**The Value of Libraries in Creating Literate Communities**

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**Abstract**

Schools that implement inclusive education may make it challenging for students with special needs to form friendships with their peers. To promote positive interactions with peers, an individual must possess the social skills that correspond to their age group's developmental stage. It occurs more frequently that children who lack social skills are excluded from classroom activities. The relationship between children with special needs and their social standing in inclusive classroom environments is investigated in this study. In the process of data collection, 989 students in grades four through seven participated. Three distinct social inclusion indices—friendships, peer acceptability, and group membership—form the basis of the study. Twenty-five to twenty-five percent of children with special needs have difficulty socially integrating with their classmates, according to the findings of the study. With few exceptions, sociability and social standing are not significantly correlated. This assertion, however, is untrue with regard to adolescents who are grappling with behavioral issues. Social standing is intricately linked to an individual's capacity for interpersonal interaction. Those in this specific group who desire to establish and maintain relationships with their peers, create new acquaintances, and maintain existing connections may find social skills development beneficial.

**Keywords:** social skills development beneficial, interpersonal interaction, Creating Literate Communities.

**Introduction**

By providing people with equal and unfettered access to printed, digital, and multimedia resources, libraries all over the world strive to fulfill their mission of providing access to these resources. via the provision of literary works that are both entertaining and acceptable for readers of varied reading skills, as well as via the implementation of literacy initiatives that are geared toward adults and families, they play a significant part in the implementation of environments that foster the development of literacy. The group has repeatedly shown that it is proactive in delivering its services to individuals that are marginalized, and this has been proved on multiple occasions. As a result, they have acknowledged that it is their civic responsibility to provide services that are accessible to people of all social, political, and economic backgrounds. The processes of locating, utilizing, and assessing all of the relevant information are made easier with the assistance of libraries. As a result of this phenomenon, numerous opportunities for ongoing education, the development of reading skills, the promotion of informed social participation, leisure pursuits, creative involvement, independent research, critical thinking, and, finally, the achievement of agency in an environment that is becoming increasingly complex on a global scale are created. The purpose of this essay is to highlight the mission of library and information services that are provided in community learning centers, non-governmental resource centers, public libraries, and school libraries. The objective of these services is to encourage literacy and provide basic education to individuals from all walks of life. Throughout this conversation, we will not be discussing the significant distinction that exists between university research libraries and documentation centers that are specialized in other fields.

**Making places where people can read and write**

It is necessary to establish literacy-focused settings that are engaging and dynamic in the family, school, business, and society as a whole in order to advance reading ability and encourage active engagement throughout one's entire life. This will instill a passion of literature that will last a lifetime. It is unfathomable that individuals in many parts of the world could go even a single day without being able to receive written knowledge. This possibility exists in a number of different places. Individuals are required to read and engage with written materials as a result of the broad array of activities that they engage in on a daily basis. The following are some examples of activities that fall into this category: reading the newspaper as a primary morning activity, observing various types of billboards and commercials while driving or attending to duties, communicating in writing at work through reports and emails, perusing the daily mail, and finishing the day with a well-crafted book or magazine. In spite of this, a sizeable number of developing nations continue to be deprived of access to reading materials, which hinders the development of a culture that places a high value on reading as a customary activity. In accordance with the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the realisation of universal education cannot be accomplished merely through the provision of educational resources of a high quality to educational institutions. One further thing that is absolutely necessary is for the inhabitants of nations who are going through the process of modernization to increase their level of literacy. Adults are need to continue to interact with written materials and to have unlimited access to a large array of literary resources in order to keep their literacy levels on line with those of children (UNESCO: Basic). A significant cause for concern is the risk that persons who have recently acquired literacy abilities would regress and see a loss in their reading ability. This is a significant cause for concern. Consequently, the large monies that were allotted to projects aimed at adult literacy and formal education would have been thrown away in this manner. When newly acquired literacy abilities are not frequently practiced and strengthened, as well as when literacy is not utilised in a relevant practical context, the likelihood of this danger materialising is increased. The convergence of these elements raises the probability that this threat will materialise in the future. In the context of India, a sizeable number of the ongoing literacy projects are not successful in providing persons who have merely acquired fundamental literacy skills with help that is long-term. People who are in this category are frequently referred to as "neo-literates." It is possible that they are at risk of falling back into illiteracy if they do not receive adequate help, notably in the form of reading materials and instructional equipment. According to Singh (2003:viii), one of the most important functions of libraries is to make available to its patrons a wide variety of reading materials and educational resources. In the subsequent subchapters, we will investigate oral societies, the local publishing business, the home environment, and the school environment in order to obtain an understanding of the conditions and challenges that are associated with the process of training a population that is literate.

**Oral Cultures**

In societies that place a high value on oral traditions and norms, libraries and books are frequently not considered to be essential means of information transmission. People who live in these communities often place a higher value on oral and performance arts than they do on reading alone. Conversing, singing, dancing, and meeting new people are all examples of activities that fall into this category. As a consequence of this, people in these nations generally decide to stop reading for pleasure once they have completed the required number of years of formal education. There is a sizeable portion of the population that does not possess the ability to read and write, which has a negative effect on the relatively limited number of people who are literate (Totemeyer, 1994: 413). People continue to interact with one another primarily through oral communication, which is the major mode of communication. In order to achieve the goals of raising literacy rates and satisfying the needs of individuals who have recently gained literacy skills, the strategy that has been presented involves the dissemination of essential reading materials that are rooted in the local area. This will ultimately result in the development of a culture that values literacy. The technologies that are listed below make it easier to transition from a society that is dominated by oral communication to one that is more literate and culturally sensitive. Children and other individuals with little literacy skills may view reading as an odd undertaking because they are not aware of the connection that exists between reading books and one's mother tongue. For the purpose of enhancing language abilities such as speaking, listening, reading, and writing, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) has been developing educational materials for the countries that are located in Asia and the Pacific.

**Local Book Publishing Business**

For the purpose of disseminating and preserving local knowledge, research, and cultural manifestations, it is absolutely necessary for there to be a successful local publishing enterprise. In addition to this, it is of utmost importance in the process of assisting with the translation of pertinent documents into the languages spoken in the area. Publishers, merchants, and librarians are all components of the intricate network of book distributors that facilitates the contact between authors and consumers. It is unfortunate that this strategy has flaws from time to time and that it has to be improved in certain countries. When there are multiple official languages in a country, the situation might develop into a fairly complicated situation. It is especially important to keep this in mind in circumstances where the government mandates that children spend the first few years of their elementary school education focusing on studying in their mother tongue. Only two percent of all books published worldwide are produced in Africa, despite the fact that it is home to twelve percent of the world's population. According to some estimations, more than seventy percent of the books that were found were found to have originated from outside of sub-Saharan Africa. According to Makotsi (2004): 4, the majority of the publications that are available are textbooks for universities and resources for vocational training. In most cases, the price of a single copy of these publications is approximately $25 USD. It is less probable that those who live in nations that are also experiencing financial difficulties will have access to reading resources that are easily accessible. Even in situations where there is no local publishing infrastructure, local newspapers that are printed in indigenous languages can be utilised as a viable way to promote literacy in communities with the goal of increasing literacy rates. Using the newspapers in the neighbourhood is one way to accomplish this. It is possible for community centres, libraries, and several other types of philanthropic and non-profit institutions to accomplish these goals. As an illustration of this phenomenon, consider the work done by CODE-Ethiopia, a non-governmental organisation located in the general vicinity. One example of this phenomenon is the occurrence of their attempts. The production of local newspapers is the primary focus of a programme that is managed by this organisation. This effort is being carried out concurrently with their wide network of 62 community libraries, which are situated in the western and northern regions of Ethiopia.

**The school environment and the teachers**

Teachers must aggressively promote reading because it is not only a good thing to do but also a must for students who want to pursue academic goals. Regretfully, a large portion of kids only pick up reading inside the walls of schools. There, students are hardly ever exposed to resources that are more difficult than textbooks and conventional teaching techniques, which prevents them from developing their reading skills outside of the classroom. People may be able to absorb written material orally, but they are basically limited in their capacity to independently develop skills by reading written works. If teachers lack a strong dedication to offering extra reading materials and are not properly trained in their usage, the cycle of poor teaching might persist. Teachers themselves may not be able to use them well, either. It was made clear to all at the 2000 World Education Forum in Dakar, Senegal, that many educational institutions that were putting up a lot of effort to achieve government objectives for Universal Primary Education lacked textbooks. Multiple students—often six or more—using a single textbook is standard procedure, and in many situations, there isn't really a textbook at all, claims Makotsi (2004: 6). This is true even if there are many cases when there isn't even a textbook. When educational institutions have few resources, it can be challenging to create an environment that is welcoming to reading. This complicates finishing the current task. Unquestionably, a classroom with no literary resources at all is less appealing than one with even a single book or other literary work. If kids are to become habitual readers, they must have access to a wide range of engaging and modern reading materials. Children will be able to select from a range of books that will hold their interest as a result. Updates to the course materials are crucial to keep students interested in their studies and to fulfil their educational needs. To give students access to materials usually found in a library context, educational institutions have lately taken different tacks. This is especially relevant given the lack of funds set aside to hire a school librarian and buy the supplies needed for a conventional library arrangement. A component of the common library concept is the provision of books and other reading materials as well as basic library skills instruction for teachers. Programmes that teach teachers basic library techniques are also part of this paradigm. These models are arranged by government agencies, local or national library services, and national or international non-governmental organisations.When using the library services offered by their individual schools, students can access extra resources that enhance and enhance the instructional content included in necessary textbooks. More than mindless memorising of material, education stresses the development of skills that may be applied to independent study throughout one's life. Students must so acquire the abilities required to conduct independent study and look into subjects that are outside the parameters of what is covered in class. Through teaching students information retrieval strategies and introducing them to the library, educators can successfully promote the development of these essential literacy abilities. As the end of the decade approached, school libraries received the least amount of financial resources, according to a study conducted by UNESCO and ADEA to assess the evolution of the Education for All project in 2000. Many educational institutions were found to be without access to any form of library items. When there existed a school library, Montagnes (2001: 27) notes, it usually had a small number of shelves with outdated and badly maintained literary materials, along with a shortage of staff workers to keep the shelves up to date.The expenses, drawbacks, and advantages of the several library models that have been implemented in African schools are thoroughly examined by Rosenberg (2003). It is well known that when it comes to creating a learning environment, the classroom libraries created in South Africa by the READ Educational Trust offer a beneficial substitute for the expensive school libraries.

**Conclusion**

The purpose of this essay is to highlight the dynamic ingenuity and unlimited potential that libraries offer, as well as the challenges that these organisations face in their efforts to cultivate literate environments that support ongoing education. Furthermore, it highlights the significance of library and book support in the promotion of educational reform, the enhancement of literacy rates, and the guarantee of lifelong reading competence. All of these things contribute to the battle against poverty and the establishment of new economies. The provision of knowledge to all patrons without exclusion or prejudice is one of the ways in which library services encourage responsible participation in democratic communities around the world. The policymakers and decision-makers should be prepared to invest a fraction of the limited finances at their disposal towards the maintenance of libraries in order to acknowledge the significance of libraries, literacy, and the requirement for a population that not only possesses the ability to read but also chooses to do so. Libraries have the potential to make a substantial contribution to the achievement of the Millennium Development Goals and Education for All if they are provided with sufficient financial resources and assistance.

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