CHAPTER VI
SUMMARY OF FINDINGS AND CONCLUSION

6.1. Introduction

Reading has been the object of theoretical investigation and empirical study since decades. Reading habit is being studied from different dimensions by different subject specialists, such as psychologists, sociologists, library and information scientists, media persons and such others.

Reading is a passion of the great personalities of all times since many years. This helped to preserve, poster and transmit knowledge through generations. Reading habit thus influences in promoting one’s personal development in particular and societal progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides prospective for our living. In other words it prepares a person for effective participation in the social, religious, cultural and political life. Reading fires the imagination of the person by adding new sight to eyes and new wisdom to mind, reading loads the mind with new software (Satija, 2002). The well read persons have at their command a means for widening their mental horizon and for multiplying their opportunities for success. Reading is a vital factor affecting intellectual and emotional growth.

Reading for pleasure can help prevent conditions such as stress, depression, and dementia. Reading can offer richer, broader, and more complex experiences, which enable people to view their own lives from a refreshed perspective and with renewed understanding. This renewed understanding gives readers a greater ability to cope with difficult situations by expanding their horizon of thinking and sense of possible avenues of actions.

Thus, despite reading generally being considered as solitary experience, research has shown that reading has benefits for society at large, beyond helping create more educated people. It is in this context and also with an objective of understanding the reading habits of distance education learners, the ways and means of finding literature for reading, the support of the university library in promoting reading habits of students of open university system, know the problems
being encountered by distance education learners in inculcating and continuing their reading habits, the present study is undertaken.

6.2. Issues Discussed and Analysed:

The main objective of the present study was to identify reading habits of students of distance education. In particular, this thesis aimed to analyse reading habits of KSOU students, the role of library professionals in promoting reading habits among students of KSOU. In this context, this research attempted to study and analyse the background of distance education learners keeping in view the distance education learners are heterogeneous group, the purposes of visiting the library and using its resources, the kind of books/information resources he/she is reading, languages preferred, problems encountered in reading/using library resources, the influence of age groups, gender and occupational status of students on reading habits and relates issues. This research also tried to understand the role of libraries in promoting reading habits of the distance education learners.

6.3. Methodology:

The researcher as detailed in chapter-4 of the thesis has adopted survey method for study as the study covers large number of student population spread over the different parts of Karnataka and country as well. The researcher developed questionnaire after thorough discussion with experts and after conducting pilot survey, and mailed these questionnaire to sample population. The responses received were analyzed. While analyzing each issue in the questionnaire, objectives of the study were taken into consideration. The scholar further tested the hypotheses using the data obtained and analyzed. Based on the analysis the findings are drawn.

Survey is a fact finding study. It is a method of research involving collection of data directly from a population or a sample at a particular time. The tools used normally for data collection adopting survey method are mail questionnaire, interviewing or observation. The important characteristics of survey method include: it is always conducted in a natural setting, it seeks responses directly from the respondents, it is possible to cover large population using sampling technique and it may involve an extensive study or intensive study. Since the present study
involves collection of data from large population, the population being registered students of KSOU, the scholar found survey method more appropriate and hence the same has been adopted for collection of data. The researcher also adopted random sampling technique in view of the large population spread over the country. However, the scholar took care to distribute the questionnaire to heterogeneous group of students, both geographically and as well as subjects/courses of their study so as to represent students of degree and post graduate degree programs and as well students coming from urban and rural areas and such other social and economic back ground. Further, the students from different age groups and gender were also taken into consideration while distributing questionnaire.

6.4: Limitations of the Study

- The study having adopted survey method, it carries the limitations of the said method of study.
- The study covered only one Distance Education University situated in Mysuru. Other distance education institutes and universities are not covered.
- Stream wise comparisons are not made in the present study
- Data on distance learners of paramedical courses are not included.
- Region-wise comparisons across India are not attempted.

6.5: Summary of Findings of the Study on various issued discussed in the report are summarised under the following heading:

6.5.1: Purpose of Study and Sources of Inspiration for Pursuing Higher Education by Distance Learners.

- While there are 741 (73.7%) of the respondents who pursue higher studies having personal/self interest to join the course and 739 (73.5%) have joined the studies to seek promotional avenues in their job career.
- There are 594 (59.1%) respondents who indicated parents/guardians as their source of inspiration to join the course, 431 (42.9%) indicated their siblings, 464 (46.2%) indicated
friends, 433 (43.1%) said colleagues and 400 (39.8%) indicated self interest as their source of inspiration.

6.5.2: General Reading Habits

- Large number i.e., 537 (53.4%) of the sample respondents spent less than 1 hour per day on reading.
- Whereas 368 (36.6%) respondents spent 1-2 hours, 54 (5.4%) respondents spent 3-4 hours, 36 (3.6%) respondents spent 5-6 hours and only 10(1%) respondents spent more than 6 hours per day on reading. Male respondents read more books on education than females, and unemployed ones read more than employed ones.
- Approximately 60% of the respondents read the books on information, male respondents read more books on education than females, and unemployed ones read more than employed ones.
- A large majority of 85% of the respondents read books on recreation to a moderate to a great extent.
- Again, knowledge books were read to a moderate to a great extent of 92%.
- About 76% of the respondents indicated that they read employment books to a moderate to a great extent, and female respondents were keener to read employment books than male respondents.

6.5.3: Reading Habit during Leisure Time

- It was found that 98.41% of distance education learners read books on general knowledge, 87.26% of them read science books, 54.5% of them read books on humor, 54.53% of them read fun loving books, 48.86% of them read books on health and medicine, 46.87% of them read books on literature, 44.68% of them read biographies, and 40.80% of them read books on detectives.
- As against this, 39.90% of distance education learners read books on philosophy and religion, 34.73% were read books on adventure, 32.54% read books on classics, 31.14% read books on romance, 22.49% read astrology, and 28.16% read books on crime.
• Hence, the study reveals gender had significant influence over reading books, where male respondents read more of adventure, biographies, classics, crimes, literature, philosophy & religion, romantic than female respondents.
• Age had significant influence over reading habits, where respondents in higher age groups read more of classics and general knowledge.
• Employment status had significant influence over reading habits where unemployed respondents read more of astrology, classics, crime, philosophy and religion than respondents who are employed.

6.5.4: Role of Libraries in Promoting Reading Habits, Purposes of Visiting KSOU Library and Frequency of Use

• Majority of the respondents i.e., 680 (62.0%) do not have home libraries, 524 (52.1%) of them visited public libraries most frequently.
• Results also revealed that 514 (51.1%) and 640 (63.7%) of them visited college libraries and KSOU libraries sometime.
• It was found that majority of the respondents i.e., 549 (54.6%) frequently collect books from their friends.
• Majority of the respondents i.e., 321 (53.6%), visit KSOU library once in a week, followed by 321 (53.6%) of them visit twice in a week, 32 (5.3%) of them visit monthly and remaining 21 (3.5%) of them visit rarely.

6.5.5: Purposes of Visit and Frequency of Use of KSOU Library

• A large majority of the respondents indicated that they visit KSOU library to borrow books and return. 68.4% of the respondents indicated frequent visit to KSOU library to read newspapers and journals.
• There are 59.8% respondents who visited KSOU library most frequently for reference work and 70.3% respondents indicated frequent visit to read general knowledge.
• Frequency of visits for KSOU library is found to be lesser for studying subject related books, preparation for seminar and assignments, preparation for tests and classroom presentations, to meet and chat with friends, to refer previous year question papers and internet use.

• Majority (58.6%) of the respondents visited KSOU library most frequently or frequently to study general books, (60.8%) for magazines, (64.3%) for reference books and (65.4%) for text books.

• Very few respondents use annual reports, CD/VCDs, maps, charts and diagrams.

6.5.6: Kind of Books Read, Language Preferences, Content Read and Role of Media

• On the whole it is found that 349 (34.3%) respondents read adventurous books, 226 (22.5%) read books on astrology, 449 (44.7%) of them involved in reading biographies, 327 (32.5%) indicated that they read classics, 283 (28.2%) read books on crime and 410 (40.8%) respondents read detective books during leisure time.

• Further, it was found that 544 (54.1%) respondents read fun loving books, 989 (98.4%) read general knowledge books, 491 (48.9%) read books on health and medicine and 548 (54.5%) of them read humor.

• There are 401 (39.9%) of the respondents read books on philosophy and religion, 313 (31.1%) read books on romance and 877 (87.3%) respondents read books on science.

• English language is preferred by 970 (96.5%) respondents, 1004 (99.9%) respondents preferred Kannada language and 857 (85.3%) respondents preferred in Hindi language.

• It was found that 28 (2.8%) respondents preferred Telugu language, 64 (6.4%) preferred Tamil language, 51 (5.1%) of them wanted in Malayalam, and 70(7.0%) respondents indicated Tulu as a preferred language and 25 (2.5%) indicated their preferred language was Konkani.

• As far as content reading in news papers and magazines is observed, 60.0% and 60.8% respondents read advertisements and book reviews most frequently.

• It was also found that 36.7% and 62.7% respondents respectively read current affairs and consumer related matters most frequently.

• Those respondents who read crime news and educational contents most frequently are 61.4% and 64.0% respectively.
• On the whole, 30.4% of the respondents most frequently read editorial contents, 53.3% of the respondents read employment news, 70.1% read health science issues and 65.6% respondents read contents related to rail, airways and transport guides.

• Contents related to sports and leisure activities are most frequently read by 64.0% of the respondents, 14.8% of them read content on weather forecast, and 23.6% respondents read the contents on events are most frequently.

• Multimedia resources were used more than 2 hours by 42.9% of the respondents, 4.5% respondents used multimedia more than 2 hours for children’s literature, and 7.7% of them used multimedia resources for entertainment.

• It is observed that 10.6% of the respondents used multimedia for discussions, and 10.3% respondents used for science,

6.5.7: Problems encountered in reading and reasons, in library

• Lack of discipline as a problem encountered in reading is perceived to a great extent by 147 (14.6%) of the respondents, (190) 18.9% respondents indicated TV and electronic media are the problems encountered by them to a great extent, 525 (52.2%) of them indicated family problems, and 574 (57.1%) indicated illiteracy of parents to a great extent.

• It was observed that 512 (50.9%) of the respondents indicated part time work is a problem faced to a great extent and 101 (10.0%) respondents indicated emotional imbalance is a problem to a great extent that affected their reading habit.

• All the time major reasons mentioned for problems in reading habit are lack of access to library near house (616; 61.3%), lack of books (126; 12.5%) and lack of encouragement (75;7.5%).

• Other problems mentioned for problems in reading habit indicated by the respondents that they face always are language difficulty (66; 6.6%), poverty (58; 5.8%), rural background (81; 8.1%), and shortage of time (143; 14.2%).

• As far as problems in the library are analyzed, 267 (26.6%) respondents indicated books are kept under lock, 296 (29.5%) indicated inconvenient library timings, 795 (79.1%) indicated lack of adequate number of text books for reading, 214 (21.3%) respondents
indicated lack of adequate space for reading, and 289 (28.8%) indicated lack of computer knowledge.

- Further, it is observed that 188 (18.7%) of the respondents opined lack of reading atmosphere, 261 (26.0%) indicated misplacement of books, and 306 (30.4%) respondents referred to non availability of required materials on time were the problems encountered inside the library.
- Also to be noted that 165 (16.4%) of the respondents indicated non-cooperation from library staff, 680 (67.7%) indicated old and outdated books, and 164 (16.3%) respondents indicated strict rules and regulations were the problems encountered inside the library.

### 6.5.8: Reading promotion

- A large majority of the respondents i.e., 977, 908, 585 indicated reading more news papers, reading more general books other than the text books and watching media programmes respectively are better channels for reading promotion. They account for 97.2%, 90.3% and 58.2% respondents respectively.
- Further, 422 (42%) the respondents also indicated use of internet, CDs and other e resources, 549 (45.7%) indicated attending book talks, 828 (82.4%) of them indicated reading book reviews as major options for reading promotion.
- There are 755 (75.1%) respondents who indicated that reading promotion can be done through meeting celebrities and authors and 826 (82.23%) of the respondents indicated attending group discussions also promote reading.

### 6.6: Verification of the hypotheses

**H1: Distance education learners differ in their reading habits**

Hypotheses 1 formulated as ‘Distance education learners differ in their reading habits’ is accepted. The results clearly indicated that while majority of the sample respondents spent less than 1 hour per day on reading there is a moderate number of respondents who spent on reading varying between 2 to 6 hours and above per day. More than 70% of the respondents read books
on education to a moderate to great extent. A large majority of the respondents i.e., 85% read books on recreation from a moderate to a great extent. Again, knowledge books were read from moderate to a great extent of 92%. About 76% of the respondents indicated that they read employment books from low to a moderate against very low number of respondents reading employment related books to a greater extent, and further female respondents are keener to read employment books than male respondents.

Further, from the results it is evident that students of KSOU differ significantly in their reading habits. It is quite evident that students of distance education varied in their reading habits of various types of books. Maximum priority was given to general knowledge, followed by humor, fun, health and medicine and least priorities were given to astrology and crime related issues. It is encouraging to know that the student community awakened to read more of general knowledge books during their leisure time, which increases their knowledge and awareness of happening indifferent part of the world. If the students start reading more books on general knowledge, humor, health and medicine it will create an impact in every area of their life. There are still barriers in creating a reading environment that will inculcate good reading habits among distance education students. The library is still the best place for quiet study. For effective promotion of reading habits, skills and culture, reading must be made pleasurable and voluntary (Thanuskodi, 2011).

Study habits can be either positive or negative. It is positive when it helps in promoting effective learning and negative when it inhibits learning. Study habit, is a good predictor of learning outcomes in schools (Essuman, 2003; Edusei, 2007; Ahiatrogah, Deku & Dramanu, 2008; Nonis & Hudson, 2010) and therefore needs to be researched into. Nonis and Hudson (2010) found that study skills or habits would have a significant direct relationship with the academic performance of college students. Study habits or strategies such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture would have a significant direct relationship with the academic performance of college students. Although not every learning strategy or study habit produces useful results in terms of academic achievement, it would be expected that students who possess good study habits in general are better performers than those students with poor study habits.
From the above findings it is clear that respondents from distance education preferred to read books on knowledge, recreation, employment, education etc. The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habit is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995). Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is an access to social, economic and civic life (Clark and Rumbold, 2006). Moreover, all reading patterns in terms of emotional response enhance emotional satisfaction of individuals. Reading interests often refer to the selection of subject matter or preference for a genre of literature being read (Clark & Rudman, 1957). It is therefore often equated that an individual has developed a reading habit and interests when such activity is repeatedly carried out voluntarily for leisure. Habit and interests could be nurtured at an early age. There would naturally be differences in interests between individuals of different age, gender and greatly influenced by internal factors such as the home, motivation and attitude as well as external factors such as peers, schools, teachers, and the library facilities available to the individuals.

Psychological studies have shown that improvement in the ability to read also leads to improvement in learning ability as a whole, going far beyond mere reception. Good reading is critical confrontation with the material and the ideas of the author. At a higher level and with longer texts, the comprehension of relationships, of construction or structure, and interpretation of the context, becomes more significant. If the new material is brought into relationship with already existing conceptions, critical reading is apt to develop into creative reading, a synthesis leading to completely new results of systematic development of language and the personality.
**H2: Distance education learners differ in their purposes of visiting KSOU library and frequency of use**

Hypotheses 2 formulated as ‘*Distance education learners differ in their purposes of visiting KSOU library and frequency of use*’ is accepted. The analysis of the results indicated that a large majority of the respondents indicated that they visit KSOU library to borrow books and return. 68.4% of the respondents indicated frequent visit to KSOU library to read newspapers and journals. The selected sample most frequently visited KSOU library for reference work to the extent of 59.8%, and 70.3% of them indicated frequent visit to read general knowledge books. Frequency of visits for KSOU library is found to be lesser for studying subject related books, preparation for seminar and assignments, preparation for tests and classroom presentations, to meet and chat with friends, refer previous question papers and internet use. Majority of the sample visited most frequently or frequently to study general books (58.6%), to study journals (62.9%), magazines (60.8%), reference books (64.3%), and dissertations/thesis (63.4%), very few of the respondents found to use annual reports, CD/VCDs, maps, charts and diagrams.

Zickuhr, Rainie and Purcell (2013) are of the opinion that the rise of the internet – especially broadband connections – and the spread of mobile connectivity could potentially affect people’s use of their libraries. The Pew Internet survey asked recent library users about their use of libraries over the last five years. Recent library users are those who visited a public library in person in the past 12 months, or those who have gone on a public library website in the past 12 months, or those who have used a cell phone, e-reader or tablet to visit a public library website or access public library resources in the past 12 months. They amount to 59% of those who are ages 16 and older in the general population. The results showed there is fluidity in library patronage patterns: 26% of recent library users say their own use of local libraries has increased in the past five years. 22% say their use has decreased. 52% say their use has stayed the same during that time period.

There are some demographic patterns to patronage changes: when it comes to those who have increased their use of libraries parents of minors are more likely than non-parents to say their library use has increased (30% vs. 23%), those with at least some college experience are more likely than those with high school diplomas to say their use has gone up (29% vs. 19%), and suburban residents (28%) are more likely than rural residents (20%) to report increased library
use. Those who say their library use has declined in the past five years are more likely to be non-parents (25%) than parents (17%) and those who are in the 18-29 age bracket (32%), compared to others who are younger or older. Rural residents (61%) and those ages 65 and older (60%) are particularly likely to say their library use has not changed in the past five years. Sudha and Harinarayana (2008) indicated that gender-wise comparisons revealed that male students were more dependent on home libraries and female students were more dependent on public libraries.

**H3: More distance education learners visit KSOU library to use the text books/reference books than that of journals and other research resources.**

H3 stated as ‘More distance education learners visit KSOU library to use the text books than that of journals and other research resources’ is accepted as the test statistics revealed that distance education learners visited KSOU library to use the text books than that of journals and other research resources.

From the tables presented in previous chapter it is clear that majority of the respondents visited most frequently or frequently to study general books (58.6%), magazines (60.8%), reference books (64.3%), and text books (65.4%). Further, it was observed that very few of the sample found to use journals, annual reports, CD/VCDs, maps, charts and diagrams. Many of the distance education learners are focusing on completion of their degree in discipline. Hence, they may not be interested in studying journals, annual reports, maps as they may find it difficult to spend more time on studies as majority of them are engaged in one or the other job. Very few of the distance education learners who are thinking to pursue higher degrees like M.Phil and Ph.D may refer journals and other research resources.

**H5: Large number of distance education learners prefers to study in regional languages rather than to study in English language**

H5 stated as “Large number of distance education learners prefer to study in regional languages rather than to study in English language” is partially accepted.

As far as language preference is considered, it was found that 99.9% of the respondents preferred Kannada language, English as a language preferred by 96.5% of the respondents, and 85.3% of them preferred in Hindi language. It was found that 2.8% of them preferred Telugu language,
6.4% of them preferred Tamil language, 5.1% of them wanted in Malayalam, 7.0% of them indicated Tulu as a preferred language and 2.5% of them indicated their preferred language was Konkani.

There was hardly any difference in the percentage of distance education learners preferring their regional language to study than English language. On an average, more than 95% of the distance education learners preferred to study both in English and Kannada and very few of them preferred to study in Telugu, Tamil, Malayalam, Tulu and Konkani.

**H6: More distance education learners tend to use only printed books and SIM materials of KSOU than using e-resources**

H6 stated as ‘More distance education learners tend to use only printed books and SIM materials of KSOU than using e-resources’ is accepted. The analysis clearly revealed that less than 1/3rd of the distance education learners used internet resources.

Further, the analysis revealed that 45.9% of the respondents frequently visited KSOU library, followed by 41.6% of them did not visit, 8.3% of them sometimes visited and only 4.2% of them most frequently visited the KSOU library to use internet and internet resources.

As far as reading printed books considered, 34.3% of them read adventurous books, 22.5% of them read astrology, 44.7% of them involved in reading biographies, 32.5% of them indicated classics, 28.2% of them read books on crime, and 40.8% of them read detective books, 54.1% of them read fun loving books, 98.4% of them indicated general knowledge, 48.9% of read books on health and medicine, and 54.5% of them read humor. A majority of the sample (60.1%) read books on philosophy and religion, 31.1% of them read books on romance and 87.3% of them read books on science. As against this there is hardly any distance education learner who said that they read e-resources.

From the above it is evident that distance education learners definitely prefer to read and study through print materials than e-resources.
H7: Higher the age, lesser is the dependence on uses of library resources and services among distance education learners.

H7 stated as ‘Higher the age, lesser is the dependence on uses of library resources and services among distance education learners’ is accepted.

Analysis pertaining to the above hypothesis brought out the fact that age wise comparisons revealed that respondents in the higher age groups indicated they depend more on libraries at home and increasing in age has lead to subscription to news papers more than other study materials related to the subject.

H8: Female distance education learners use large variety of resources than their male counterparts.

Hypothesis 8 stated as ‘Female distance education learners use large variety of resources than their male counterparts’ is partially accepted as the research findings revealed that in few of the aspects male distance education learners utilized variety of reading resources and in few other aspects female distance education learners utilized variety of reading resources.

Gender-wise comparisons indicated that female respondents are reading books on employment more than male respondents; subscription wise, male respondents are subscribing more for news papers than female respondents. Female respondents dominated in internet use, where as in reading general and biographies, books in print form male respondents dominated. Female respondents found to visit library more than their male counterparts. Analysis revealed male respondents read more books on education than females.

6.7. Recommendations:

Improving the reading habit of the students and turning them into lifelong learners is quite important for building knowledge society. Reading is essential because it equips people with necessary knowledge and understanding, not only for building their own life but also for contributing positively in the socio-economic development of the nation. Based on the findings of this study, the following recommendations are made with a view to improving the reading habit of the younger generation in particular and people from all cross-sections of life in general.
1. It is observed from the study that large majority of distance education learners face problem of time to visit library and spend time in reading. It is therefore suggested that the KSOU library has to reach out to the distance education learners to their door step. This could be achieved by using today’s IT facilities and developing/facilitating access to e-resource collection in all subjects.

2. The study reveals that Self Instructional Materials (SIM), text books and reference books are used heavily by large majority of distance education learners. This is obvious because large many are engaged in part time or full time job or such other activities of their own. To facilitate their studies and promote reading habits, it is recommended that the self instructional materials are made available in digital form.

3. Since the distance education learners belong to heterogeneous group, many are not familiar with using internet/e-resources. It is recommended that the library develops and provides a step by step learning guide to introduce variety of e-resources and to teach information searching and consolidation skills. This tool will enable distance education learners not only to acquaint with skills required in accessing e-resources but also enable them to use wealth of online and digital resources confidently.

4. Lack of discipline within the library is one of the problems encountered by the distance education learners. Library being a temple of learning, should maintain highest order of discipline. It is therefore necessary that all staff members are provided orientation making them understand the importance of user as customer, and the sacredness of the temple of learning, apart from the job related skills.

5. Lack of access to library nearer to the residences is one of the problems being encountered by the distance education learners in continuing their reading habit. In the light of the large number of study centers and recognized centers of the KSOU spread over different parts of the State and as well Country, it is recommended to strengthen existing library resources in study centres and other recognised centres and as well create network of all such libraries with main library at Manasagangothri.
6. The study shows that many distances education learners opt for learning in regional languages and many of them stay in rural areas. Therefore, it is suggested that the self instructional materials are made available in digital form in regional languages, particularly Kannada as there are large number of distance education learners from Karnataka and they intended to study in Kannada.

7. Another problem encountered by distance learners is about library working hours. Since many distance learners are working persons and hardly find time to visit library during working days and working hours, it is recommended that the KSOU library be kept open at least from 8.00 am to 8.00 pm on all days including holidays to enable them to use library and its resources and to promote reading habit among distance education learners.

8. Users when enter the library, the books or such other information resources should be available and easily accessible to them. To ensure that the users’ information requirement is fulfilled, the library should possess adequate quality collection and the same is organised in systematic and up to date order. The present study reveals that the existing collection is inadequate. Therefore, it is recommended to strengthen the library collection both in print as well as e-form and are made accessible to ensure demand of fourth Law of Library Science “Save the Time of the Reader”.

9. Utilizing the present information and communication technologies, the faculty members may regularly organize study circles, debate clubs, seminars, essay competitions, quiz competitions etc., to inspire students to gather information, read, digest and make their mark in these events. This will help students to improve their reading habits.

10. Regular and broad based reading campaigns shall be undertaken at both Government and Non-Government levels. “Reading Weak” “Reading Month” and such other programs may be planned and during that time reading among various groups of people, particularly students and children could be encouraged by honoring with awards and recognitions. Besides, massive awareness raising campaigns could be undertaken to create critical consciousness among local communities and thus encourage people to read.
6.8: Suggestions for future research

- Future researchers can concentrate on different types of distance education programmes and different institutes (public, private and public –private partnership institutes).
- A detailed comparative study reading habits of arts, science, management sciences and paramedical sciences is the need of the hour.
- Region with South, North, East and West India would help to know the influence of culture and environment on reading habits of distance education learners.
- Comparison of reading habits of regular students versus distance education learners in their reading habits and related issue can provide new insights.

6.9: Conclusion:

Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of human beings, who are collectively involved in the regulation of society and exposure of knowledge and revelation of literate society. Reading involves the people’s participation growth of literate society. So, reading shapes good personality, ideas, right thinking and attitude change. Therefore, it brings home that more and more people and agencies are involved in promoting reading habit to create literate society in our country.

Recent research suggests habits of independent reading, or students choosing to read on their own time, are strong indicators of school and reading success. Scholars also find that recreational reading significantly decreases in the middle school years. A growing number of researchers are focusing on crucial questions relating to student motivation and reading habits in the middle school years (Krashen, 2004). These studies have found that students who achieved high scores on reading assessments, among other indicators of literacy learning, appeared to have high intrinsic motivation to read, and often chose to read on a regular basis outside of school. Krashen (2004), in his review of literature on independent reading, writes: “The relationship between reported free voluntary reading and literacy development is not large in every study, but it is remarkably consistent”. Nearly every study that has examined this relationship has found a
positive correlation, and it is present even when different tests, different methods of probing reading habits and different definitions of free reading are used.

Reading is inseparably linked to learning. And learning leads to an overall mental, professional, and human development. Reading not only gives people new ideas, information, and insights, it also helps them to become more complete in every aspect. As Birkerts (2010) observed, “In a lifetime of reading, we store impressions … according to private systems of distribution, keeping factual information on one plane, acquired psychological insight on another, ideas on a third, and so on.” Therefore, reading is crucial for every human being because it benefits people not in one way but several ways. With the decline of the reading habit among young people, it is important to find new ways to instill love for reading in their hearts and improve their reading habit. This cannot be done overnight. It will take concerted efforts from all quarters and the creation of an atmosphere conducive to reading at home, educational institutions, libraries, and workplaces, to bring back the golden days of reading.

Forming study strategies that are effective in learning is a very important step in the student’s educational development. In this regard, students must develop various study skills to manage their time along other responsibilities to complete their academic task successfully. The reading habits and library use habits of distance learning students in KSOU are varied. Majority of the distance learning students rarely use library. This is contrary to those in the regular programme, whose habits are more pronounced, owing to the fact that they have a longer period to stay in their institutions and have unrestricted access to all the library services, resources and facilities. Apart from the few benefits enjoyed by the distance learning students from using the library, such as access to photocopy facilities and reading materials, the most significant of the constraints facing the distance learning students is their inability to borrow books from the library which could aid their independent study. This constraint and others should be urgently addressed to improve the use of the library by distance learning students as their counterparts in the regular programmes. Further, it is important that they are provided with guidance and counseling services on their study habits.