniences necessary for the purpose.

iv. To accept any endowment or gift or contribution for any purpose connected with
    its activities.

1.3.4. Affiliated Libraries
The public libraries in Kerala can be divided into 4 categories. They are
1. Libraries (Grant-in-aid) affiliated to the Kerala Grandhasala Sangham
2. Libraries run by local bodies.
3. Libraries run by local library authorities
4. Libraries directly run by the Government (State Central Library)

1.3.4.1 Grant-in-aid libraries
Affiliated Libraries (Grant-in-aid) are the lowest unit of the Public Library system.
These libraries, to whatever grade they belong, are autonomous institutions working
according to the model library rules prescribed by the Sangham and accepted by
them. Executive Committee of eleven members is elected by the General body of all
members of the library. 11 members include President, Vice President, Secretary
and Joint Secretary. A woman representative and a representative of scheduled caste
are mandatory.
Chapter V

The following were the powers of Library Executive Committee.

i. To admit new members.

ii. To remove defaulters.

iii. To take action against the members who cause loss to the library.

iv. To conduct the activities and meet the expenses of library as per library budget.

v. To conduct classes, competitions, art festivals for the overall cultural development of the people.

vi. To decide the purchase of book and periodicals.

vii. And to organise other activities which are beneficial to the development of library.

The library records, membership register, book acquisition register, periodical register, cash book, visitors diary were maintained by every library.

As per the statement issued by KGS there are 6490 libraries affiliated to the KGS as on 3-3-2003 all over Kerala. Among them 4235 libraries were graded. They are classified into 7 grades namely Special grade, A, B, C, D, E and F based on the criteria related to the resources and facilities of the library.
Table no. 5.1 shows the total numbers of libraries in each grade and Table 5.2 shows the criteria of gradation. The annual grant allotment is according to the grade of the library.

Table 5.1
Grade wise number of libraries

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>No. of Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Special Grade</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>813</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>956</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>638</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>661</td>
</tr>
<tr>
<td>6</td>
<td>E</td>
<td>741</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>426</td>
</tr>
</tbody>
</table>

Source: Annual Report of KSLC 2003

There are four special grade libraries. They are Kollam Public Library, Ernakulam Public Library, Trichur Public Library, Kottayam Public Library.
Chapter V

Criteria of gradation of affiliated libraries

The State Library Council fixes the grade of the libraries by their proposal according to the following criteria.

Table 5.2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Books</th>
<th>Issue of books</th>
<th>Dailies</th>
<th>Other periodicals</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>above 8000</td>
<td>12,000</td>
<td>5 M 2E</td>
<td>20</td>
<td>Own</td>
</tr>
<tr>
<td>B</td>
<td>5000-8000</td>
<td>8,000</td>
<td>5M2E</td>
<td>15</td>
<td>Own</td>
</tr>
<tr>
<td>C</td>
<td>4000-5000</td>
<td>6,000</td>
<td>5M2E</td>
<td>12</td>
<td>Own</td>
</tr>
<tr>
<td>D</td>
<td>3000-4000</td>
<td>5,000</td>
<td>5M2E</td>
<td>10</td>
<td>Own</td>
</tr>
<tr>
<td>E</td>
<td>2000-3000</td>
<td>4,000</td>
<td>5M2E</td>
<td>10</td>
<td>Own/rent</td>
</tr>
<tr>
<td>F</td>
<td>1000-2000</td>
<td>2,000</td>
<td>5M</td>
<td>7</td>
<td>Rent</td>
</tr>
</tbody>
</table>

M- Malayalm E- English

1.3.4.2 Libraries run by Local Self Government
In Kerala, Municipalities and Panchayats run their own libraries in order to cater to the needs of the respective population. These libraries are also affiliated to Kerala Grandhasala Sangham.

1.3.4.3 Libraries run by the Local Library Authority
There is another set of libraries in Malabar area, which was under the erstwhile Madras State before the formation of Kerala State. When the Malabar district of Madras State became a part of the Kerala State, this large area was divided into 3 districts - Palakkad, Kozhikode and Kannore and three Local Library Authorities were created by the State Government. The libraries under the Local Library Authorities were transferred to KGS in 1994. All these libraries are manned by full time, very often professionally qualified personnel.

1.3.4.4 State Central Library
State Central Library (Trivandrum Public Library) is treated as a separate department. It has no regional libraries or district libraries in the state as branches. So it is functioning in isolation as an independent library. The expenditure on this library will be met from the consolidated fund of state exchequer. All the staff members are Government servants and are enjoying the benefits of civil servants. It has valuable collection of rare documents, reference books, even on current issues. It is rendering all traditional services and also conducting training programme for semi-professionals and summer classes for school children.

1.4. Financial Administration
1.4.1. Financial Sources
The main financial source of Library Council is Government grants and libraries cess. According to section 30 of Kerala Public Libraries Act, the Government may make every year a grant to State Library Council of a sum which will have not be more than 1 percent of the amount allotted for education in the State budget for the year, taking into account the programmes and projects of the State Library Council for that
Chapter V

1.14

year.

Five percent of the building tax/land tax collected by the local self-government has
to be given to the Council as library Cess in accordance with the Section 48(3) of
Kerala Public Libraries Act. In 2002-2003 the amount collected as Cess was 2.15
crores. As per the budget of KSLC an amount of Rs. 3 crores is expected as Cess in
2003-04.

State Library Fund

The Kerala State Library Council maintains a fund called the State Library Fund from
which all the expenses of the State Library Council, District Library Councils and the
Taluk Library Councils shall be met.

The following sums shall be credited to the State Library Fund
i. Grants which the State Government or Central Government may make to the State
   Library Council
ii. Contributions and gifts made to the State Library Council by any other person,
   body or authority.
iii. Provident fund, superannuation fund, welfare fund and other funds of the KSLC
    transferred under subsection.
iv. Cess collected from the libraries.

In the budget of 2003-04 the Government of Kerala has allotted Rs. 6.72 crores for
Non-Plan Expenditure.

It can be noted that in the Act of 1989 the grant allotment of library council is “an
amount of not more than 1 percent of the educational budget”. So it can be any
amount less than 1 percent of educational budget of the state. So there is no
specification about the minimum amount for allotment. The cess to be collected by
the Local Self Government in the year 2003 was expected to be 3 crores but even
one fourth of the amount was not given to the council for several years.
Assistance from R.R.R.L. F.: Another source of financial support for Kerala State Library Council is the assistance received from the Raja Rammohan Roy Library Foundation. In this scheme the Foundation provides matching grant for library development, which in turn distributed to the affiliated libraries by the Library Council. A matching grant Rs.30 lakhs has been received from the Foundation in 2002-03.

1.4.2. Financial assistance to affiliated libraries

The main categories of financial assistance given to affiliated libraries by Kerala State Library Council are

i. Annual Grant
ii. Librarian’s Allowance
iii. Building Grant
iv. Plan and non-plan fund for developmental activities.

The details are furnished below.

i. & ii Annual Grant and Librarian’s Allowance

When KSLC came into power it was decided to enhance the financial assistance given to the libraries. The revised rates of grant and librarians allowance according to the grade of the libraries is given in Table 5.3. Annual grant is given mainly for purchasing books and periodicals.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Grade of Library</th>
<th>Annual Grant</th>
<th>Librarian’s Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Special grade</td>
<td>20,000</td>
<td>Nil</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>10,000</td>
<td>6000</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>8000</td>
<td>6000</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>6000</td>
<td>6000</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>4000</td>
<td>3600</td>
</tr>
<tr>
<td>6</td>
<td>E</td>
<td>3000</td>
<td>3600</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>2000</td>
<td>3600</td>
</tr>
</tbody>
</table>

Source: Report of the KSLC, 1995
iii. Building Grant

Plinth Area of the Building
1. Up to 61 Sq. meter  50% of the estimate, maximum 50,000/-
2. Above 61 Sq. meter  50% of the estimate, maximum 1,00,000/-
3. Special consideration  50% of the estimate, maximum 3,00,000/-
4. Extension grant       Maximum 1,00,000/-

Source: Report of KSLC-1995

iv. Plan and Non-plan Fund for Developmental activities

The financial assistance for developmental activities will be provided after examining
the project proposals submitted by the libraries and monitoring the activities

The libraries generate income of their own by way of the following.

* Over due charge
   Cost collected for loss of books
* Xerox facilities
* Rents on space / accommodation
* Interest on investment
* Fees from users
* Other services
* Gifts and Donations

1.4.3 Assistance to Taluk Library Council
The source of revenue of Taluk Council is 36 percent of the subscription paid by the individual libraries to the Sangham.

1.4.4 Assistance to District Library Council
District Library Council receives 20 percent of the subscription paid by the libraries and also ad-hoc grants for the conduct of conferences etc.

1.5. Non- Formal Education activities
All the programme and activities organised in the direction of non-formal education is considered here. Library Council categorizes these activities as extension activities, different target groups of the society like children, youth, women, out of school students and others are benifited by these NFE programmes ranging from Model Adult Education Centers to Model Libraries.

1. Model Adult Education Centers
2. Career Guidance Centers
3. Training Courses
4. Bala vedi
5. Vanitha vedi
6. Academic Study Center in each District
7. Taluk Reference Library
Chapter V

8. Information and Guidance Centers
10. Jail and Juvenile Home Libraries
11. Orphanage Library
12. Sanatorium Library
13. Book Bank
14. All Kerala Reading Competition
15. Model Libraries

1.5.1. Model Adult Education Centers
Library Council started 100 model literacy centers all over the state in 1999. These centers organized programmes of Continuing Education considering the requirements of the community. In addition to literacy classes, equalancy programmes and income generating programmes were organised for the neo literates. But now these centres are not working properly because KGS couldn’t provide grant for the last two years because of their financial constrains.

1.5.2. Career Guidance Center
These centers are for helping the educated unemployed youth for finding out job opportunities. Training classes to equip the members to appear for competitive tests are conducted in the following libraries.

1. Vidya Prabodini Grameena - Grandhasala, Peyad P.O., Thiruvananthapuram
   Neyyattinkara
2. Mahatmagandhi Smaraka Grandhasala, Kulasekharapuram, Vattiyoorakavu P.O., Thiruvananthapuram
3. Brother's Library and Reading room, Kaippattimukku, Avanavanchery P.O., Attingal, Thiruvananthapuram
4. Swadesabhiman Grandhasala, Chettachal P.O, Maruthumoodu, Thiruvananthapura, Nedumangad
5. The Library Recreation club, Mayyanadu P.O, Kollam 691 303
6. Subhash Memmorial Grandhasala, Anappara, Kadakkal P.O. Kollam 691 536
7. Pulliman Library and Reading room, Pulliman Junction, Karunagappally P.O, Kollam
8. Vijnana Sandhayini Vayanasala and Grandhasala, Kuruvi konam, Aripachi P.O, Kollam
9. Nethaji Smaraka Grandhasala, Muthupilkadu, Poruvazazhy P.O, Kollam
10. Desabhumani, Vayanasa la and Grandhasala, Perumthuruthu, Ponnadu P.O. Alappuzha
11. Sreemoolavilasam Grandhasala, Erezhathekku, Chettikulangara, mavelikkara, Alappuzha
12. Sanmarga Sandhayini Library, Kallappuram, Mumkhamma P.O, Alappuzha
13. M.V. Library and Reading room, Pandanadu, Chenganoor, Alappuzha
14. Yuvajana Samajam Grandhasala, Chingoli, Karthikappally, alappuzha
15. YMPAC Library and Reading room, Mankombhu P.O., Alappuzha
16. Public Library and Reading room, Konni P.O, Pathanamthitta
17. The Public Library and Reading room, Mambildi, Thumbomon P.O, Pathanamthitta
18. Nehru Memmorial Vayanasala, Cherukulangi P.O, Valiyakulam, Pathanamthitta
19. Sree Balakrishna Vilasam Grandhasala, Ezhumattoor P.O, Thiruvalla (via), Pathanamthitta
20. Tagore Library, Parumala P.O, Pathanamthitta
21. National Public Library, Moolakunnu, Ponkunnam P.O, Kottayam
22. Yuvareshmi Library and Reading room Arts and Sports club, Chelachira, Sachivothamapuram, Chenganassery, Kottayam
23. Pope John Memmorial Public Library, Ambika Market P.O, Kudavachoor, Kottayam
24. S.M.S Club and Library, Peerumade, Peerumade P.O, Idukki
25. Janarangini Library, Kolani P.O, Thodupuzha, Idukki
26. Navajeevan Public Library, Mela Chinnar, Bethel P.O, Idukki
27. Sagavu Azikkodan Smaraka Library and Reading room, Cherayi, Ernakulam
29. The Kanaka Public Library, Paniyely P.O, Ernakulam
30. Public Library and Reading room, Cheriya Paliamthuruthu, N. Paravoor P.O, Ernakulam
31. Jnanadayini Grameena Vayanasala and Arts, S. Paravoor P.O, Ernakulam
33. The Public Library, Kuttalanchi, Erumalappadi, Panipra P.O, Thrkariyoor, Ernakulam
34. Grameena Vayanasala, Kolazhi, Thrissur
35. Grameena Vayanasala, Killimangalam, ThaSapally
36. Tagore Library and Study Centre, Kottakulam, Peringanam, Thrissur
37. Iringapra Grammena Vayanasala, Iringapram, Chavakkadu, Thrissur
38. Sree Narayana Yuvajana Samithi Library adn Reading room, Railway Station Road, Irinjalakkuda, Thrissur
39. Vidyaposhini Public Library, Ezhumangadu, Arangottukara P.O, Palakkad
40. Swathanthra Bharatha Vayanasala, Kannambra, Alathoor, Palakkad
41. Vivekananda Library and Reading Room, Nallippilly P.O., Pallakkad
42. K. Jacob Thomas Memmorial Sagridaya Public Library, Mannarcadu P.O, Pallakkad
43. Deseeya Reading room and Library, Puthupariyaram, Palakkad
44. Mugammad Smaraka Pothuvayanasala and Grandhalayam, Parappanangadi P.O, Malappuram
45. Mugammad Abdul Rehman Sahibe Smaraka Grandhasla, Nediyiruppu, Kottukara, Kondotty P.O, Malappuram
46. Thrikavu Grandhalayalam, Thrikavu (LLA). Ponnani, Malappuram
47. Seethi Sahib Memmorial Library, Mangalam P.O, Mangalam, Malappuram
48. Navodaya Vayanasala Sports and Arts Club, Edakkara, Nelambur, Malappuram
49. Deshasevini Vayanasala, Angadippuram P.O, Malappuram
50. Saima Library and Reading Room, Edakulam OP.O, Kozhikode
51. Kovoor Library, Kovoor, Medical College P.O, Kozhikode
52. Sevasamithi Library, Vadakara P.O, Kozhikode
53. Sakthi Grandhalayam, Kalpetta P.O, Wayanad
55. Chulliyodu Public Library, Chulliyodu P.O, Wayanadu
56. Vijnanaposhini Grandhasala, Keezhara P.O, Cherukunnu, Kannur
57. Desabandhu Vayanasala, mangattidam P.O, Kannur
58. Payyannoor Pothuvayanasala, Payyannur P.O, Thalipparampu, Kannur
59. LLA Branch Library, Kumbala P.O, Kasarkode
60. LLA Branch Library, Hosedurgh, Kanjagadu, Kasargode
61. Neendoor Public Library and Reading room, Neendoor, Kottayam
62. Ramapurath Varrier Memmorial Library, Ramapuram, Pala, Kottayam
63. Kavitha Arts & Sport Library, Thekkupara, Idukki
1.5.3. Training Courses

Certificate Course in Library Science — A certificate course in Library and Information Science with duration of six months is conducted for two batches every year. There is an entrance test for the admission.

Training course for library workers — Council organises periodical orientation course in library management for library workers.

Computer and Internet training — The workers of Academic study centers, Information Guidance Centers (Sevana centres) and Model village libraries are given training in computer and internet.

1.5.4. Balavedi

It is the children’s club constituted mainly to inculcate reading habit in children and to streamline the development of personality of the new generation. Separate section for children’s collection is sponsored in 500 selected libraries by the KSLC. The other main programmes of Balavedi are organizing taluk and district level Balavedi cultural festivals, quiz competitions, science exhibitions and exhibitions of manuscript magazines of children.

In the budget explanation report of 2003-04 it is proposed to construct a children’s cultural techno park in one library in each district. There will be facilities to practice dance, music, acting and different kinds of sports and games for children and facilities for computer education and video study classes.

There are Balakairali nursery schools functioning attached with many libraries with special curriculum.

1.5.5. Vanithavedi

The main aims of organizing Vanithavedi (women’s forum) are to bring the rural women to the socio cultural leadership level, to make them play a vital role in the health and educational problems of the society and to maintain their interest in
reading in good standard. The Vanithavedi centers organize awareness classes, seminars, workshops and discussions on different social problems related to them. Book review sessions, skill development programmes, self employment training such as craft, tailoring, soap making, umbrella making, book binding are organised for women. KSLC provide special matching grants for the projects of Vanithavedi.

1.5.6. Academic Study Center
For facilitating distance education and parallel education one library in each district is selected as Academic Study Center and resource such as subject text books, reference books, Internet facility etc are provided by the Council. The following libraries are the academic study centers of KGS.

1. Friend’s Association Library, Kollampuzha, Attingal, Thiruvananthapuram
2. The Coastal Public Library & Reading Room, Vaddy, Kollam
3. E.V. Smaraka Grandhasala, Karuvatta, Adoor P.O., Pathanamthitta
4. Paravoor Public Library, Punnapra North P.O., Alappuzha
6. Desasevini Library & Reading Room, Manakkad P.O, Thodupuzha, Idukki
7. SNDP Club library and Reading Room, Kalady P.O, Ernakulam
8. Sree Keralavarma Pothu Vayanasala, Palace road, Vadakkanchery P.O, Thrissur 680 582
9. Pothujana Vayanasla, Chunangal P.O, Palakkad
10. V.K. Krishna Menon Memorial Public Library and Reading Room, Perinthalmanna P.O, Malappuram
11. Public Library, Vadakara P.O, Kozhikkode 1
12. Pazhassiraja Smaraka Grandhalayam, Mananthavady, Wayanad
13. Moulna Abdul Kalam Azad Library & Reading Room, Thalassery, Kannur
1. Sahav Azheekkodan Smaraka Grandhasala, Munnad, Munnad P.O, Chengala (via), Kasargod

1,5,7. Taluk Reference Library
In each of the 63 taluks one library is selected as Taluk reference library. These libraries are provided with special grants for computer, photocopier, books, journals, furniture, internet etc. The following libraries are Taluk reference libraries.

1. Desabhimani Library and Reading room, Nellimoodu, Neyyattinkara
2. Public Library, Vellanad, Nedumangad
3. S.N.V. Vivekapradayini Vayanasala & Gandhi smaraka Grandhasala, Peringamala, Thiruvananthapuram
4. Friends Association Grandhasala, Attingal, Chirayinkeezhu
5. The Public Library and Reading room, Kollam
6. Kottarakkara Sreedharan Nair Smaraka Central Library, Kottarakkara
7. Punalur Balan Memmorial Municipal Public Library & Reading room, Pathanapuram
8. Lalaji Smaraka Kendra Grandhasala & Vayanasala, Karunagappalli
9. Mudiyil thara V. Bhaskaran Memmorial Sooranadu Public Library, Sooranad P.O, Kunnathur
10. SSV Grandhasala & Reading room, Ranni
11. Desabhivardini Grandasala & Reading room, Adoor
12. Vallikkod Library & Reading room, Kozhanchery
13. Grameena Vayanasala, Nedumbram, Thiruvalla
14. Perumpetti Public Library, Mallappally
Chapter V

15. Yuvajana Vayanasala & Nisapadasala, Ambalappuzha
16. YMPAC Library & Readingroom, Kuttanadu
17. Sree Kesavaguru Smaraka Grandhasala, Cheruvaranam, Cherthala
18. Kalaposhini Vayanasala, Budhannur, Chengannur
19. Kavitha Library & Reading room, Maveliikkara
20. Social Service League Library, Karthikappally
21. Sahridaya Grandhsala, Kottayam
22. Public Library, Chittadi, Kanjirappally
23. Anandasramam Public Library & Readingroom, Changanasserry
24. Jayabharath Vayanasala & Recreation Centre, Vaikkom
25. Kozha Public Library, Meenachil
26. Public Library & Reading room, Thodupuzha
27. National Library, Adimali, Devikulam
28. Kairali Library & Recreation Club, Peerumedu
29. Kattappana Public Library, Udumbanchola
30. Asan Memmorial Public Library, Kochi
31. Asan Memmorial Library, Vadakan Paravoor
32. CSA Library, Angamaly, Aluva
33. Pothuhanamithram Vayanasala, Kunnathunadu
34. Yugadeepthi Grandhasala, Kothamangalam
35. Changampuzha Smaraka Grandhasala, Kanayannur
36. Uppukandam Public Library, Muvattupuzha
37. Appan Thampuran Smaraka Vayanasala, Thrissur
38. Grameena Vayanasala, Thalappally
39. Yuvajanasamajam Grandhalayam & Vayanasala, Chavakkadu
40. Mahathmagandhi Reading room & Library, Mukundapuram
41. Kodungallur Municipal Public Library & Reading room, Kidungalloo
42. Public Library, Palakkadu
43. Mannarkadu Taluk Library, Mannarkadu
44. Mahakavi P Smaraka Grandhalaym, Chittoor
45. Alathur Taluk Library, Alathur
46. Janakeeya Vayanasala, Ottappalam
47. Dr. Usman Sahib Memmorial Public Library, Nilambur
48. Thanur Sanjara Grandhalayam, Thirur
49. YMA Library & Readingroom, Eranadu
50. VK Krishna Menon Memmorial Public Library & Research Centre, Perinthalmanna
51. Thrikkavu Grandhalayam, Ponnani
52. Thirurangadi Public Library, Thirurangadi
53. Ikyakeralam Kalasamithi Grandhalayam, Vadakara
54. The Vagbhadananda Gurudevar Smaraka Grandhsaia, Kozhikodu
55. Public Library, Koyilandi
56. Public Library, Mananthavady
57. Public Library, Sulthanbatheri
58. Vaithiri Taluk Reference Library, Vaithiri
59. Kannur Public Library, Kannur
60. Payyannur Public Library, Thalipparambu
61. Sporting Youths Library, Thalassery
62. LLA Rural Library, Kasargodu
63. Balabodhini Vayanasala & Grandhalayam, Hosdurgh

1.5.8. Information and Guidance centers
KGS, IT Mission of the Kerala Government and the Local self Governments jointly introduced a pilot project in 1999-2000 - Rural Information and Guidance Center - (Sevana) in one library in each district.

1. Kallara Grama Panchayat Yuvajana Samajam Grandhasala, Kallara P.O., Thiruvananthapuram
2. Rev. P.J.Thomas Memorial Public Library, Angadi P.O, Ranni, Pathanamthitta
3. PK. Memorial Grandhasala, ambalappuzha East P.O, Alappuzha
4. Deseeya Vayanasla, Panamattam P.O, Kottayam
5. Janarenjini Vayanasala, Kalani P.O, Thodupuzha, Idukki
6. V.N. Kesavapillai Smaraka Vayanasala, Valayanchirangara P.O, Perumbavoor, Ernakulam
8. KKM Memorial Library & Reading Room, Tarur P.O, Palakkad
9. Vasudeva Smaraka Vayanasala, Chemmaniyode P.O, Pattikkad (via), Malappuram
10. Feroke Youngmen’s Library & Reading Rood, Nallur P.O, Ferok, Kozhikode
11. Gramodayam Club & Library, Mandad, Muttin (via), Kalpetta North, Wayanad
12. Velam Pothujana Vayanasala, Velam, Mayyil P.O, Kannur
13. Kinathil Samskarika Samithi & Vayanasala, Edachakkai P.O, Trikkarpur (via), Kasargod

1.5.9. Book Distribution Programme for the Rural Women
By this scheme 100 rural libraries were given separate fund for distributing and collecting books for women at their home or work place. The responsibility of this programme is given to Vanitha Samithies.

1.5.10. Jail and Juvenile Home Libraries
Library services is provided by KGS in the Central Jails of Trivandrum, Vyoor, Kannor, and the Sub jail in Kozhikode, and in the Open jail of Netukaltheri.

In the Juvenile Homes of Trivandrum, Kollam, Kottayam, Thissur and Kozhikode also, KGS established library service.

1.5.11. Orphanage Libraries
KGS had established libraries in following Orphanages-
SriChitra poor home, Trivandrum,
Sneha bhavan, Ernakulam
Kanavu, Vayanad
Karunaalayam, Idukki
Snehanikethan Social Center, Kannur and
Ariyur Carmal Orphanage, Pathanamthitta.
1.5.12. **Sanitarium Libraries**

KGS extends its service to 3 sanatoriums,

1. TB sanatorium in Trivandrum
2. Leprosy sanatorium in Noornad
3. Leprosy sanatorium in Koratti.

1.5.13. **Book bank**

Libraries, which have poor book collection, can borrow books for a definite period from this Book banks. Book banks are working in nine districts Kasargode, Kannur, Kozhikode, Malappuram, Palakkad, Thrissur, Ernakulam, Kollam and Thiruvananthapuram.

1.5.14. **All Kerala Reading Competition**

June 19, the birthday of the founder of KGS, P N Paniker is observed as Reader’s Day. KGS organises reading competitions for the High school students in which the interest, aptitude, and standard of reading is rewarded.

1.5.15. **Model Libraries**

One model village library is established in each of the 14 districts. The model libraries are provided with modern facilities of information technology and library service. The non-formal education activities are also promoted in these libraries.

1. Swadesabhimani Grandhasala, Chettachal, Maruthumoddu, Chettachal P.O, Thiruvananthapuram
2. Sarada Vilasini Vayanasala, Venpalakkara, Valathamgal P.O, Kollam
3. Panthalam Kerala Varma Smaraka Grandhasala & VayanasSa, Kaippuzha, Kulanada P.O, Pathanamthitta
4. P.K. Memorial Grandhasala, Ambalappuzha P.O, Alappuzha
5. Deseeya Vayanasala, Panamattam, Panamattam P.O., Kottayam
7. V.N. Kesavappillai Smaraka Vayanasal, Valayanchirangara P.O, Ernakulam
9. KKM Memorial Library and Reading Room, Tarur, Palakkad
10. Vasudeva Smaraka Vayanasala, Chemmariyode P.O, Malappuram
11. FerokeYoungman’s Library & Reading Room, Nallur P.O, Feroke, Kozhikkode
12. Anchukunnu Pothiyara Grandhalayam, Anchukunnu P.O, Mananthawadi (via), Wayanad
13. Valam Pothujana Vayanasala, Valam P.O, Mayyil, Kannur
14. Trikarpur Muhammed Abdurehiman Memorial Reading Room & Library, Trikarpur P.O, Kasargod

Recognition in the form of Awards
In order to recognise and honour deserving library workers and to identify and encourage the libraries that accomplish excellent service to the public the following awards are given away by KGS every year.

1. P.N. Panikar Award for the best voluntary worker
2. EMS Award for the best library, which has been serving for last 50 years.
3. DC Award for best village library.
4. Samadhanam Parameswaran Award for village libraries for their cultural activities
5. NE Balram Award for the rural development activities of village libraries.
6. In print Award for Book Circulation Scheme for Women in rural areas.
7. KGS selects one model village library in every Taluk considering their extension activities.
Part 2 Analysis of Questionnaires and Interviews

The data collected by the sample survey from affiliated public libraries and instructors of NFE programmes through questionnaires, and structured interviews with beneficiaries were analysed and presented below. This reveals the present status and the library situation in Kerala.

2.1. Analysis of Questionnaire A
2.1.1. Sample
The sample selected for study consists of libraries of 5 districts, Thiruvananthapuram, Kottayam, Alappuzha, Palakkad and Malappuram. Altogether 53 libraries from these 5 districts were responded. Table no 5.4 shows the locality wise distribution of surveyed libraries.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Corporation</th>
<th>Municipality</th>
<th>Panchayath</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trivandrum</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Kottayam</td>
<td>1</td>
<td></td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Alappuzha</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Palakkad</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Malappuram</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>9</td>
<td>41</td>
<td>53</td>
</tr>
</tbody>
</table>

As this study gives more emphasis on the activities of rural public libraries, more samples (77%) were taken from the panchayat area. Three libraries were from corporation and 9 libraries were from municipality area and 41 were from panchayat.
Out of the 53 libraries there are one special grade, 13 A grade, 12 B grade, 12 C grade, 8 D grade, 5 E grade and 2 F grade libraries.

2.1.2. Establishment of Libraries

The Table no 5.5 shows The Year of Establishment of surveyed libraries

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1945</td>
<td>11</td>
<td>21%</td>
</tr>
<tr>
<td>Between 1945-77</td>
<td>36</td>
<td>68%</td>
</tr>
<tr>
<td>After 1977</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100%</td>
</tr>
</tbody>
</table>

In the sample most of the libraries established between 1945 -77 (68%). This shows that the establishment and development of the public libraries of KGS is at its peak between 1945 and 1977. Only 6 out of 53 (11 %) libraries were established after 77. It is to be noted that in 1977 KGS was taken over by the government thus ended the
democratic set up of administration of KGS till 1994.

2.1. Infrastructure Facilities

Building: Out of the 53 surveyed libraries 43 (81%) possess own building.
Seventy eight percent of the surveyed libraries have adequate furniture.
Only 22 percent of the surveyed libraries were provided with computer.

2.1A. Resource strength

The library resources mainly include books, periodicals, government publications,
Chapter V

CD Roms and Video cassetts etc.

Books

The Table no. 5.6 shows the no. of volumes of book and the distribution of libraries

Table 5.6

<table>
<thead>
<tr>
<th>No. of volume</th>
<th>No. of libraries</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5000</td>
<td>12</td>
<td>23%</td>
</tr>
<tr>
<td>Between 5000-8000</td>
<td>18</td>
<td>34%</td>
</tr>
<tr>
<td>Between 8000-15000</td>
<td>14</td>
<td>26%</td>
</tr>
<tr>
<td>Between 15000-20000</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>More than 20000</td>
<td>4</td>
<td>8%</td>
</tr>
</tbody>
</table>

Fig. 5

Distribution of libraries by stock of books

- Below 5000
- Between 5000-8000
- Between 8000-15000
- Between 15000-20000
- More than 20000
There are 5 libraries (9%) having more than 20000 books. It is noted that all these five libraries were established before 1945.

### Dailies
Average number of dailies subscribed by these libraries is 5. It is noted that Malayalam dailies Mathrubhumi and Malayala Manorama are commonly subscribed in all libraries and English daily The Hindu has been subscribed by 87% percent of libraries. Indian Express is subscribed by 81 percent of libraries. The next common Malayalam dailies are Kerala Kaumudi, Deshabhimani and Deepika. There are locally common dailies. For example the Chandrika is subscribed in all the 10 libraries in Malappuram district which is not commonly found in other district. Deepika is subscribed by all the surveyed libraries in Kottayam.

### Periodicals
Twenty two journals are provided by the KGS to Taluk Reference libraries and to Academic Study Centers. It is specified that a minimum number of journals must be subscribed by the libraries for getting each grade.

### Government Publications
Kerala gazetteer is subscribed by 39 (73%) libraries. The other government publications listed by different libraries are Janapadham, panchayathiraj, Yojana, Karshakasree, Kerala Calling, PSC Bulletin Aksharasree, Gramabhoomi, Karshakamitram, Kerala Service, Gramasree, Aranyakam, Rubber mitram and Keli.

### C.D.Roms and Video Cassetts
Very few (6) libraries have CD Roms of encyclopaedia and some educational CDRoms and video cassetts.
2.1.5. Library timing and class timing

In general the rural libraries open only in the afternoon or in the evening. But in 89 percent libraries reading room opens from the morning, providing newspapers and periodicals. It is specified by the KGS that the libraries of Local Library Authority, Taluk Reference Libraries and Academic study centres should open from 9.30 am to 5.30 pm.

In Table no 5.7, distribution of libraries by working hours is tabulated

<table>
<thead>
<tr>
<th>Working time</th>
<th>No. of libraries</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4 hrs</td>
<td>12</td>
<td>23%</td>
</tr>
<tr>
<td>Between 4-7 hrs</td>
<td>31</td>
<td>58%</td>
</tr>
<tr>
<td>8 hrs or more</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100%</td>
</tr>
</tbody>
</table>

The timing of literacy and continuing education classes varies according to different target groups.

The adult literacy classes were conducted after 5 o’clock in the evening.

The programmes organized for children were mainly on sundays and holidays, generally in the forenoon.

The skill development programmes and awareness classes organized for women were in the afternoon.

The career guidance classes were conducted mainly in the daytime in different timing, in 2 libraries it is noted that the classes were after 7 pm.
1.6. Average number of readers

The distribution by average number of readers per day is given in Table no 5.8.

The analysis shows that about 300 readers were reported only in six percent of the libraries, while between 200 and 300 readers in 11 percent. In majority of the libraries (53%) the readers are in between 100 and 200. In thirty percent of the surveyed libraries average readers per day is below 100.

Table 5.8

<table>
<thead>
<tr>
<th>Average No. Readers</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 100</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Between 100-200</td>
<td>29</td>
<td>53%</td>
</tr>
<tr>
<td>Between 200-300</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Above 300</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100%</td>
</tr>
</tbody>
</table>
2.1.7. The Financial source

The main financial source other than the libraries own funds such as membership subscription, contribution and other incomes are

1. Annual grant and other grants from KGS/Government
2. Funds received from local self-government - panchayats
3. Raja Rammohan Roy Library Foundation (RRRLF)
4. Voluntary contribution from institutions and individuals

The Table no.5.9 shows the number of libraries which receive financial assistance from K.G.S. Local Self Government R.R.R.L. Foundation and voluntary organisations
Table 5.9

Financial Assistance received from the Agencies

<table>
<thead>
<tr>
<th>Agency</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>KGS</td>
<td>53</td>
<td>100%</td>
</tr>
<tr>
<td>RRRL Foundation</td>
<td>32</td>
<td>60%</td>
</tr>
<tr>
<td>Local self Govt.</td>
<td>18</td>
<td>34%</td>
</tr>
<tr>
<td>Voluntary organization</td>
<td>10</td>
<td>18%</td>
</tr>
</tbody>
</table>

All the surveyed libraries receive grant from the KGS. Thirty four percent libraries get funds from local self government and 60 percent libraries received funds from RRRL Foundation and 18 percent libraries get assistance from some voluntary organizations other than annual grant from KGS.

2.1.8. Non-Formal Education Programmes and Activities

All the activities of the libraries which promote positive social change and which are directed towards the qualitative development in the citizens other than just lending reading materials are considered here.

The different NFE classes and other activities conducted by libraries come under the following categories.

1. Literacy and continuing Education Programme
2. Vocational education Programme
3. Health education Programme
4. Career guidance Programme
5. Physical training and sports
6. Cultural development Programme
7. Social awareness Programme

These programmes were conducted for different target groups such as children, women, youth, farmers, illiterates, neo-literate adults etc.

Some programmes were organised or sponsored by other agencies of community development of local levels such as Literacy Mission, Local Self Government, Krishi Bhavan, ICDS, Shasthra Sahithya Parishad, Nehru Yuva Kendra, Gandhian Study Center and Public Health Center.

The activities organised in the libraries during the year 2001-02 is analysed below.

The rural development programmes of different agencies venue at the rural libraries. The programmes of Ayalkootams( Local Women’s associations), Kudumba Sree, Sasthra Sahithya Parishad and Anganwadi are most often venue at the local rural libraries.

in Table no. 5.10. various programmes of some main agencies who sponser programmes in libraries is tabulated.
Table 5.10

Programmes conducted by Agencies through public libraries

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLMA</td>
<td>Literacy Continuing Education</td>
</tr>
<tr>
<td></td>
<td>Skill development programmes for women</td>
</tr>
<tr>
<td>Panchayats</td>
<td>Awareness programmes</td>
</tr>
<tr>
<td></td>
<td>Immunisation</td>
</tr>
<tr>
<td></td>
<td>Literacy programmes</td>
</tr>
<tr>
<td>Krishibhavan</td>
<td>Programmes for farmers</td>
</tr>
<tr>
<td>ICDS*</td>
<td>Programmes for women and children</td>
</tr>
<tr>
<td>Nehru Yuva Kendra</td>
<td>Youth Clubs</td>
</tr>
<tr>
<td>Public Health Department</td>
<td>Medical camps, Health seminars</td>
</tr>
<tr>
<td>Gandhian Study Center</td>
<td>Small scale income generating programmes for women and Social awareness classes</td>
</tr>
<tr>
<td>Voluntary agencies</td>
<td>Local festivals and felicitation of local people who received awards or recognition in their field.</td>
</tr>
</tbody>
</table>

*Integrated Child Development Scheme*

**Literacy activities**

All the 53 libraries reported that they had participated in the Total Literacy Campaign. The literacy activities include preparatory, teaching and follow up programmes. At present, totally there are 43 percent of surveyed libraries are organizing different literacy activities.
Table no 5.11 shows the literacy activities of different libraries and their distribution.

Table 5.11

<table>
<thead>
<tr>
<th>Activities</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy classes</td>
<td>23</td>
<td>43%</td>
</tr>
<tr>
<td>Conducting literacy survey</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Mobilizing learners to the programme</td>
<td>22</td>
<td>41%</td>
</tr>
<tr>
<td>Collecting and distributing learning materials</td>
<td>20</td>
<td>37%</td>
</tr>
<tr>
<td>Preparation for equalency exam</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>Follow-up activities</td>
<td>14</td>
<td>26%</td>
</tr>
</tbody>
</table>

23 (43%) libraries have literacy classes. Most of them were sponsored or organised by State Literacy Mission.

It is observed that the adult education centers of SLMA of many Panchyats had no connection or cooperation with the local libraries where library facility should be an integral part of literacy programmes.

Vocational Education programmes

Vocational Education programmes were mainly training programmes organised for different target groups aiming at vocation/occupation.

In Table no. 5.12 the analysis of training programmes organised by libraries is tabulated
Table 5.12
Training programmes

<table>
<thead>
<tr>
<th>Training</th>
<th>No. of libraries</th>
<th>Average no. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food processing</td>
<td>6 (11%)</td>
<td>80</td>
</tr>
<tr>
<td>Toy making</td>
<td>4 (08%)</td>
<td>45</td>
</tr>
<tr>
<td>Tailoring</td>
<td>11 (21%)</td>
<td>64</td>
</tr>
<tr>
<td>Umbrella making</td>
<td>3 (06%)</td>
<td>18</td>
</tr>
<tr>
<td>Book binding</td>
<td>4 (08%)</td>
<td>126</td>
</tr>
<tr>
<td>Embroidery, Fabric painting</td>
<td>5 (09%)</td>
<td>55</td>
</tr>
<tr>
<td>Soap making</td>
<td>9 (17%)</td>
<td>160</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer education</td>
<td>10 (19%)</td>
<td>24</td>
</tr>
<tr>
<td>Driving</td>
<td>1 (02%)</td>
<td>9</td>
</tr>
<tr>
<td>Sewing machine repairing</td>
<td>5 (09%)</td>
<td>25</td>
</tr>
</tbody>
</table>

The highest among the training programmes tailoring 21 percent, and then computer education 19 percent followed by soap making 17 percent, food processing 11 percent of libraries while embroidery, fabric painting, sewing machine repairing 9 percent each. Toy making and book binding 8 percent each. Umbrella making 6 percent and least was Driving 2 percent.

From the above table it reveals that number of libraries which conduct training classes which need machinery and materials were found very few.
Career Guidance

These centers are for helping the educated unemployed youth for finding out job opportunities and training classes to equip the members to appear for competitive tests.

Table 5.13 shows the different programmes conducted for job seeking youth.

<table>
<thead>
<tr>
<th>Activities</th>
<th>No. of libraries</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing candidates for PSC tests</td>
<td>24</td>
<td>45%</td>
</tr>
<tr>
<td>Preparing candidates for Bank test</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Employment notification</td>
<td>17</td>
<td>32%</td>
</tr>
<tr>
<td>Communicative English classes</td>
<td>4</td>
<td>7.5%</td>
</tr>
<tr>
<td>Counselling</td>
<td>4</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Candidates who appear for different PSC tests were given coaching classes. Among the 53 libraries 24 (45%) libraries were conducting such coaching classes for the coming PSC examinations for clerical posts at the reported period. The instructors of these programmes are given training by the KGS. Learning materials are also provided by the KGS. The teachers of the nearby colleges, retired teachers of the local schools were found as resource persons in many of the libraries. Four libraries were giving counselling for professional courses. Employment notification of government as well as other agencies are collected and displayed or made available to the candidates by (32%) the libraries.

Health Education programmes:

The libraries conduct different programmes of health awareness such as health seminars, health survey, medical camps, film shows and immunization programmes
for children, and immunization against some contagious diseases. These programmes are conducted mainly with the cooperation of primary health centres. The following table (Table No. 5.14) shows the different programmes of surveyed libraries during the reported period.

Table 5.14
Programmes of Health Education

<table>
<thead>
<tr>
<th>Programmes</th>
<th>No. of libraries</th>
<th>percentage</th>
<th>Average no. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health seminars</td>
<td>28</td>
<td>53%</td>
<td>350</td>
</tr>
<tr>
<td>Health survey</td>
<td>2</td>
<td>4%</td>
<td>1500</td>
</tr>
<tr>
<td>Eye testing camp</td>
<td>18</td>
<td>34%</td>
<td>300</td>
</tr>
<tr>
<td>Blood donation camp</td>
<td>23</td>
<td>43%</td>
<td>85</td>
</tr>
<tr>
<td>immunization</td>
<td>20</td>
<td>38%</td>
<td>500</td>
</tr>
<tr>
<td>Film shows</td>
<td>8</td>
<td>15%</td>
<td>200</td>
</tr>
</tbody>
</table>

The seminars include awareness classes for different health problems, child care, pre natal and post natal care, problems of drug addiction and smoking. It can be noted from the table that village people are making use of the programmes.

Physical training and Sports:
Out of the 53 libraries 26 (49%) libraries were having arts and sports clubs. As recreation is one of the functions of public libraries mentioned by UNESCO it is fulfilled with these facilities. They conduct Athletic competition regularly. In one surveyed library it is found that a member, who is a professional coach, voluntarily
giving coaching for tennis and the members of the sports club participated in University level and state level competition.

In Table no.5.15 the main programmes and sports activities are tabulated

**Table 5.15**

<table>
<thead>
<tr>
<th>Activities</th>
<th>No. of libraries</th>
<th>percentage</th>
<th>Average no. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports club</td>
<td>26</td>
<td>49%</td>
<td>75</td>
</tr>
<tr>
<td>Athletic competitions</td>
<td>28</td>
<td>53%</td>
<td>90</td>
</tr>
<tr>
<td>Athletic coaching</td>
<td>3</td>
<td>5%</td>
<td>25</td>
</tr>
<tr>
<td>Yoga class</td>
<td>2</td>
<td>4%</td>
<td>20</td>
</tr>
</tbody>
</table>

In two surveyed libraries there is practice of yoga and physical exercise organised for the members. It is observed that the sports clubs were well equipped with sports materials and these facilities are enjoyed mainly by men.

Cultural Development programmes

Libraries organise various activities which promote the cultural development of different target groups. In Table no. 5.16 the main activities are tabulated.
Chapter V

Table 5.16

Cultural Development programmes

<table>
<thead>
<tr>
<th>Activities</th>
<th>No. of libraries</th>
<th>percentage</th>
<th>Average no. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary clubs</td>
<td>28</td>
<td>53%</td>
<td>50</td>
</tr>
<tr>
<td>Dance and music classes for children</td>
<td>18</td>
<td>34%</td>
<td>120</td>
</tr>
<tr>
<td>Painting class &amp; competition</td>
<td>9</td>
<td>17%</td>
<td>40</td>
</tr>
<tr>
<td>Cultural competition</td>
<td>31</td>
<td>58%</td>
<td>150</td>
</tr>
</tbody>
</table>

There are literary clubs in many (53%) libraries, which give opportunity to present creative literary works of the members and to interact with literary writers. In some places separate poetry club, short story club etc. are functioning. Some libraries publish creative literary works of the members. Cultural competitions are conducted in almost all Balavedies. Libraries often give opportunities for the local people to interact with outstanding personalities of literature and arts by inviting them to the programmes of the library.

Social Awareness programmes

The libraries organise seminars, Jathas(procession), debates, workshops and speeches of eminent people in the concerned field, for giving awareness of the people on different social problems. The different topics mentioned by the responded libraries were

1. Environment protection
2. Health and Hygiene
3. Reading and continuing education
4. Women empowerment
5. Ethnic culture
6. Religious tolerance
7. Drug abuse
8. Importance of mother tongue

Generally the District Council sponsor or organise these programmes in different libraries. Local problems are also taken up by the libraries for discussion and building proper awareness.

The following activities and programmes are commonly favoured:
1. Seminars, lectures on various issues
2. Jathas (processions)
3. Public meetings
4. Film/Slide/Video/T.V. Shows
5. Medical camps
6. Debates and Group Discussions on Social problems
7. Exhibitions of Educational Posters
8. Observation of Important Days

24 out of 53 (45%) libraries felicitate students of the locality who secure high marks in the SSLC and university examinations.

**Target group wise programmes**

The following Tables 5.17 and 5.18 shows programmes targeted to the different groups, and number of libraries.
### Table 5=17

**Target groups and the programmes**

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Programme</th>
</tr>
</thead>
</table>
| **Children** | Balavedi (Children’s club)  
Quiz competition  
Cultural competition  
classes on music, Instrumental music,  
dance, painting etc.  
Classes of personality development and  
Communicative English  
Freetution |
| **Women** | Income generating programmes  
Medical camps of natal care and child care  
Social awareness programmes. |
| **Youth** | Sports clubs, Career guidance, counselling  
Employment information and notification  
Social awareness programmes,  
Computer training |
| **Farmers** | Farmer’s corner  
Prevention and curing of plant diseases on crops  
Irrigation system and plantation |
| **Illiterates** | Literacy awareness and motivation,  
Literacy classes,  
Preparation for equalency examination |
| **Neo literates** | Collection of neo literate reading materials  
Reading club  
Equalency examination |

There are separate programmes for different target groups. For children the libraries organise Children’s Club (Balavedi) which conduct quiz competition, cultural competitions, classes on music, dance, painting and classes on personality.
development and communicative English. In few libraries free tuition is offered to school going, poor students. For women income generating programmes, medical camps and social-awareness programmes were offered. Sports clubs, career guidance, employment informations, computer training etc. were offered to youth. For farmers Farmers Corner is organised where awareness is given about prevention and curing of plant diseases and crops, irrigation systems and plantaion.

Table no. 5.18 shows the number of surveyed libraries which conduct programmes for the mentioned target groups.

Table 5.18

<table>
<thead>
<tr>
<th>Target group</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>42</td>
<td>79%</td>
</tr>
<tr>
<td>Women</td>
<td>38</td>
<td>71%</td>
</tr>
<tr>
<td>Youth</td>
<td>35</td>
<td>66%</td>
</tr>
<tr>
<td>Illiterates</td>
<td>26</td>
<td>49%</td>
</tr>
<tr>
<td>Farmers</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Neo-literates</td>
<td>14</td>
<td>26%</td>
</tr>
</tbody>
</table>

Majority of the libraries (79%) organise programmes for children. And this is followed by programmes for women (71%) and then youth (66%). Fourtynine percent of the libraries organise programmes for illiterate, followed farmers (30%) and for neo-literates (26%).It should be noticed that one and the same library may conduct programmes for different target groups.

From the above table it can be noted that highest number of programmes were organised for children (79%) and then for women (71%).
2.1.9 Information Service

Libraries function as Information centres for different categories of people in the community. The table no. 5.19 shows the different categories of information services provided to the public.

<table>
<thead>
<tr>
<th>Categories of information</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment opportunity</td>
<td>12</td>
<td>22%</td>
</tr>
<tr>
<td>University notification</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>Gazette notification</td>
<td>18</td>
<td>34%</td>
</tr>
<tr>
<td>Bank loans</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Panchayat notices</td>
<td>20</td>
<td>38%</td>
</tr>
</tbody>
</table>

It can be noted from the above table that the government or other institutions are not utilizing or recognizing the potential of the local libraries for communicating with the public. It is also observed that these services are not proper, regular and effective for the advantage of the users.

2.1.10 Celebrations

Celebrations are community interactive activities of the library. Almost all libraries celebrate their annual day with different programmes. They participate even in local festivals. National days such as Independence Day, Republic Day and Gandhi Jayanthi were observed by almost all libraries. The other important days observed are World Literacy Day, Reader’s day (Vayana Dinam), Library day. Table No. 5.20 shows the
important days observed and the distribution of libraries.

Table 5.20

Observation of Important days

<table>
<thead>
<tr>
<th>Important days</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day (Aug. 15)</td>
<td>53</td>
<td>100%</td>
</tr>
<tr>
<td>Gandhi Jayanthi (Oct. 2)</td>
<td>41</td>
<td>77%</td>
</tr>
<tr>
<td>Republic Day (Jan. 26)</td>
<td>42</td>
<td>79%</td>
</tr>
<tr>
<td>Library Day (Sept. 14)</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Literacy Day (Sep. 8)</td>
<td>14</td>
<td>26%</td>
</tr>
<tr>
<td>Vayanadinam (June 19)</td>
<td>32</td>
<td>60%</td>
</tr>
</tbody>
</table>

On Independence Day and Republic Day most of the libraries reported that they hoist the national flag and distribute sweets. The other programmes noted by libraries are singing patriotic songs, felicitating freedom fighters, speeches of freedom fighters, conducting seminars etc.

Gandhi Jayanthi day is observed as *shuchikarana dinam*, i.e., the library organise voluntary cleaning of public places and public properties. The reason for the less percentage of libraries observing the Library Day was enquired to the authorities of KGS and they remarked that this day is the date of first inaugural meeting of KGS and it was declared only recently which didn’t get proper propaganda.

Libraries also participate and arrange programmes for local festivals. In Table no.5.21 celebrations of surveyed libraries and their distribution are tabulated.
Table 5.21

Celebration of Festivals

<table>
<thead>
<tr>
<th>Festivals</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Day</td>
<td>49</td>
<td>92%</td>
</tr>
<tr>
<td>Onam</td>
<td>38</td>
<td>71%</td>
</tr>
<tr>
<td>Christmas</td>
<td>11</td>
<td>28%</td>
</tr>
<tr>
<td>Bakrid</td>
<td>7</td>
<td>13%</td>
</tr>
<tr>
<td>Local festivals</td>
<td>12</td>
<td>23%</td>
</tr>
</tbody>
</table>

It is reported by the surveyed libraries that they celebrate Onam by organizing cultural programmes, cultural competition and giving prize for the talented. Christmas is celebrated by 11 libraries organising carol and decorating Christmas tree. Bakrid is celebrated by a few libraries by gathering and distributing food, money and clothes to the poor.

2.1.11 Management and Administrative body

Each library is having a democratically elected Library Executive Committee which consists of 9-11 members elected from the local people i.e. members of the library.

The Committee has a President, Vice President; Secretary, Joint Secretary and one woman representative and one representative of SC/ST. The term of the committee is for 3 years.

Administration

The Executive committee meets frequently to discuss the management and administration aspects of the library.
The Table no. 5.22 shows the frequency of executive committee meeting.

Table 5.22
Frequency of Executive Committee Meeting

<table>
<thead>
<tr>
<th>Frequency of Meeting</th>
<th>No. of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once in a month</td>
<td>37</td>
<td>70%</td>
</tr>
<tr>
<td>Once in three months</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Once in six months</td>
<td>6</td>
<td>11%</td>
</tr>
</tbody>
</table>

Generally Executive Committee meets once in a month. Six libraries reported that they conduct meeting only twice in a year. Library organise meetings of library users also at least once in a year.

All the responded libraries reported that the Executive Committee and the User’s Forum meet in special situations if needed.

2.1.12. Problems and Suggestions noted by the Library Authorities
The last two items in the questionnaire were to list the problems, and suggestions in improving the quality and standard of the programmes.

Problems: The main common problems listed by the surveyed libraries are tabulated below.
### Table 5.23
Problems listed by library Authorities

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate financial support</td>
<td>28</td>
<td>53%</td>
</tr>
<tr>
<td>Lack of proper infrastructure facilities</td>
<td>18</td>
<td>34%</td>
</tr>
<tr>
<td>Insufficient manpower support</td>
<td>20</td>
<td>38%</td>
</tr>
<tr>
<td>Lack of support to continue Literacy and Continuing Education programmes</td>
<td>26</td>
<td>49%</td>
</tr>
<tr>
<td>Lack of provision for computer and reprographic facilities</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Lack of publicity and media support</td>
<td>24</td>
<td>45%</td>
</tr>
</tbody>
</table>

Many libraries (53%) reported that they face financial constraints. Proper support for follow up programmes of literacy and continuing education, from KGS as well as from the local self Government is lacking for many (49%) libraries.

**Suggestions**

The main suggestions for the better functioning of libraries given by library authorities are tabulated in Table no 5.24
Table 5.24

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>No of libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government has to take steps to establish proper linkage with educational institution and government aided public libraries.</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Universities should send their notifications and publications to the public libraries.</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>Selected public libraries are to be made study centres of distant education and open universities.</td>
<td>7</td>
<td>13%</td>
</tr>
<tr>
<td>KGS may provide proper aid to establish new public libraries and may provide assistances to fulfil the criteria for getting higher grade to the existing libraries.</td>
<td>21</td>
<td>40%</td>
</tr>
<tr>
<td>KGS may develop a monitoring system for the conduct, evaluation and improvement of the community education programmes of the libraries.</td>
<td>28</td>
<td>53%</td>
</tr>
<tr>
<td>KGS has to take initiative for classification and cataloguing of books of all affiliated libraries.</td>
<td>18</td>
<td>34%</td>
</tr>
<tr>
<td>Librarians are to be helped for acquiring professional qualification to handle the resources</td>
<td>20</td>
<td>38%</td>
</tr>
<tr>
<td>Computerisation and networking of the major libraries has to be done by the KGS.</td>
<td>23</td>
<td>43%</td>
</tr>
<tr>
<td>Follow up programmes of literacy and continuing education is to be enhanced.</td>
<td>14</td>
<td>26%</td>
</tr>
<tr>
<td>The literacy activities of other agencies may be coordinated with the activities of library.</td>
<td>26</td>
<td>49%</td>
</tr>
<tr>
<td>Income generating programmes are to be designed according to the nature of the community, along with the literacy classes.</td>
<td>25</td>
<td>47%</td>
</tr>
</tbody>
</table>
Other significant suggestions reported by some libraries were

1. Schemes for starting self employment units for the trained candidates of vocational education.
2. Career guidance and counselling for the youth and students through public libraries are to be made more effective.
3. Women participation in programmes is to be promoted by giving more awareness and providing incentives to rural women. Women’s reading is to be enhanced through different programme.
4. Proper propaganda and publicity are to be given for the activities of KGS and public libraries, by print media as well as by visual media.

2.2 Analysis of Questionnaire B

This Questionnaire is meant for instructors/resource persons of the course or training programmes organised in libraries. All the instructors who were given the questionnaires were not responded in time as they have their current jobs.

In this section, the data collected from the instructors/resource persons of the courses or training programmes, through Questionnaire B is analysed and interpreted.*

Table no 5.25 shows course/training wise distribution of instructors. Among the 47 respondents 20 (42%) instructors were from literacy classes. 14 (29%) were from career guidance classes. Four instructors were from stitching class. Two were computers instructors. There were a variety of vocational trainings conducted by libraries. So one or two instructors from each courses such as bookbinding, umbrella making, food processing, drawing and painting etc. had been selected.

* English version of the questionnaire is given in the appendix
### Table 5.25
Course/training wise distribution of Instructors of the year 2002-03

<table>
<thead>
<tr>
<th>Name of course/training</th>
<th>No. of respondents</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Literacy classes</td>
<td>7</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Career guidance</td>
<td>14</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Stitching</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Computer training</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other vocational **</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>23</td>
<td>47</td>
</tr>
</tbody>
</table>

* ^Bookbinding, umbrella making, soap making, beautician course, drawing and painting, music, badminton coach.

---

### Fig. 8
Course/training wise distribution of instructors
Personal profile of instructors. Table no. 5.26 shows the age group, course wise, gender wise distribution of instructors, (next page)

It can be noted from the table that men and women contribute almost equally but both have some distinct fields of preference. Majority of the respondents come under the age group 25-45 years (70%) Among the 47 instructors 20(43%) were Degree holders and 7(15%) instructors were technically qualified. They are 6 ITI certificate holders and 9 Diploma holders.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Age group</th>
<th>SSLC M</th>
<th>SSLC F</th>
<th>Higher secondary M</th>
<th>Higher secondary F</th>
<th>Degree/Professional M</th>
<th>Degree/Professional F</th>
<th>Technical Qualifications M</th>
<th>Technical Qualifications F</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18-25</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>26-35</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>36-45</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>46-55</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>04</td>
</tr>
<tr>
<td>5</td>
<td>Above 55</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>17</td>
<td>7</td>
<td>21</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>
Table no. 5.27 shows the employment status of the instructors.

<table>
<thead>
<tr>
<th>Category</th>
<th>M</th>
<th>F</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>39%</td>
</tr>
<tr>
<td>Self employed</td>
<td>9</td>
<td>10</td>
<td>19</td>
<td>40%</td>
</tr>
<tr>
<td>Govt, employees</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Retired (govt emp)</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>23</td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most of the instructors are self-employed or unemployed (72%). Seven Government Employees and three retired hands were among the instructors.

About training imparted by the agency to the instructors

The prarakas of the literacy classes have been given short-term courses and refresher courses for duration of not less than two weeks by the agencies like SRC, Literacy Mission and Shastra Sahitya Parishad. The instructors were given short-term training on the concerned topics by the KGS or by sponsoring agency. The following table shows the general opinion about the training programmes undergone by them.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>21</td>
<td>45%</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>06%</td>
</tr>
<tr>
<td>No response</td>
<td>9*</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Technically qualified in the field who did not get any training from the agency
Table no. 5.29 shows the opinion of the instructors about the co-operation received by the library authorities

<table>
<thead>
<tr>
<th>Opinion</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>31</td>
<td>65%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>12</td>
<td>26%</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most of the instructors (65%) were satisfied with the co-operation of the library authorities for conducting classes.

It is noted that the agencies such as Krishi bhavan, ICDS (Social welfare department), Primary Health Center etc. were conducting their extension activities through local libraries.

Job satisfaction

According to the respondents the following factors led to job satisfaction.

1. Honorarium paid to the instructors by the agency.
2. Different levels of support received from the agency like teaching learning materials for instruction and learning, proper monitoring and guidance and moral
support.

(3) Support from the learners: Involvement of learners in learning process, development of learners in the concerned area, recognition and positive attitude towards instruction were focussed.

The following table (Table no. 5.30) shows the opinion recorded by the instructors in general.

Table 5.30
Job satisfaction of the Instructors

<table>
<thead>
<tr>
<th>Category</th>
<th>Opinion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfied</td>
<td>Not satisfied</td>
</tr>
<tr>
<td>Honorarium</td>
<td>32 (68%)</td>
<td>15 (32%)</td>
</tr>
<tr>
<td>Support from the Agency</td>
<td>41 (87%)</td>
<td>6 (13%)</td>
</tr>
<tr>
<td>Support from learners</td>
<td>37 (79%)</td>
<td>10 (21%)</td>
</tr>
</tbody>
</table>

Most of the instructors (68%) were found satisfied with the meagre honorarium provided to them, as they were doing the job in a voluntary sense. 87 percent were satisfied in the supports given by the agency. 79 percent of instructors were satisfied with the support of learners. As the learners and the instructors generally belong to the same locality they have good understanding and rapport mutually.

The last two questions in the questionnaire were to list the problems facing by them in their job, and their suggestions to improve the educational programmes.
The common problems noted by the instructors are tabulated in the following table. (Table No.31)

### Table 5.31

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Libraries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate infrastructure</td>
<td>22</td>
<td>49%</td>
</tr>
<tr>
<td>Lack of proper fund for conducting the courses</td>
<td>20</td>
<td>43%</td>
</tr>
<tr>
<td>Improper distribution of honorarium</td>
<td>16</td>
<td>34%</td>
</tr>
<tr>
<td>Insufficient teaching learning materials</td>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td>Lack of interest of learners in the literacy classes</td>
<td>9</td>
<td>19%</td>
</tr>
</tbody>
</table>

Some other problems listed are lack of media support, supervisor’s non cooperation, and facilities for advanced technology in teaching.

These problems were brought to the notice of the authorities of KGS while conducting interviews with them. The main reason noted by them was lack of co-operation between the agencies and library authorities.

### Suggestions

Many (45%) respondents didn’t give any suggestions.

The main suggestions noted by the instructors are listed below.

1. All adult education centers of different agencies like literacy mission, PRI should work together in cooperation with the local libraries.
2. Proper awareness and publicity are to be given in community level for making the people understand the benefits of the educational extension programmes of the library.

3. All efforts should be towards making the neo-literates and other learners able to acquire more skill in the learned or trained field. Opportunities should be given for maintaining or developing their skill.

4. Media can help a lot for giving publicity for the Literacy and Continuing Education activities of public libraries.

5. More emphasis is to be given for vocational educations which are locally preferable.

6. Supervisors and experts in the fields can evaluate the classes and can give proper directions for instructors.

7. Sports Council may promote sports and physical training through the sports clubs of the rural public libraries.

8. Local Self Government can make use of public libraries for cultural development of the community.

2.3. Analysis of structured interview

Structured interviews were conducted to collect data from the beneficiaries of the programmes. In this part, data collected through interview with beneficiaries were analysed and interpreted.

The Table no.5.32 shows the distribution of interviewed beneficiaries by their course during the surveyed period.
Chapter V

Table 5.32
Course-wise distribution of beneficiaries of surveyed period 2002-03

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Course/training</th>
<th>No. interviewed participants</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Literacy class</td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Children’s study classes</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Career guidance</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Stitching &amp; craft</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>*Other skill development training</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>22</td>
<td>32</td>
<td>54</td>
</tr>
</tbody>
</table>

*mocking(2), bookbmdng(2), toy making(2), umbrella making(2) and driving, food processing, sewing machine repair and DTP training, one each.

As the range of course/training programmes varies widely, the beneficiaries have been distributed in all age groups from children above 10 years to people below fifty five years. Women were more benefited as they got less chance for formal trainings, than men. Women participate more in the vocational education programmes which help them for income generation, than in academic courses. (Table. 5.33)

A contradiction noticed is that there were participants who were not members of library. Twenty six percent of the participants have not taken membership in the library. They visited the library only for attending educational programmes. It reveals the lack of interest of the people in reading or use of library.
The duration of course varies according to the course. Generally literacy classes were 8 months to one year. The classes were once, twice or thrice in a week, or with regular periodicity. In some cases total number of hours is specified for a particular course. The career guidance courses were for a short term to prepare for competitive examinations.

The age wise/coursewise/genderwise distribution of learners

The learners who have participated in non-formal education programmes in various libraries is tabulated, analysed and presented in Table 5.33 (next page).

Thirtyone precent of learners come under the age group 26 to thirty five and the next thirty percent come under the age group of 16 and 25. The age of 61 percent of the beneficiaries is between 16 and 35. Female learners are more in literacy classes and skill development programmes. Male candidates are more in career development programmes.
Table 5.33

Age group/course wise/gender wise distribution of learners of NFE programmes

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Age group</th>
<th>Literacy</th>
<th>Total</th>
<th>Class for children</th>
<th>Total</th>
<th>career development</th>
<th>Total</th>
<th>stitching &amp; craft</th>
<th>Total</th>
<th>Other skill</th>
<th>Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td></td>
<td>M  F</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Below 16</td>
<td>1 1</td>
<td>2 3</td>
<td>5 0</td>
<td>0 0</td>
<td>1 1</td>
<td>0 0</td>
<td>0</td>
<td>0</td>
<td>8(15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>16-25</td>
<td>1 1</td>
<td>4 0</td>
<td>0 0</td>
<td>3 1</td>
<td>4 0</td>
<td>5 5</td>
<td>2</td>
<td>1</td>
<td>16(30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>26-35</td>
<td>1 2</td>
<td>3 0</td>
<td>0 0</td>
<td>5 3</td>
<td>8 0</td>
<td>3 3</td>
<td>2</td>
<td>3</td>
<td>17(31%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>36-45</td>
<td>1 3</td>
<td>4 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0</td>
<td>1 2</td>
<td>3(9%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Above 45</td>
<td>2 3</td>
<td>5 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0</td>
<td>0 1</td>
<td>8(15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6 10</td>
<td>16 3</td>
<td>5 8</td>
<td>12 0</td>
<td>9 5</td>
<td>7 12</td>
<td>54(100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter V

The learners who have undergone various NFE programmes were provided with learning materials. It varies according to the training or courses, eg. primers and guide books, computer, sewing machine, raw materials like materials for soap making, food processing etc. The general opinion of the learners about such learning materials is analysed and furnished below in Table no 5.34.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>30</td>
<td>56%</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>24</td>
<td>44%</td>
</tr>
</tbody>
</table>

Fifty six percent of the participants were satisfied with the learning materials provided during the course and 44 percent face problem in getting enough learning materials.

Opinion about the facilities in the centers

All the centers were electrified. As the participants were local people, they were not feeling much inconvenience in the lack of proper infrastructure facilities. Only 15 percent of beneficiaries had complained about space problem in their center.

Opinion about Resource person/Instructors

Most of the learners recorded their acceptance of their resource persons. The qualities of the instructors recorded and the distribution of learners is tabulated in Table 5.35
Table 5.35

Learners’ opinion about resource persons

<table>
<thead>
<tr>
<th>Quality</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sincerity</td>
<td>42</td>
<td>78%</td>
</tr>
<tr>
<td>Communication ability</td>
<td>40</td>
<td>74%</td>
</tr>
<tr>
<td>Patience</td>
<td>33</td>
<td>62%</td>
</tr>
<tr>
<td>Regularity</td>
<td>30</td>
<td>56%</td>
</tr>
<tr>
<td>Knowledge in the subject</td>
<td>26</td>
<td>49%</td>
</tr>
</tbody>
</table>

Sincerity was ranked as the prime quality of instructors and followed by communication skill. Regularity and patience were the other qualities recognised.

It is seen that generally the instructors were local people. The commitment towards their community might be the reason for the sincere attitude of the instructors, and the participants never felt any problem with communication skill of the instructors. Interpersonal relationship between the instructors and the learners was graded as good by all of them.

Follow-up

The follow-up activities were not found much effective according to the survey. The neo-literates were not provided with good neo-literate books/literature in many (68%) libraries. The participants of income generating programmes were not found satisfied with the follow-up activities of the library. Most of the career guidance participants (78%) expressed their satisfaction in the follow-up activities of KGS.
The beneficiaries were asked about their aim for attending these classes. It is tabulated in Table no 5.36.

Table 5.36

<table>
<thead>
<tr>
<th>Benefits</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in financial status</td>
<td>34</td>
<td>62%</td>
</tr>
<tr>
<td>Family life improvement</td>
<td>30</td>
<td>55%</td>
</tr>
<tr>
<td>Personality development</td>
<td>22</td>
<td>40%</td>
</tr>
<tr>
<td>Career advancement</td>
<td>18</td>
<td>33%</td>
</tr>
<tr>
<td>Encouragement of their natural talents</td>
<td>8</td>
<td>15%</td>
</tr>
</tbody>
</table>

Most of them (62%) were aiming at their economic status through non formal education along with family life improvement (55%), personality development (40%), and career advancement. Very few (15%) were aware of the possibility of improving their in born talents.

All the learners of literacy classes have periodical evaluation and their progress is recorded especially the classes conducted by the literacy mission.

The main problems noted by many (64%) adult learners were, management of their own timing, as they are engaged in their own jobs.

Suggestions
Many respondents didn't give any specific suggestions for the improvement in the conduct of the programmes.

The main common suggestions given by a few learners were
Schemes may be introduced for giving financial assistance and other supports for launching small scale industry units for the trained candidates of vocational education classes.

More courses are to be started in various skill development programmes.

Income generating programmes are to be designed for training along with literacy classes.

Equalancy programmes are to be organised in all libraries.

More books are to be maintained in the library for career advancement.

Resource persons specialised in the topic (subject) may be selected for career guidance coaching.