



ROLE OF PUBLIC LIBRARY IN LIFELONG LEARNING: A STUDY IN GRADE-I LIBRARY OF TIRURPATI DISTRICT: ANDHRA PRADESH

Dr. M. Prasantha Kumari*, **Dr. S. Ranganadham**** & **Dr. B. Veena Kumari*****

*Associate Professor & Head I/c., Department of Library & Information Science,
Sri Venkateswara University, Tirupati -517 502.

Email: svu.prasanthi@gmail.com

**Academic Consultant, Department of Library & Information Science,
Sri Venkateswara University, Tirupati -517 502.

Email: saduranganadhamph.d@gmail.com

***Academic Consultant, Department of Library & Information Science,
Sri Venkateswara University, Tirupati -517 502.

Email: veenakb12@yahoo.com

Abstract

Public libraries play a crucial role in promoting lifelong learning by providing access to information, learning resources, and community-oriented services. The present study examines the role of public libraries as knowledge hubs supporting lifelong learning, with particular reference to users' demographic characteristics, frequency of library visits, purposes of use, information sources, community information services, participation in learning programmes, and perceived challenges in utilising library services. Data were collected from 134 respondents using a structured questionnaire, and the results were analysed using descriptive statistical methods. The findings reveal that a majority of respondents regularly visit the library, with daily and weekly usage being predominant. Reading habits, awareness of current information, and peer influence are identified as major motivating factors for library use. Respondents primarily utilise the library for career-related information, subject-specific learning, access to the internet, and staying updated with current information. Competitive examination books, government publications, newspapers, reference sources, and non-print materials significantly support users' lifelong learning needs. The study concludes that public libraries are essential institutions for fostering lifelong learning and social empowerment. Strengthening collections, improving digital infrastructure, enhancing user awareness, and upgrading facilities will further reinforce the role of public libraries as dynamic centres for continuous learning and community development.

Keywords: Public Library, Lifelong Learning, Knowledge Hubs, Reading Habit, Community Information.

1. Introduction

Public libraries are regarded as a people's university. They are offering the free services to every citizen of the country. Public libraries as essential centres for lifelong learning by providing free, equitable access to information and educational resources, fostering digital literacy, and serving as community hubs that support personal and professional growth for diverse age groups. Lifelong learning, defined as the pursuit of knowledge and skills for personal and professional growth throughout one's life, is critical in today's rapidly changing world. Public libraries serve as inclusive spaces where individuals can engage in self-directed learning, enhance their skills, and explore new areas of interest.

Most of the citizens are using public libraries for their lifelong learning as most of the time they do not have access to academic libraries, after their graduation. Public Libraries act as inclusive community spaces, fostering social engagement and promoting social cohesion by offering a central point for learning and connection for people of all backgrounds and ages. Libraries empower individuals to pursue independent, self-directed learning, which is essential for adapting to societal changes, improving personal well-being, and enhancing career opportunities in the 21st century. By equipping citizens with knowledge and the ability to use information effectively, public libraries play a fundamental role in developing an informed, democratic, and knowledgeable society. In the digital age, public libraries are vital for teaching users how to search for, use, and critically evaluate information found online, bridging the gap in digital skills.

2. Objectives of Public Library

In his work “Library Manual”, Dr. S.R.Rangathan hails the library as a “Social Institution” and lays down for it the following objectives

- It should help the life-long self-education of one and all;
- It should furnish up – to – date facts and information
- it should distribute, in an unbiased and balanced way, all shades of recorded views and thought to one and all,
- It should contribute to productivity – drive by informing top managements of the latest trends
- It should provide to one and all a harmless and elevating use of leisure;
- It should preserve the literary remains of humanity for posterity
- It should work for continued social well – being.

3. Review of the Literature

Chinedu & Egolum (2025) narrated that public libraries play a crucial role in providing access to knowledge, fostering literacy, and supporting lifelong learning. This study examined the comparative analysis between management strategies and current state of selected public library facilities in South East Nigeria, which includes four selected States namely; Abia, Imo, Enugu and Anambra with emphasis to the State capitals, focusing on their infrastructure, resources, and service delivery. The study used a mixed-method approach. Data were collected through field observations, structured interviews, and surveys administered to library users and staff. A total of 316 questionnaires were distributed to respondents who were carefully selected. Out of these, 309 questionnaires were retrieved with complete answers, giving a response rate of 97%. The sample size was determined using Taro Yamane formula. The data collected was subjected to descriptive statistical analysis method using Likert Scale, Weighted Mean Score, Standard Deviation and Analysis of Variance (ANOVA). Tables, percentages and charts was used in the presentation of data gathered from the field. Analysis was done using the statistical package for social sciences (SPSS) version 26.0. The findings revealed significant challenges, including inadequate funding, out-dated collections, poor maintenance of facilities, and limited access to digital resources. Despite these challenges, libraries remain vital community hubs, with efforts by stakeholders to improve their functionality. The study recommends increased government investment, modernization of library resources, and enhanced community engagement to revitalize public libraries in the South East, Nigeria.

Na & Lee (2024) conducted a study on the public libraries which serve as important hubs for lifelong learning for older adults. Nevertheless, if library visits are perceived as discouraging and frustrating, they can be burdensome for this demographic. The perceptions of motivations influencing public library use among older adults was explored through 37 semi-structured interviews. Employing the ARCS (Attention, Relevance, Confidence, and Satisfaction) motivation model, a qualitative approach was adopted. The analysis aims to shed light on the motivations and perceptions of elderly library users. The significance lies in being the pioneer in applying the ARCS motivation model to library use among older adults within the framework of public libraries, highlighting profound implications for library services catering to this demographic. The findings will contribute to new methodologies in library user research, increase knowledge and interest in public library use among older adults, and provide concrete suggestions for library administrators and policymakers.

Lee (2024) examined the role of public libraries in promoting community resilience and sustainability during times of crisis. It fills a research gap by investigating the relationship between library services, community engagement, and long-term resilience within the context of disaster recovery. Through a comprehensive analysis of literature and a case study of Kaohsiung Public Library in Taiwan, the study establishes a robust

association between libraries and community resilience. The study emphasizes the importance of public libraries as agents of community resilience and advocates for a comprehensive approach to address community needs during crises.

4. Objectives of the study

The following are the specific objectives of the study:

1. To identify the information sources available in public libraries that help the users to support lifelong learning needs of users;
2. To examine the extent to which the providing of digital tools and technology has enhanced the ability of public libraries to function as modern knowledge hubs;
3. To determine the participation level of users in library-organized programs and activities related to lifelong learning;
4. To assess the perceptions of users regarding the role of public libraries as knowledge hubs that promote lifelong learning;
5. To know the opinions of users how public libraries engage with local communities to foster a culture of learning;
6. To identify barriers or challenges faced by users in utilizing library resources and services effectively; and

5. Need for the study

Public libraries serve as vital knowledge hubs that significantly enhance lifelong learning by providing accessible resources and fostering a culture of continuous self-improvement. A study focusing on this role is needed to understand how libraries can better adapt to the evolving needs of learners and maximize their impact in the 21st century. This research aims to understand the information needs and learning requirements, to identify the gaps and challenges faced by public libraries in providing effective services for lifelong learning.

6. Methodology

Survey method was used for the collection of primary data. A questionnaire was designed for this purpose and circulated to 145 users of public library. 134 responses received out of 145 total. Overall the user response rate 92.41%. The information is presented in the form of tables and evaluated using a basic measurement process.

7. Scope and Limitation of the Study

The current study investigated the “Role of Public Library in Lifelong Learning: A Study at Grade I Public Library of Tirupati District, Andhra Pradesh.”

8. Data Analysis and Interpretation

8.1. Gender-wise

Table-8.1

Distribution of Respondents based on the Gender

Gender	No. of Respondents	Total (%)
Male	123	(91.8%)
Female	11	(8.2%)
Total	134	(100)

It is evident from the Table-8.1 that most of the respondents (91.8%) are Male and remaining (8.2%) are Female.

8.2. Frequency of library visit

Table-8.2

Distribution of Respondents based on their frequency of visit to library

Frequency	Male	Female	Total
Daily	63 (51.2%)	6 (54.5%)	69 (51.5%)
Once in a Week	47 (38.1%)	5 (45.4%)	52 (38.8%)
Once in a fortnight	9 (7.3%)	0 (0.0%)	9 (6.7%)
Once in a Month	4 (3.3%)	0 (0.0%)	4 (3.0%)
Total	123 (100)	11 (100)	134 (100)

Table-8.2 shows that above half of the respondents (51.5%) visit the library daily followed by who visit library once in a week (38.8%), once in a fortnight (6.7%) and the remaining of them (3.0%) visit the library once in a month. More number of the female respondents (54.5%) visit the library daily compared to the male respondents (51.2%).

8.3. Influencing factors to avail services in library

Table-8.3

Distribution of Respondents according to their influencing factors to avail services of Library

Influencing Factors	Male	Female	Total
Self-Interest	32 (26.0%)	1 (9.1%)	33 (24.6%)
Friends	64 (52.0%)	3 (27.3%)	67 (50.0%)
Reading Habits	69 (56.1%)	5 (45.4%)	74 (55.2%)
Awareness on latest information	69 (56.1%)	2 (18.2%)	71 (53.0%)
Research interest	21 (17.1%)	1 (9.1%)	22 (16.4%)

(Note: Respondents were permitted to tick more than one answer)

Table-8.3 describes that majority of the respondents (55.2%) replied that the influencing factors to avail services of library are their reading habit; followed by awareness on latest information (53.0%), friends (50.0%), self-interest (24.6%), while remaining respondents (16.4%) replied that the influencing factors to avail services of library is research interest. More number of the male respondents (56.1%) replied that the influencing factors to avail services of library are reading habits compared to the female respondents (45.4%) in this regard.

8.4. Purpose of library visit

Table-8.4

Distribution of respondents based on the purpose of visit to the library

Purpose	Male	Female	Total
To read newspapers	84 (68.3%)	5 (45.5%)	89 (66.4%)
To get information needed for job/career	103 (83.7%)	11 (100%)	114 (85.1%)
To use the internet facility	88 (71.5%)	8 (72.7%)	96 (71.6%)
To get latest information	94 (76.4%)	7 (63.6%)	101 (75.4%)
To get information for specific subject areas	104 (84.6%)	5 (45.5%)	109 (81.3%)

(Note: Respondents were permitted to tick more than one answer)

Table-8.4 indicates that majority of the respondents (85.1%) visit the library to get information needed for job/career followed by to get information for specific subject areas (81.3%), to get latest information (75.4%), to use the internet facility (71.6%) and (66.4%) of them visit the library to read newspapers. The cent percentage of the female respondents visit the library to get information needed for job/career compared to the male respondents (83.7%) in this regard.

8.5. Information Sources which support lifelong learning needs

Table-8.5

Distribution of respondents based on the Information Sources which support Lifelong Learning Needs

Information Sources	Male	Female	Total
Text Books	62 (50.4%)	10 (90.9%)	72 (53.7%)
Journals/Magazines	62 (50.4%)	7 (63.6%)	69 (51.5%)
Newspapers	80 (65.0%)	9 (81.8%)	89 (66.4%)
Fiction/Novels	65 (52.8%)	5 (45.5%)	70 (52.2%)
Competitive books	103 (83.7%)	11 (100%)	114 (85.1%)
Reference collection	Male	Female	Total

ZGS Administrative reports	62 (50.4%)	9 (81.8%)	71 (53.0%)
Citation lists	15 (12.2%)	8 (72.7%)	23 (17.2%)
Dictionaries	87 (70.7%)	10 (90.9%)	97 (72.4%)
Encyclopaedias	81 (65.9%)	8 (72.7%)	89 (66.4%)
Yearbooks	74 (60.2%)	7 (63.6%)	81 (60.4%)
Directories	72 (58.5%)	10 (90.9%)	82 (61.2%)
Almanacs	7 (5.7%)	8 (72.7%)	15 (11.2%)
Biographies	20 (16.3%)	7 (63.6%)	27 (20.1%)
Bibliographies	12 (9.8%)	5 (45.5%)	17 (12.7%)
Indexes	7 (5.7%)	2 (18.2%)	9 (6.7%)
Abstracts	7 (5.7%)	3 (27.3%)	10 (7.5%)
Handbooks	74 (60.2%)	9 (81.8%)	83 (61.9%)
Standards & Reports	7 (5.7%)	4 (36.4%)	11 (8.2%)
Patents	5 (4.1%)	5 (45.5%)	10 (7.5%)
Govt. Publications	97 (78.9%)	8 (72.7%)	105 (78.4%)
Non-print materials	Male	Female	Total
Atlases	88 (71.5%)	9 (81.8%)	97 (72.4%)
Maps	93 (75.6%)	11 (100%)	104 (77.6%)
Charts	79 (64.2%)	9 (81.8%)	88 (65.6%)
Globes	86 (69.9%)	8 (72.7%)	94 (70.1%)
Audio/video materials	31(25.2%)	6 (54.5%)	37 (27.6%)
CDs/DVDs	22 (17.9%)	7 (63.6%)	29 (21.6%)
Floppies	9 (7.3%)	6 (51.2%)	15 (11.2%)
Micro films/ Micro strips	7 (5.7%)	0 (0.0%)	7 (5.2%)
Magnetic tapes	4 (3.3%)	1 (9.1%)	6 (4.5%)
Slides	12 (9.8%)	7 (63.6%)	19 (14.2%)

(Note: Respondents were permitted tick more than one answer)

Table-8.5 depicts that majority of the respondents (85.1%) replied that they information sources support lifelong learning needs is Competitive books followed by Newspapers (66.4%), Textbooks (53.7%), fiction / Novels (52.2%), and remaining respondents (51.5%) replied that they information sources support lifelong learning needs is Journals / Magazines. More number of female respondents (100%) replied that they information sources support lifelong learning needs is Competitive books compared to the male respondents (83.7%) in this regard.

Moreover, majority of the respondents (78.4%) replied that they information sources support lifelong learning needs is Government publications followed by Dictionaries (72.4%), Encyclopaedias (66.4%), Handbooks (61.9%), Directories (61.2%), Yearbooks (60.4%), ZGS administrative reports (53.0%), Bibliographies (20.1%), Citation lists (17.2%), Bibliographies (12.7%), Almanacs (11.2%), Standards & Reports (8.2%), Abstracts (7.5%), Patents (7.5%), and remaining respondents (6.7%) replied that they information sources support lifelong learning needs is Indexes. More number of the male respondents (78.9%) replied that they information sources support lifelong learning needs is Government publications compared to the female respondents (72.7%) in this regard.

Likewise, most of the respondents (77.6%) replied that they information sources support lifelong learning needs is Maps followed by Atlases (72.4%), Globes (70.1%), Charts (65.6%), Audio / Video materials (27.6%), CDs/DVDs (21.6%), Slides (14.2%), Floppies (11.2%), Micro films / Micro strips (5.2%), and remaining of the respondents (4.5%) replied that they information sources support lifelong learning needs is Magnetic tapes. More number of the female respondents (100%) replied that they information sources support lifelong learning needs is Maps compared to the male respondents (75.6%) in this regard.

8.6. Community information provided by library

Table-8.6

Distribution of respondents based on the community information provided by Library

Community Information	Male	Female	Total
Family planning	118 (95.9%)	11 (100%)	129 (96.3%)
Women health	110 (89.3%)	11 (100%)	121 (90.3%)
Child care	119 (96.7%)	11 (100%)	130 (97.0%)
Pulse polio	122 (99.2%)	10 (90.9%)	132 (98.5%)
Nutrition programmes	106 (86.2%)	11 (100%)	117 (87.3%)
Dwacra	121 (98.4%)	10 (90.9%)	131 (97.8%)
Employment opportunities	123 (100%)	11 (100%)	134 (100%)
Adult education	85 (69.1%)	7 (63.6%)	92 (68.7%)
Distance education	49 (39.8%)	4 (36.4%)	53 (39.6%)
Saving schemes	86 (69.9%)	8 (72.7%)	94 (70.1%)
Agriculture information	121 (98.4%)	9 (81.8%)	130 (97.0%)
Medical information	118 (95.9%)	11 (100%)	129 (96.3%)
Legal information	68 (55.3%)	9 (81.8%)	77 (57.5%)
Industrial information	75 (61.0%)	7 (63.6%)	82 (61.2%)
Govt. schemes information	123 (100%)	11 (100%)	134 (100%)

(Note: Respondents were permitted to tick more than one answer)

Table-8.6 portrays that cent percentage of the respondents (100%) replied that their library is providing community information and they are utilising the Government schemes information (100%) followed by Employment opportunities (100%), Pulse polio (98.5%), Dwacra (97.8%), Child care (97.0%), Agriculture information (97.0%), Family planning (96.3%), Medical information (96.3%), Women health (90.3%), Nutrition programmes (87.3%), Saving schemes (70.1%), Adult education (68.7%), Industrial information (61.2%), Legal information (57.5%), while remaining respondents (39.6%) replied that they are utilising Distance education information provided by the library.

8.7. Participation in learning areas conducted by library

Table-8.7

Distribution of respondents based on their participation in learning areas conducted by Library

Learning Areas	Male n=123	Female n=11	Total N=134
Career Guidance	77 (62.6%)	10 (90.9%)	87 (64.9%)
Health and Wellness Programs	88 (71.5%)	11 (100%)	99 (73.9%)
Financial Literacy Workshops	60 (48.8%)	9 (81.8%)	69 (51.5%)
Cultural/Literary Events	90 (73.2%)	11 (100%)	101 (75.4%)
Digital Skills/Computer Literacy	48 (39.0%)	9 (81.8%)	67 (50.0%)
Language Learning	96 (78.0%)	9 (81.8%)	105 (78.4%)

(Note: Respondents were permitted to tick more than one answer)

Table-8.7 reveals that most of the respondents (78.4%) replied that they participated in learning areas conducted by library for Language learning (78.4%) followed by Cultural / Literary events (75.4%), Health and Wellness Programs (73.9%), Career Guidance (64.9%), Financial Literacy Workshops (51.5%), and (50.0%) of them replied that they participated in learning areas conducted by library for Digital skills/Computer literacy. More number of the female respondents (81.8%) replied that they participated in learning areas conducted by library for Language learning compared to the male respondents (78.0%) in this regard.

8.8. Role of public library in promoting lifelong learning**Table-8.8****Distribution of Respondents based on their opinion on the role of public library in promoting lifelong learning**

Opinion	Male	Female	Total
Strongly Agree	35 (28.5%)	2 (18.2%)	37 (27.6%)
Agree	64 (52.0%)	5 (45.5%)	69 (51.5%)
Neutral	16 (13.0%)	3 (27.3%)	19 (14.2%)
Strongly Disagree	4 (3.3%)	1 (9.1%)	5 (3.7%)
Disagree	4 (3.3%)	0 (0.0%)	4 (3.0%)
Total	123 (123)	11 (100)	134 (100)

Table-8.8 interprets that above half of the respondents (51.5%) replied that they agree on the role of public library in promoting lifelong learning followed by strongly agree (27.6%), neutral (14.2%), strongly disagree (3.7%), while remaining respondents (3.0%) replied that they disagree on the role of public library in promoting lifelong learning. More number of the male respondents (52.0%) agree on the role of public library in promoting lifelong learning compared to the female respondents (45.5%) in this regard.

8.9. Public library's engagement with local community**Table-8.9****Distribution of Respondents based on their opinion on public library's engagement with local community**

Extension Activities	Male	Female	Total
Book exhibitions	104 (84.6%)	9 (81.8%)	113 (84.3%)
Popular lectures	51 (41.5%)	8(72.7%)	59 (44.0%)
Public Meeting	109 (88.6%)	10 (90.9%)	119 (88.8%)
Felicitation to retired persons	100 (81.3%)	11 (100%)	111 (82.8%)
National Library Week	123 (100%)	11 (100%)	134 (100%)
Library orientation programme	47 (38.2%)	7 (63.6%)	54 (40.3%)
Information literacy programme	39 (31.7%)	5 (45.5%)	44 (32.8%)
Computer literacy programme	59 (48.0%)	8 (72.7%)	67 (50.0%)
Cultural activities	86 (69.9%)	7(63.6%)	93 (69.4%)
Conferences/Seminars/Workshops	24 (19.5%)	3 (27.3%)	27 (20.1%)
Summer Camps: Story Telling, Painting, Training in English, Grammar, and Spoken English etc.	109 (51.2%)	8 (72.7%)	117 (87.3%)

(Note: Respondents were permitted to tick more than one answer)

Table-8.9 designates that cent percentage of the respondents (100%) replied that through conducting various programs like National Library Week (100%) public library is engaged with local community followed by Public meeting (88.8%), Summer camps: Storytelling, Painting, Training in English, Grammar, and Spoken English etc. (87.3%), Book exhibitions (84.3%), Felicitation to retired persons (82.8%), Cultural activities (69.4%), Computer literacy programme (50.0%), Popular lectures (44.0%), Library orientation programme (40.3%), Information literacy programme (32.8%), and remaining (20.1%) Conferences / Seminars/ Workshops.

8.10. Problems faced for not utilizing library services**Table-8.10****Distribution of respondents based on the problems they faced for not utilizing library services**

Problems	Male	Female	Total
Lack of Awareness of Services	37 (30.1%)	7 (63.6%)	44 (32.8%)
Inconvenience Timings	19 (15.4%)	4 (36.4%)	23 (17.2%)
Out-dated Materials	87 (70.7%)	11 (100%)	98 (73.1%)
Limited Digital Access	68 (55.3%)	11 (100%)	79 (59.0%)

Lack of Personalised Support	6 (4.9%)	7 (63.6%)	13 (9.7%)
Uncomfortable furniture for longer hours of study	28 (22.8%)	7 (63.6%)	35 (26.1%)

(Note: Respondents were permitted to tick more than one answer)

Table-8.10 tallies that majority of the respondents (73.1%) replied that Out-dated materials is the main problem faced for not utilising library services followed by Limited digital access (59.0%), Lack of awareness of services (32.8%), Uncomfortable furniture for longer hours of study (26.1%), Inconvenience timings (17.2%), and remaining (9.7%) of them replied that there is lack of personalised support is the another problem faced for not utilising library services. More number of the female respondents (100%) replied that out-dated materials is the main problem faced for not utilising library services compared to the male respondents (70.7%) in this regard.

9. Conclusion

The present study clearly establishes that public library plays a significant and multifaceted role as knowledge hubs for lifelong learning, catering to diverse informational, educational, and community needs. The demographic analysis reveals a higher participation of male respondents; however, female respondents consistently demonstrate stronger engagement and higher utilisation levels across several key areas such as career-oriented information, competitive examination resources, community health information, and learning programmes. This highlights the inclusive potential of public libraries in empowering all sections of society.

The findings indicate that the dominant purposes of library visits, career development, subject-specific information, internet access, and access to updated information—demonstrate that libraries are strongly aligned with users' lifelong learning aspirations. The wide range of information sources, including print, reference, government publications, and non-print materials, significantly supports lifelong learning needs. Competitive books, government publications, maps, and digital and audio-visual resources stand out as highly utilised materials, reflecting the practical, career-focused, and knowledge-enhancing functions of public libraries. Furthermore, the extensive provision and utilisation of community information services particularly government schemes, employment opportunities, health, agriculture, and social welfare information highlight the library's vital role in community development and social awareness.

Participation in learning programmes such as language learning, cultural activities, health and wellness initiatives, career guidance, and digital literacy programmes further reinforces the public library's contribution to continuous learning beyond formal education. A majority of respondents express agreement that public libraries actively promote lifelong learning and maintain strong engagement with the local community through outreach programmes, exhibitions, lectures, literacy initiatives, and national-level observances.

Despite these strengths, the study also identifies critical challenges affecting optimal utilisation of library services, notably outdated materials, limited digital access, lack of awareness of services, and infrastructural discomfort. Addressing these issues through collection modernization, enhanced digital facilities, user education, and improved physical infrastructure is essential for strengthening the impact of public libraries. In conclusion, the study affirms that public libraries are indispensable institutions for lifelong learning, community empowerment, and knowledge dissemination. With strategic improvements in resources, technology, and user-oriented services, public libraries can further enhance their effectiveness and continue to serve as dynamic engines of learning and social development.

References

- Chinedu, N. P., & Egolum, C. C. (2025). Comparative Analysis between Management Strategies and Current State of Selected Public Library Facilities in South East Nigeria. *Iconic Research and Engineering Journals*, 8(8), 207-218.
- Na, K., Jeong, Y., & Lee, J. (2024). Exploring older adults' motivation to use public libraries in South Korea using the attention, relevance, confidence, and satisfaction (ARCS) motivation model. *Library & Information Science Research*, 46(2), 101296. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0740818824000173>

3. Lee, P. C. (2024). Bridging cultural divides: The role of Public libraries in Taiwan in enhancing cultural capital and promoting social inclusion. *Public Library Quarterly*, 1-28.
4. Bovero, E. (2004). *Public libraries and lifelong learning*. University of Northumbria.
5. Mashilo, S., & Mdhlalose, D. S. (2025). Challenges and impacts of the absence of public libraries in rural South Africa. *PustakaKarya: Jurnal Ilmiah Ilmu Perpustakaan dan Informasi*, 13(1), 1-16. Retrieved from <https://doi.org/10.18592/pk.v13i1.15736>
6. Crawford, J. C., & Irving, C. (2013). *Information Literacy and Lifelong Learning - Policy Issues, the Workplace, Health and Public Libraries*. Kingston upon Hull, England: Chandos Publishing.
7. Huded, S. M. & Annigeri, L. (2018). Public libraries as a lifelong learning center: A special reference to city central library Dharwad. In: *1st Multidisciplinary International Conference on Social Responsibility of Educational Institutions in Developing Countries (ICSEDC 2018)*, 24-25 August 2018, Coimbatore. https://www.researchgate.net/publication/329391218_Public_Libraries_as_a_Lifelong_Learning_Center_A_Special_Reference_to_City_Central_Library_Dharwad

