CHAPTER XIV

SUMMARY AND CONCLUSIONS

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CHAPTER XIV

Summary and Conclusions

1. Summary:

Importance of Leisure Reading:

Leisure Reading or Reading for pleasure is a sine qua non for the following reasons: (i) Growth of the mental life of adolescent, (ii) For preparing for future, (iii) To deal with the problem of knowledge explosion, (iv) To stand in the business world, (v) As a help to enkindle creativity, (vi) To create awareness of social problems, (vii) To fulfil UNESCO's objectives, (viii) Reading has some inherent qualities in itself that are absent in other forms of mass media, (ix) Possible effects on the behaviour, (x) Reading gives a meaningful employment, (xi) Reading has been extolled by many.

Formal education has to play a definite role in inculcating reading interests and forming habits in the students.

Full title of the thesis:

An Investigation into reading Interests and Habits of the First Year of the Degree Course Marathi students studying in Colleges affiliated to the University of Poona.

Need of the Study:

(1) Studies of reading habits and interests have been
made in Germany, the U.S.S.R., France, Great Britain, the U.S.A., on a national level, (ii) According to Rene Mahou, Director General of UNESCO, there exists in the world today a tremendous need for reading in order to appreciate the best that the human mind has to offer the world, (iii) The need for research in reading interests and habits has been emphasized in a symposium on Reading, organized by N.C.R.R.T. New Delhi, (iv) The data regarding reading interests and habits are important in order to know social intelligence of community. Study of reading interests and habits of College students is a neglected field in our country. Such information is useful for selecting books for the college library, and planning language courses at the level of higher education. Such information is an indicator of the success or otherwise of our formal learning. The information regarding interests and habits is needed to gauge the effectiveness of mass media namely the print. Such information is useful for starting a reading movement in our country, (v) We need information on what our college students read, the purposes of their reading, the effects of reading, library membership of the students, source/s of getting reading material, participation in the activities related to reading, sources of suggestions for selecting material for reading, reasons for not reading, availability of reading
material in college libraries, organization of activities conducive to reading, time spent on reading, (vi) Research at the college level was not done or in progress then on the aspects mentioned above at the various universities in India, (vii) A Ph.D. student had suggested the topic 'Reading Interests of Collegiate Students' for further study.

Objectives of the study:

To ascertain, to establish dependence and to compare at three levels namely faculty, sex, and urban/rural setting of the students:

(i) the place of reading in the overall leisure time activities of the students,

(ii) which part/s of newspapers, weeklies, fortnightlies, monthlies, quarterlies, annuals is/are read by the students,

(iii) reading interests in - (a) articles/books on various knowledge subjects like Physics, Economics, etc.; (b) Short-story, (c) Poetry, (d) Personal essay, (e) Novel, (f) Play, (g) One-act play, (h) Biography, (i) Autobiography, (j) Articles/books on travel, (k) Comics.

(iv) To determine, (except in the case of (a)), to establish dependence, and to compare at three levels namely faculty, sex, and urban/rural setting of the students - (a) time spent on reading, (b) Sources of getting reading material, (c) extent of library membership, (d) extent of
participation in the activities related to reading, (e) extent of building up one's personal library, (f) Sources of suggestions for selecting reading material, (g) reasons for not reading well enough.

(v) To find out, to establish dependence, and to compare at three levels namely faculty, sex, and urban/rural setting, purpose/s of reading.

(vi) To ascertain the effects of reading on the students.

(vii) To study the library facilities given to students by college authorities for leisure time reading.

(viii) To seek suggestions from the college librarians for inculcating and enriching reading interests and habits among the students.

Scope and limitations of the study:

The study is restricted to the first year of the degree course regular students studying in colleges affiliated to the University of Poona who had their education upto S.S.Sc. in Marathi. Except 'how' aspect of reading all other aspects of leisure-time reading have been studied. Conclusions drawn are based on the reporting of students and librarians.

Assumptions:

(i) Every student gets some free time of his own, (ii) He can read Marathi, Hindi, or English material, (iii) Some
reading material is available to him, (iv) if reading material is available and one chooses to read, one reads what one is interested in.

Definitions:

(i) Reading : Leisure time reading.

(ii) Student : Regular first-year of the degree course (B.A., B.Sc., B.Com.) student studying in colleges affiliated to the University of Poona, who had done his education upto S.S.C. through Marathi.

(iii) Urban and Rural Area : As defined by Census Authorities.

(iv) Urban and Rural Student : A student who has spent, barring the year of the first year of the degree course, and years upto the first standard in urban or rural areas respectively.

(v) Interest : Reading behaviour as reported by the students.

(vi) Habit : Tendency to act in customary or automatic ways regarding leisure time reading.

Review of Literature:

(i) There is a lack of comprehensive studies on reading. The term comprehensive is used here in the sense of inclusion of various dimensions of reading like habits, interests, purpose, effect in the investigation.
The population studied in the various investigations was of mixed character from the point of view of age, educational level, mother tongue. Population of college students is touched in few exceptions.

Some of the aspects of reading like library membership, use of college library for leisure time reading, suggestions for reading, time spent on reading, role of colleges and college libraries in developing reading interests and habits have been rarely included in the studies.

Most of the studies devoted to reading have been presented in the form of an article or small dissertation. No full length thesis is available on the reading of college students of a particular class.

Research tools used in the study:

(1) Questionnaire to the students.
(2) Questionnaire to the librarians.
(3) Interviews of the students.
(4) Diary Form to be filled in by the students. While preparing the questionnaire to be filled in by the students following steps were taken: (a) Study of the available questionnaires, (b) Study of the literature on the subject, (c) Content analysis of the printed matter, (d) Discussing the first draft with 8 different persons who were directly or indirectly connected with the college students, (e) Adminis-
tering the first draft for pilot project, (f) Preparing final
draft after making certain omissions and additions on the
basis of the results of pilot project.

Interviews were taken in order to seek answers to
questions related to reading and which required still fur‐
ther probing.

Diary form was used to seek information on Effects of
Reading.

Questionnaire to be filled in by the college libra‐
rians was prepared in order to obtain information on — (a)
availability of reading material in college libraries, (b)
activities done in the colleges and to seek (c) suggestions
from the college librarians for broadening reading interests
and forming sound reading habits among the students.

Sampling:

Sample was drawn from 43 out of 76 colleges affilia‐
ted to the University of Poona. Ratio of Urban/Rural Colle‐
ges in each District in the population is nearly maintained
in colleges represented in the sampling. Percentage of re‐
turns used for the final study works out to be (more than)
9.77%.

The proportion of sub-universes as regards B.A.,
B.Sc., and B.Com. students; Men and Women students in the
population is nearly maintained in the sample obtained.
Students having different social status on the basis of caste, namely Advanced, Scheduled Castes, Scheduled Tribes, other backward classes, Vimuktta Jattis have been represented in the sample. The age of students ranged from 16 to 22. Sample consists of students having different academic achievements and students who had secured 1st class in the last examination constitute major part of the sample. Students having parents (male and female) of different educational level (from illiterate to post graduate) have been represented. Income of parents ranges from Rs. 1 to Rs. 100, to Rs. 1001 and more per month. Parents of the students belonged to one of the seven categories of occupation according to the National classification of occupations. In the total sample percentage of urban students is 46 and percentage of rural students is 31.31.

Though not strictly random, sample is unbiased and representative.

Questionnaire was given to the librarians of colleges covered for the sampling of students. Thus 43 out of 76, i.e. 56.58% colleges were covered. Thirty returns were available for study.

Out of 350 diary forms 157 forms that is 0.9% of the total population were received and used for the study. As many as 109 interviews of the students of three faculties
studying at Pune were taken. Percentage works out to be 0.6 to the total population.

Statistical techniques used:
Percentages, chi-square, and t-test are the statistical techniques used for the study.

2. Broad Conclusions and General Trends:
Summary of the specific conclusions have been presented at the end of each chapter under the title Review of the chapter. Here only broad conclusions and their Educational Implications and Recommendations have been given.

B.A., B.Sc., B.Com. Students:
Place of Reading in Leisure-time Activities:
Leisure Time:
Generally speaking percentage of B.A. and B.Com. students is almost the same in getting different amount of leisure time on working days.

Majority of the students of three faculties get more than 4 hours leisure time on Sundays and Holidays. Percentage of B.A. and B.Com. students having more leisure time is more than that of B.Sc. students.

Reading as a leisure-time activity:
Reading as a leisure-time activity depends on the faculty of education.

students, percentage of B.A. students preferring reading as a leisure activity is more than that of B.Sc. and B.Com. students.

Reading tops the list in the first, second, and third choices of leisure activities in case of B.A., B.Com. and B.Sc. students, but percentage of students giving reading first, second or third choice does not exceed 23% in any case.

Newspaper Reading:

In order to understand the full significance of the conclusions, it is essential to know beforehand the classification of news according to Wilbur Schramm. According to him a person selects a news in expectation of a reward. News of crime and corruption, accidents and disasters, sports and recreation, social events and human interests, etc. furnish immediate reward. Delayed reward may be expected from news of public affairs, economic matters, social problems, science, education and health. When a reader reads the first kind of news he retreats usually from the world of reality toward the dream world. When a reader selects the second kind of news he jerks himself into the world of surrounding reality to which he can adapt himself only by hard work. In popular parlance we may call them light and serious reading respectively.
Periodicity of Reading Newspapers:

Newspaper reading depends on the faculty of education. Percentages of B.Sc. and B.Com. students in regular reading of newspapers are more than that of B.A. students, in spite of their having more leisure time. In the occasional reading percentage of B.A. students is more than that of B.Sc. and B.Com. students.

The first five newspapers read:

The first choice on the basis of frequency of mention by B.A., B.Sc., and B.Com. regular readers is Daily Sakal.

Four choices are the same in case of the students of the three faculties. They are Daily Sakal, Divyakari, The Maharashtra Times, Tarun Bharat. However, they are not in the same order of preference.

Not a single Hindi or English Daily has a place in the first five choices.

Number of dailies read daily by regular readers:

Percentage of students in each faculty, reading one newspaper daily is more than the percentage of students who read 2, or 3, or 4, or 5+ newspapers.

Time spent on reading newspapers by regular readers:

On an average a B.Com. student spends more time on reading newspaper than B.A. and B.Sc. student. A B.Sc. student spends more time on reading newspaper than a B.A. stu-
dent though the latter has more leisure time.

**Regular reading of various news items:**

Out of 18 news items where t-value is statistically significant, percentage of B.A. students in reading of 13 items is less than that of the B.Sc. and B.Com. students.

Percentage of B.Com. students reading news items regarding Rates - Business and Company affairs is more than that of B.A. and B.Sc. students. It shows that some aspect of newspaper reading is related to the faculty chosen for regular reading. However, percentage of B.Com. students reading the above-mentioned news item is only 31.60%.

Following types of news have a place in the first five preferences. Students’ world, Cine World, Education, Accidents, Sports and Games, Foreign Affairs, Strikes - Marchas and Bunches, Crime - Rape, Graft and Smuggling. Except Education and Foreign Affairs all other types can be called types that give immediate reward or 'light' items.

News regarding Religious Matter has a place in the least read five items. This shows students' apathy towards religious matters.

**Occasional reading of various news items:**

Three out of five first preferences in case of B.A., B.Sc., and B.Com. students are the same. They are Cine-world, International Affairs, and Foreign Affairs.
It is disheartening to note that news regarding social problem is one of the least read of five items in case of B.Sc. and B.Com. students. Regular reading of social problems is also not satisfactory.

**Regular reading of various types of columns:**

Percentage of B.Sc. students reading Science section is more than that of B.A. and B.Com. students, and Business and Commerce is read more percentage of B.Com. students than that of B.A. and B.Sc. students. However, percentages of B.Sc. and B.Com. students reading the respective columns are only 17.53% and 17.47%. Habit of reading material related to the faculty should be encouraged, by recommending material related to the subjects of study.

Out of 16 comparisons having statistically significant difference percentage of B.A. students is less than either B.Sc. or B.Com. students in 12 comparisons.

It is disheartening to note that sections like Editorials, Current Topics, Thought for Today are not read by the majority of the students. The maximum percentage of reading editorials has not exceeded 18.61%.

Sports and Games, Cine-world, Caricatures and Advertisements have a place in the first five preferences of B.A., B.Sc., and B.Com. students. All these sections may be placed in the category of 'light' reading.
Occasional reading of various columns:

Percentage of B.A. students is less than that of B.Sc. and B.Com. students in the occasional reading of columns having statistically significant difference. Such columns are Editorial about International Issue, Editorial about Indian Issue, Editorial about State Issue, Editorial about any other subject, Book Review, in case of B.A. - B.Sc. students and only Business world in case of B.A. - B.Com. students. This tendency is also evident in the regular reading of the columns.

In the first five preferences on the basis of percentages three columns namely Astrological Forecasts, Cinema world, Advertisements are common in the three groups of students.

Reading of Editorials, Book Review, Current Topics, Thought for Today, News letters does not exceed 26% even in the occasional reading. This tendency is also evident in the regular reading of the columns.

Betting - Race is one of the least read column even in the occasional reading.

Reading of weeklies and fortnightlies:

Periodicity of reading weeklies depends on the faculty of education. Percentage of B.Sc. and B.Com. students are more than those of B.A. students in the regular reading of
weaklies. Percentage of B.A. students is more than those of B.Sc. and B.Com. students in the occasional reading of weaklies.

Periodicity of reading fortnightly does not depend on the faculty of education. Both regular and occasional reading of fortnightly is meagre in case of B.A., B.Sc., B.Com. students.

Number of weaklies regularly read:
Percentage of students who read only one weakly is greater than that of students who read 2, or 3, or 4, or 5 weaklies in case of B.A., B.Sc. and B.Com. students.

Number of Fortnightlies regularly read:
Majority of the B.A., B.Sc., B.Com. regular readers of fortnightly read only one fortnightly.

The first five weeklies read by regular readers:
The first four choices of B.A., B.Sc., and B.Com. students are the same, though not in the same order of preference. They are Swarajja, Savkari, Manobh, and Sakal.

No Hindi or English weekly has a place in the first five choices by B.A., B.Sc., B.Com. students.

The first two choices of fortnightly by regular readers:
Filmfare has a place in the first two choices by B.A., B.Sc., and B.Com. students. It is a Cine-Fortnightly in
English. The second choice is Madhuri (Hindi). Both are Cine fortnightlies.

**Time spent on reading weeklies by regular readers:**

On an average a B.Com. student spends more time on reading weeklies than B.Sc. and B.A. student and B.A. student spends less time than B.Sc. student during the course of seven days.

**Time spent on reading fortnightlies by regular readers:**

On an average a B.Com. student spends more time on reading fortnightlies than a B.Sc. and a B.A. student and a B.Sc. student spends more time on reading fortnightlies than a B.A. student during a course of fifteen days.

**Regular reading of various columns/sections:**

Four out of five first preferences of B.A., B.Sc., and B.Com. students are the same. They are Humour and Wit, Cine world, Astrological Forecasts, and Caricatures. They are, however, not in the same order of preference.

Serious reading of editorial, book review, articles has no place in the first five choices. Articles, Book Review come even in the category of least read five sections.

In the regular reading of nine out of twelve columns/sections, where statistically significant difference exists, percentage of B.A. students is more than that of B.Sc. and
B.Com. students. Such sections are women section, poems, book review or articles on books, letters to the editor, and advertisement in case of both B.A. - B.Sc. and B.A. - B.Com. students. In case of B.A. - B.Sc. students the columns are advice on beauty problems, fashions, astrological forecasts, In case of B.A. - B.Com. students the column/section is children section.

**Occasional reading of various columns/sections:**

The first five choices are the same in case of B.A., B.Sc., B.Com. students. They are Humour and wit, Cine-world, Advertisements, Short stories, and astrological forecasts. However, they are not in the same order of preference. In the regular reading also humour and wit, cine world and astrological forecasts have place in the first five choices.

As in the case of regular reading, in the occasional reading also book review or articles on books is one of the least preferred section by the students of three faculties.

In the occasional reading the reading of Editorial News letters, Articles, Interviews does not exceed 30% in case of the three categories of students.

**Reading of Monthlies/Quarterlies/Annuals:**

Periodicity of reading monthlies does not depend on the faculty of education.

Periodicity of reading quarterlies does not depend
on the faculty of education. Percentage of students reading quarterlys regularly or occasionally is very meagre in case of B.A., B.Sc., B.Com. students. The reason might be non-availability of quarterlys.

Periodicity of reading annuals does not depend on the faculty of education. Percentage of students reading Annuals regularly or occasionally is very meagre in case of B.A., B.Sc., B.Com. students. The reason might be non-availability of reading material.

Number of Monthlys read:

Percentage of B.A., B.Sc., and B.Com. regular readers who read only one monthly regularly, is more than that of students who read, 2, or 3, or 4, or 5+ Monthlys.

The first preferred five monthlys:

In the first five preferences of monthlys by regular B.A., B.Sc., B.Com. readers not a single Hindi or English monthly has a place.

Except 'Shetkari' in case of B.A. students all other monthlys mentioned by B.A., B.Sc., B.Com. students are monthlys devoted to the subjects of general interest.

B.Sc., and B.Com. students have not yet developed enough interest to prefer any monthlys devoted to the subjects akin to their faculty of education.

Time spent on reading monthlys/quarterlies/annuals:
On an average a B.Sc. student spends more time on reading monthly/quarterly/annual than a B.A. and B.Com. student and a B.Com. student spends less time than a B.A. student, during the course of 30 days.

Reading of various columns/sections regularly:

Three out of five first preferences of the three categories of students are the same though they are not in the same order of preference. They are humour and jokes; short stories; novel, serialised novel, or condensation of a novel. They come under the category of 'light' reading.

Regular reading of editorial, review of books, questionnaire, interviews and symposiums and articles is meagre. It is below 25% in every case.

Majority of the students do not read pornographic literature.

Occasional reading of various columns/sections:

In case of occasional reading of poems, knitting and embroidery, and hair styles percentage of B.A. students is more than that of B.Sc. and B.Com. students. In case of reading new recipes percentage of B.Sc. students is less than that of B.A. and B.Com. students.

As in the case of regular reading, occasional reading of humour and jokes, short stories, and novel, serialised novel, or condensation of a novel have a place in the first
five preferred columns/sections.

Occasional reading of thought provoking material like editorials, articles, review of books, symposia, questionnaire is not satisfactory as the percentage of readers in any category does not exceed even 26%, in case of the above-mentioned reading. This tendency is also evident in the regular reading of columns/sections.

Reading of articles on various subjects:

Reading of articles on various subjects depends on the faculty of education, and percentage of B.Sc. students reading articles regularly is more than that of B.A. students. However, percentage of regular readers of articles in case of B.A., B.Sc., and B.Com. students is very meagre. It does not exceed 10% in any case.

From the reading of articles on the subjects where statistically significant difference exists, it is seen that there is some facultywise clustering of interest. For example the percentage of B.Sc. students reading articles on Mathematics, Biology, Physics, Zoology, Chemistry, Medical Science, Botany is more than that of B.A. and B.Com. students. In case of B.Com. students, this is applicable for the subjects Business - Commerce, and History in case of B.A. students. However, percentage of students reading articles on the various above-mentioned subjects is not very encouraging.
Three out of five first preferred subjects on the basis of percentage are common. They are Sports, Aeronautics, and Indian Politics.

Index and list has a place in the least preferred five subjects. Does it show that our students have not inculcated the habit of consulting reference material?

Reading of books on various subjects:

Periodicity of reading books depends on the faculty of education. It is statistically established that percentage of B.Sc. regular and occasional readers is more than that of B.A. students. Percentage of occasional B.Sc. readers is also more than that of B.Com. students. It should be noted that though B.Sc. students have a busy schedule in the college they are more regular and occasional readers of books than B.A. students who have a lot of time at their disposal. Possible explanation might be the difference between home-background and level of academic achievement of B.A. and B.Sc. students.

Out of 18 subjects where statistically significant difference (t-value) exists 10 subjects are read by more percentage of B.Sc. students than that of B.A. students. Except sports the remaining nine subjects are related to science or mathematics.

Physics, Aeronautics, and Chemistry have a place in
the first preferred five subjects on the basis of frequency of mention, in case of B.Sc. students. In case of B.Com. students, economics and business - commerce have a place in the first preferred five subjects. However, percentage of students reading these subjects does not exceed 19% in any case.

On the whole reading of books on various subjects by B.A., B.Sc., and B.Com. students is very meagre.

Contrary to the popular belief sexology is not a very popular subject with the majority of the B.A., B.Sc., B.Com. students.

Reading of Short Stories:

Reading of short stories does not depend on the faculty of education.

Out of twelve types of short-stories where statistically significant or highly significant difference (t-value) exists, percentage of B.Sc. students reading ten types of short-stories is more than that of the B.A. students.

Four out of first preferred five types of short-stories are common in case of students of three faculties. They are love story, detective story, cine story, and adventure story.

Science stories are not read by majority of the science students. Percentage of B.Sc. students reading
science stories is only 24.39.

Contrary to the popular belief, sex stories are not read by majority of the B.A., B.Sc., and B.Com. students.

Reading of Poetry:

Reading of poetry depends on the faculty of education. Percentage of B.A. students reading poetry regularly and occasionally is more than that of B.Sc. students. Percentage of B.Sc. students reading poetry occasionally is more than that of B.Com. students.

Four out of five, first preferred types of poetry are common to the three categories of students, though they are not in the same order of preference. They are love-poems, lyric song, humorous song and ballad.

Three out of five least preferred types are also common in case of the B.A., B.Sc., B.Com. students. They are narrative poems, mystic poetry, and lyrical prose.

Reading of Personal Essay:

Reading of personal essay does not depend on the faculty of education of the student.

Reading of Novels:

Periodicity of reading novels depends on the faculty of education of the student. Percentage of B.A. students is more in the regular reading of novels than that of B.Sc. students. In the occasional reading of novels percentage of B.Sc. students is more than that of B.A. and B.Com. students.
In the reading of three out of four types of novels, where statistically significant difference (t-value) exists percentage of B.Sc. students is more than that of the B.A. students. Such types of novels are historical novel, regional novel, and science fiction.

Four out of five first preferred types on the basis of percentages are common in case of the students of three faculties. They are Historical novel, Detective novel, Love novel, Humorous novel. However, they are not in the same order of preference.

Four out of five least preferred types are common in case of B.A., B.Sc., and B.Com. students. They are Regional novel, Spiritual novel, Political novel, Novel regarding down-trodden persons. However, their order of preference is not the same.

If it is assumed that students should be aware of the social conditions and problems and read about the subject, then it is disheartening to note that Novels regarding down trodden persons has a place in the least preferred five types. The possible reason might be the non-availability of reading material. But the most likely reason seems to be a lack of interest in social problems. In this connection it should be noted that a very few students read for the purposes related to social awareness.
Reading of Plays:

Reading of plays depends on the faculty of education. Percentage of B.A. students reading plays is more than that of B.Sc. students and percentage of B.Com. students is more than that of B.Sc. students. In the occasional reading of plays percentage of B.A. students is more than that of B.Sc. and B.Com. students.

Four out of five first preferred types of plays are the same in case of the three categories of students. They are play regarding family life, Historical play, Social play and Court room drama. However, they are not in the same order of preference.

Three out of five least preferred types of plays are the same in case of the three categories of students. They are New Theatre, Opera, Children's Drama. However, they are not in the same order of preference.

Reading of One-act Plays:

Reading of one-act plays does not depend on the faculty of education.

One-act play regarding Family life, and Historical play have been placed in the first preferred five types by the three faculties of students.

All the five least preferred types of one-act plays are the same in case of the students of three faculties.
They are Opera, Musical Farce, New Theatre, Court room drama (one-act play). They are however, not in the same order of preference.

**Reading of Biographies:**

Reading of biographies depends on the faculty of education. Percentage of B.A. students reading biographies regularly is more than that of B.Sc. students. In the occasional reading percentage of B.Sc. students is more than that of B.Com. students.

It is but natural that percentage of Science students reading biographies of scientists is more than that of Arts and Commerce students.

Biographies of political leaders are given the first preference by the three faculties of students. This shows the influence of politics on the students' life.

**Reading of Autobiographies:**

Periodicity of reading biographies depends on the faculty of education and percentage of B.A. students in regular reading is more than that of the B.Sc. and B.Com. students.

As in the case of reading Biography, Autobiography of political leader has first preference in case of B.A., B.Sc., and B.Com. students.

**Reading of articles/books on travel:**
Periodicity of reading articles/books on travel does not depend on the faculty of education.

Percentage of B.A. students reading articles/books on travel about place in India is more than that of B.Sc. students. In case of articles/books on travel about place abroad percentages of B.Sc. and B.Com. students are more than that of B.A. students.

All the students of three faculties prefer reading articles/books on travel about places in India to places abroad.

Reading of Comics:

Reading of comics depends on the faculty of education. Regular reading of comics is done by more percentage of B.Com. students than that of B.A. students. Occasional reading of comics is done by more percentages of B.Sc. and B.Com. students than that of B.A. students. Percentage of B.Sc. students reading comics occasionally is more than that of B.Com. students.

Time spent on reading books:

On an average a B.A. student spends more time on reading books than a B.Sc. or B.Com. student during the course of 30 days. A B.Com. student spends more time on reading books than a B.Sc. student.

Book reading in the previous 30 days:
Book reading in the previous 30 days depends on the faculty of education and percentages of B.Sc. and B.Com. students reading books in the previous 30 days is more than that of B.A. student.

On an average B.Com., B.Sc., and B.A. student read 7, 6, and 5 books respectively during a course of 30 days. The number of books read seems rather high. It should be considered in the light that only those students interested in reading books must have responded to the question.

Reading of book at the time:
Reading of book at the time does not depend on the faculty of education.

Sources of getting Newspapers:
One reads, if one is interested in reading and reading material is easily available. Naturally, major source of getting newspapers in case of the students of the three faculties is home.

College Library except in case of B.Sc. students is the second major source.

Sources of getting Weeklies/Fortnightlies:
As in the case of newspapers Home is the most used source by majority of the students of the three faculties.

All the five most preferred sources with respect to the three categories of students are the same, but they are
not in the same order of preference. They are Home, Self-purchase, College library, Public library, Neighbour.

**Sources of getting Monthlylies/Quarterlies/Annuals:**

Three out of five first preferred sources are the same in case of B.A., B.Sc., B.Com. students. They are Public Library, Home, and Friend. However, they are not in the same order of preference.

Percentage of Science Students utilizing college library is less than that of Arts and Commerce students as they have a busy schedule in the college as compared to B.A. or B.Com. students.

Except college library all other sources having statistically significant difference are utilized by more percentage of B.Sc. or B.Com. students than that of B.A. students.

More percentage of B.Sc. students get the reading material at home than that of the Art students. This might be so because the science students come from better home background. This is also applicable with respect to subscription library in case of B.Com. and B.A. students.

**Sources of getting books:**

Three out of five first preferred sources are the same in case of the students of three faculties. They are College library, Friend, and Home. They are, however, not
in the same order of preference.  

College library is the major source for getting books in case of majority of the students.  

Membership of Library:  
Membership of a library does not depend on the faculty of education.  

Membership of various types of libraries:  
Majority of the students having library membership are members of public libraries or subscription libraries. Very few students are the members of the British Library. The possible reasons might be, (i) the facility is available only in Pune, and (ii) Only English material is available in the library.  

Enjoying College library facilities:  
Enjoying college library facilities depends on the faculty of education. Percentage of B.Com. students enjoying college library facilities is more than that of B.A. and B.Sc. students. Percentage of B.A. students is more than that of B.Sc. students. The reason for less percentage of B.Sc. students might be their busy schedule in the college.  

Participation in various activities related to reading:  
Total number of students in various activities like book exhibitions, discussion on books, lectures on books or
authors, lectures by authors or poets, Essay competition on books is small. This might be so because of the lack of interest on the part of students or the lack of proper conduct of such activities in the colleges. This should be taken into consideration while considering the following results.

Participation in various activities like Book Exhibitions, Discussion on books, Lectures on Books, or Authors, Lectures by Author or Poet, Essay competition on books depends on the faculty of education. Percentage of B.A. students participating in Book Exhibition, Discussion on Books, Lectures on Books or Author, Lecture by Author or Poet, and Essay competition on Books is more than that of B.Sc. students and percentage of B.A. students participating in Lectures on Book or Author, Lecture by Author or Poet, Essay Competition on Books is more than that of B.Com. students.

**Development of Personal Library :**

Development of personal library does not depend on the faculty of education.

On an average a B.Sc. or B.Com. student has more number of books than that of B.A. student, in his personal library.

**Suggestions for reading :**

Three out of five first preferred suggestions are the same in case of the three categories of students. They are
subject of personal interest, Rereading a favourite book, Favourite Author or Poet.

Four out of five least utilized suggestions are common in case of the students of three faculties. They are Recommendation of a librarian, eye-catching cover, after seeing a book exhibition, and some programme based on a book presented on TV or Radio.

Reasons for not reading more:

The reason 'Regular studies' is reported by the highest percentage of students of the three faculties. The same reason was voiced in a seminar by High School students in Delhi. This reason seems plausible in case of B.Sc. students but in case of B.A. and B.Com. students this seems to be another way of saying, 'I am not interested in reading'.

Four out of five reasons having the highest percentage of mention are the same in case of B.A., B.Sc., B.Com. students. They are - I do not get time because of studies, I do not get sufficient time because of household work, I do not get the desired books from the college library, and I am more interested in sports or hobby. However, they are not in the same order.

Purposes of Reading:

Four out of five first preferred purposes are identical in case of three categories of students. They are for
for keeping ideals before me; Merely to kill or fill in time,
To keep posted on current events locally, nationally, interna-
tionally; To know how to live an ideal and good life. How-
ever they are not in the same order of preference.

Students read for various purposes and they are as
diverse as 'Merely to kill or fill in time', and 'To meet
spiritual needs'.

Not more than 30% of students read keeping before
them purposes concerning civic awareness. This percentage
seems to be small. In this regard it should be noted that
percentage of students reading novels regarding down trodden
persons is also not very encouraging.

Four out of five least preferred purposes in case of
B.A., B.Sc., B.Com. students are identical. They are :
Parents should not think that I am whiling away leisure time;
To avoid household work, For personal prestige among others;
To decide whether things can be secured that best meet re-
quirement of the occasion, purse, taste.

The least preferred purposes, 'To avoid household
work' and 'Parents should not think that I am whiling away
my time' indicate that the majority of the students do not
read because of external pressure from parents or as a pre-
text to avoid work.
Men and Women Students:

Leisure Time:

Men and women students get almost the same amount of leisure time on working days.

Majority of the men and women students get more than four hours leisure time on Sundays and Holidays.

Reading as a leisure-time activity:

Reading depends on the sex of the students.

Percentage of women students preferring reading as a leisure-time activity is more than that of the men students.

Reading tops the list in the first, second, and third choices of leisure activities in case of both men and women students; but percentage of students giving reading first, second, or third choice does not exceed 10% in any case.

Newspaper Reading:

Periodicity of Reading newspaper:

Periodicity of reading newspaper does not depend on sex of the student.

The first five newspapers read:

Sakal is the first choice of both men and women students.

All the five choices are the same in the case of both men and women students. They are Sakal, Kesari, Gavkari, Maharashtra Times, Tarun Bharat. However, they are not in
the same order of preference.

Not a single Hindi or English daily has a place in the first five choices.

Number of dailies read daily by regular readers:

Percentage of students, both men and women, reading one newspaper daily is more than the percentage of students who read 2, or 3, or 4, or 5+ newspapers.

Time spent on reading newspaper/a by regular readers:

On an average a male student spends more time on reading newspaper/a than a woman student.

Regular reading of various news items:

Reading of serious items like International Affairs, State Affairs, District Affairs is done by more percentage of men students than that of women students. Percentage of women students reading 'light' items like cine world, accidents, etc. is more than that of men students.

Except Education and International affairs, other items mentioned by both men and women students in the first five choices are light reading. In the least preferred items serious items like Religious matter, District affairs, State affairs are mentioned.

Occasional reading of various news items:

Occasional reading of news items giving delayed rewards is done by more percentage of men students than that of
women students. These items are Foreign affairs, All India affairs, District affairs, Rates, Business and Company Affairs. This tendency is also found in the regular reading of news items.

The first five preferences on the basis of percentage in the occasional reading by men and women students have much in common, as four out of five preferences of both the sexes are the same. They are: Cine world, International Affairs, Crime, Rape, Graft, Smuggling, and Foreign affairs.

Regular reading of various columns:

In case of reading columns having statistically significant difference except Editorial about Indian issue, and Editorial about State issue all other columns are read by higher percentage of women students than that of men students. Such columns are Radio programmes, Television Programmes, Play and Drama, Photos and Pictures, Astrological Forecasts, Students’ World, Education, Cine World, Weather, Comics, Letters to the Editor, and Special Selected news.

All the first five choices on the basis of percentage are the same in case of both men and women students. They are Advertisement, sports and games, caricature, Cine world, and Astrological Forecasts. However, they are not in the same order.

Reading of Editorials, Current topics, Thought for
today, Book review is meagre in case of both men and women students. It does not exceed 20% in any case.

It should be noted with satisfaction that Betting-Race is the least preferred column both by men and women students.

Occasional reading of various columns:

Except Editorial about international issue, all other columns having statistically significant difference are read by more percentage of women students than that of men students. Such columns are Television programmes, Play and Drama, Book Review, Photos and Pictures, Comics, Current topics, Letters to the Editor, and special news items.

Four out of five first preferred columns are the same in case of men and women students. They are Astrological Forecasts, Cine world, Advertisements and Caricature. All the columns may be placed in the category of 'light' reading.

Even occasional reading of Thought for today, various types of Editorials, Book review, News letters, Current topics is not very encouraging as percentage of men or women students does not exceed 18% in any case. This tendency is also evident in the regular reading of the columns.

Reading of weeklies/Fortnightlies:

Periodicity of reading weeklies depends on the sex of
the student and percentage of women students is more than that of men students in the regular reading of weeklies. In the occasional reading of weeklies percentage of men students is more than that of women students.

Periodicity of reading fortnightlies does not depend on the sex of the student. Both regular and occasional reading of fortnightlies is more in case of both men and women students.

Number of weeklies regularly read:
Percentage of students who read one weekly is more than the percentage of students who read two or three or four or five plus weeklies in case of men and women students.

Number of Fortnightlies regularly read:
Majority of the regular men and women readers read only one fortnightly.

The first five weeklies read by regular readers:
The first four choices of men and women students are the same, though not in the same order of preference. They are Gavkari, Swarajya, Manohar, and Sakal.

No English or Hindi weekly has a place in the first five choices.

The first two fortnightlies read by regular readers:
Filmfare is the first choice in case of both men and women students.
The first two preferences of women students are cine fortnightlies. They are Filmfare and Madhuri.

**Time spent on reading weeklies by regular readers**:

On an average a man student spends more time on reading weeklies than a woman student during the course of seven days.

**Time spent on reading fortnightlies by regular readers**:

On an average a man student spends more time on reading fortnightlies than a woman student during the course of fifteen days.

**Regular reading of various columns/sections**:

Excepting Editorial and Rebuttals, all other columns/sections having statistically significant difference in percentage are read by more percentage of women students than that of men students. Such columns/sections are Advice on beauty problems, Children section, Women section, Fashions, Play and Drama, Cine world, Poems, Cross-word puzzles, Health and Hygiene, Astrological forecasts, Letters to the Editor, Advertisements, Photos and Pictures, and Comics.

Women students prefer two types of sections: (i) Sections of general interest like poems, advertisements etc. (ii) Sections particularly and traditionally connected with women life for example Children section, Fashions, etc.
The first four columns including their order of preference are the same in case of both men and women students. They are Humour and wit, Cine world, Caricature and Astrological forecasts.

The first five preferences of both men and women students come under the category of 'light' reading.

Sections like agriculture, Book review, or articles on books come under the category of least preferred five sections in case of both men and women students and news letters in case of women students.

Occasional Reading of Columns/Sections:

Except News letters, Agriculture, and Humour and wit, occasional reading of other sections having statistically significant difference is done by more percentage of women students than that of men students. Such columns/sections are advice on Beauty problems, Children section, Women section, Fashions, Poems, Short stories, Crossword puzzles, Interviews, and Comics.

Four out of five first preferences are the same in case of both men and women students. They are Humour and Wit, Cine world, Short stories and Advice on health and Hygiene. However, they are not in the same order.

Percentage of either men or women students reading Editorial, News letters, Articles, Book review or Articles
on books, interviews, questionnaire does not exceed 30% even in occasional reading.

Reading of Monthlies/Quarterlies/Annuals:

Periodicity of reading of Monthlies/Quarterlies/Annuals:

Periodicity of reading monthlies depends on the sex of the student and percentages of regular and occasional women readers are more than that of men students.

Periodicity of reading quarterlies does not depend on the sex of the student. Percentage of students reading quarterlies regularly or occasionally is very meagre in case of both men and women students. The reason might be non-availability of reading material.

Periodicity of reading annals does not depend on the sex of the student. Percentage of students reading annals regularly or occasionally is very meagre in case of both men and women students. The reason might be non-availability of reading material.

Number of monthlies read:

Percentage of regular men and women readers who read one monthly is more than that of those who read 2, or 3, or 4, or 5 monthlies.

The first preferred five monthlies:

Out of five preferences by men students only one monthly is devoted to the world of women. In case of women
students four out of five monthlies are devoted to the world of women.

Exception 'Shetkari' in the case of men students all other monthlies mentioned both by men and women students are monthlies of general interest.

Not a single Hindi or English monthly has place in the first preferred five monthlies.

Time spent on reading Monthlies/Quarterlies/Annuals:

On an average regular woman reader spends more time on reading Monthlies/Quarterlies/Annuals than a man regular reader, during the course of 30 days.

Reading of various columns/sections regularly:

It is statistically significant that percentages of regular women readers in respect of Poems, Novel - serialised novel - or condensation of a novel, One-act play or part of a play, Review of books, Hair styles, New recipes, Letters to the editor, Symposiums, answers to the questions of readers, and questionnaire are more than those of men students.

Three out of five first preferences of men and women students are the same and they are Humour and Jokes, Novel - serialised novel - or condensation of novel, and Short stories.

Reading of Editorials, Articles, Symposium, and Questionnaire which is supposed to be rather serious reading, is
Occasional reading of columns/sections:

Occasional reading of Poems, Novel - serialised novel - condensation of a novel, One-act play or part of a play, Review of books, Knitting and Embroidery, Hair styles, New recipes, Interview, Symposium, Answers to the questions of readers, and Description of experience by readers is done by more percentage of women students than that of men students. Editorial, Articles and Extracts describing sexual relations are read by more percentage of men students than that of women students.

As in the case of regular reading, in the occasional reading also Short stories, Humour and Jokes, and Novel - serialised novel - or condensation of a novel have a place in the first preferred five columns/sections.

It is quite natural that new recipes, knitting and embroidery have a place in the first five preferences of women students as these subjects are traditionally related to the life of women. As in the case of regular reading, occasional reading of Editorials, Articles, Review of books, Symposiums and Questionnaire is also not very satisfactory from the point of view of percentage of readers in case of both men and women students.
Few men and women students are interested in articles on Sexology.

Both men and women students have placed Sports, Aeronautics, and Indian politics in the first preferred five subjects.

Reading of books on various subjects:

Periodicity of reading books on various subjects does not depend on sex of the student.

In the reading of books on the subjects where statistically significant difference in percentage (t-value) exists except Engineering and Sexology, all other subjects namely Dramatics, Music, Newspapers—periodicals, Culture, Craft, Character-sketch, Dressing up (grooming), are read by more percentage of women students than that of men students. These subjects are the subjects of general interest.

Out of five first preferred subjects three subjects namely History, Sports and Economics are common in case of men and women students.

On the whole reading of books on various subjects both by men and women students is meagre.

Reading of short stories:

Reading of short stories depends on the sex of the student and percentage of women students reading short stories regularly is more than that of men students.
Excepting reading of Sex stories, reading of all other types of short stories namely love-story (excluding love between lovers and spouses), Detective story, Historical story, Horror story, True story, Cine story, Fable, Mythological story, Legend is done by more percentage of women students than that of men students.

Five first preferred types of short stories are common to both men and women students. They are Detective story, Love story, Cine story, Historical story, Adventure story.

Sex stories are not read by majority of the men and women students.

Reading of poetry:

Reading of poetry depends on the sex of students and percentage of women students reading poetry regularly and occasionally is more than that of men students.

Except in case of reading Ballad, in the reading of all other types of poetry, namely Lyric, Humorous poem, New poetry, Poem pertaining to women's life, Descriptive poem, Mystic poetry, Small poems, Narrative poem, Poems for children, Popular poem or 'lokavya', Satirical poem, percentage of women students is more than that of men students. This supports the general contention that women prefer to read poetry more than the men.
Three out of five first preferred types both by men and women students are common though they are not in the same order of preference. They are Love poem, Humorous poem, Lyric.

Poem for Children has a place in the first preferred five types of poetry in case of women students. This supports the general contention that women are interested in what is connected with home and family life.

Four out of five least preferred types by both men and women students are common though they are not in the same order of preference. They are Narrative poem, Popular poem or Lokkavya, Mystic poetry, and Lyrical prose.

Reading of personal essays:

Reading of personal essays does not depend on the sex of the student. Regular reading of personal essays is very meagre in case of both men and women students.

Reading of Novels:

Periodicity of reading novels depends on the sex of the student and percentage of women students reading novels regularly is more than that of men students.

In the reading of all the types of novels (except Regional novel) having statistically significant difference, percentage of women students is more than that of men students. Such types of novels are Romantic novel, Biographi-

All the first preferred five types of novels by men and women students are the same. They are Historical novel, Detective novel, Love novel, Humorous novel, Biographical novel. However, they are not in the same order of preference.

All the least preferred five types of novels by men and women students are the same. They are Spiritual novel, Science fiction, Regional novel, Political novel, Novel regarding down trodden persons. However, they are not in the same order of preference.

Reading of Plays:

Reading of plays depends on the sex of the student and percentage of women students is more than that of men students in the occasional reading of plays.

Percentage of women students is more than that of men students in the case of the types having statistically significant difference. They are Play regarding family life, Children's drama, Opera, Musical.

Three out of five first preferred types of plays are the same in case of both men and women students. They are
Play regarding family life, Historical play, and Social play. Their order of preference is also the same.

Four out of five least preferred types of plays are the same in case of both men and women students. They are New theatre, Opera and suspense drama. However, they are not in the same order of preference.

Reading of one-act plays:

Reading of one-act plays does not depend on the sex of the student.

Four out of five first preferred types of one-act plays are the same in case of both men and women students. They are Play regarding family life, Historical play, Social play, Suspense drama. They are not in the same order of preference.

Four out of five least preferred types of one-act plays are the same in case of both men and women students. They are Opera, Musical, New theatre, Court-room drama. However their order of preference is not the same.

Reading of Biographies:

Reading of Biographies does not depend on the sex of the student.

With regard to the reading of the only type of biography where statistically significant difference exists, i.e. Biography of Saint, percentage of women students is more than
that of the men students.

**Reading of Autobiographies:**

Periodicity of reading autobiographies depends on the sex of the students and percentage of women students in the occasional reading of autobiographies is more than that of the men students.

Autobiographies of Scientists and Saints are read by more percentage of men students than that of women students and autobiography of author or poet is read by more percentage of women students than that of men students. Generally speaking it is found that percentage of men students inclined towards factual information is more than that of women students.

**Reading of articles/books on travel:**

Periodicity of reading articles/books on travel depends on the sex of the student and percentage of occasional women readers is more than that of men students.

On the basis of percentage it can be said that both men and women students prefer to read articles/books about places in India to places abroad.

**Reading of comics:**

Periodicity of reading comics does not depend on the sex of the student.

**Time spent on reading books:**
On the basis of average, it can be said that a woman student spends more time on reading books during the course of 30 days than a male student.

**Reading of books in the previous 30 days:**

Reading of books in the previous 30 days depends on the sex of the student and the percentage of women students is more than that of men students.

On an average women and men students read 6 and 3 books respectively during the course of 30 days.

**Reading of book at the time:**

Reading of book at the time depends on the sex of the student and percentage of women students reading book at the time is more than that of men students.

**Sources of getting newspapers:**

Except home all other sources namely friend, college library, public library, roadside free stand, subscription library, hotel or boarding, hair cutting saloon, where statistically significant difference exists, are applicable in case of more percentage of men students than that of women students. This seems natural as all other sources are outdoor sources.

After home, college library is the second used source in case of men students.

It is natural that very few students utilise the ser-
services of British Library and USIS library as they are only at Pune.

Three out of five first preferred sources in case of men and women students are the same. They are home, college library and self purchase. However, they are not in the same order of preference.

Sources of getting weeklies/fortnightlies:

Except home and neighbour all other sources having statistically significant difference are used by more percentage of men students than that of women students. They are college library, public library, road side free stand, hotel or boarding and hair cutting saloon. All these are outside sources.

Three out of five first preferred sources are the same in case of men and women students. They are public library, friend, and home. However, they are not in the same order of preference.

Sources of getting books:

All the sources except college library where statistically significant difference exists are utilized by more percentage of men students than that of women students. They are home, neighbour, public library, and British Library. However, percentage of students utilizing the services of British Library is very meagre in case of both men and women.
students.

Four out of five first preferred sources are the same in case of men and women students. However, they are not in the same order of preference. They are college library, public library, neighbour and friend.

Membership of library:

Membership of library depends on the sex of the student, and percentage of women students having library membership is more than that of men students.

Membership of various types of libraries:

Among the membership of various types of libraries percentage of men students in the membership of public library is more than that of women students. In case of membership of subscription library percentage of women students is more than that of men students.

Enjoying college library facilities:

Enjoying college library facilities depend on the sex of the student and percentage of men students doing so is more than that of women students. The only reason for less percentage of women students seems to be the non compulsion of library membership.

Participation in various activities related to reading:

Participation in various activities related to read-
ing does not depend on the sex of the student.

**Development of personal library:**

Development of personal library does not depend on the sex of the student.

On an average, a male student has more number of books than a woman student.

**Suggestions for reading:**

All the suggestions namely recommendation of father, mother or any other person at home, recommendation of a friend, book review, favourite author or poet, captain of a book that arouses interest, rereading a favourite book, programme based on a book, presented on T.V. or Radio, having statistically significant difference are applicable in case of more percentage of women students than that of men students.

Three out of five first utilized suggestions in case of men and women students are the same though not in the same order of preference. They are subject of personal interest, favourite author or poet, and recommendation of a friend.

Four out of five least utilized suggestions in case of men and women students are the same. They are recommendation of a librarian, programme based on a book presented on T.V. or Radio, Eye catching cover, and book review.

**Reasons for not reading more:**
Except the reasons that 'elders in my home do not allow me to read', and 'I have no specific reason for not reading', all other reasons having statistically significant difference in percentage are reported by more percentage of men students than that of women students. They are: 'I become exhausted if I read more', 'I am more interested in sports or hobby', 'I have no proper place for reading', and 'employment and education at the same time prevents me from reading more'.

Four out of five reasons having highest percentages are the same in case of men and women students. They are: 'I do not get time because of studies', 'I do not get the desired books from the college library', 'I am more interested in sports or a hobby', and 'I do not get sufficient time because of household work'. They are, however, not in the same order.

**Purposes of reading**:

Out of 23 purposes having statistically significant or highly significant difference (t-value) percentage of women students reading for purposes is more than that of men students.

Three out of five first preferred purposes by both men and women students are the same. They are: 'for keeping ideals before myself', 'merely to fill in or kill time',
and as a ritual or force of habit'.

Four out of five least preferred purposes in case of men and women students are identical. They are: 'to avoid household work'. 'Parents should not think that I am whiling away leisure time'; 'for personal prestige among others'; and 'to decide whether things can be secured that best meet requirement of the occasion, purse, taste'.

Both men and women students read for varied purposes.

**Urban/Rural Students**:

**Leisure time**:

Urban and Rural students get almost the same amount of leisure time on working days.

Majority of the urban and rural students get more than four hours leisure time on Sundays and Holidays.

**Reading as a leisure time activity**:

Reading depends on the urban/rural status of the students.

Percentage of urban students preferring reading as a leisure time activity is more than that of the rural students.

Reading tops the list in the first, second, and third choices of leisure activities in case of both urban and rural students, but percentage of students giving first, second, or third choice does not exceed 22% in any case.
Newspaper Reading:

Periodicity of Reading Newspaper:

Periodicity of reading newspaper/s depends on urban/rural status of the student. Percentage of urban students is more in regular reading of newspaper/s than that of rural students and in the occasional reading of newspaper/s percentage of rural students is more than that of urban students.

The first five newspapers read:

Daily Sakal is the first choice in case of both urban and rural students.

Four out of five preferences are the same in case of both urban and rural students. They are Sakal, Kesari, Gavkari, and Loksatta. However, they are not in the same order of preference.

Not a single Hindi or English daily has a place in the first five preferences.

Number of Dailies Read Daily by Regular Readers:

Percentage of urban and rural students reading one newspaper daily is more than that of students reading two, or three, or four, or five plus dailies.

Time Spent on Newspaper Reading by Regular Readers:

On an average a rural student spends more time on reading newspaper/s than an urban student.
Regular reading of various news items:

In general percentage of urban students reading various types of news items is more than that of the rural students. This might be due to easy availability and social milieu.

Though percentage of urban students reading some of the news items is more than that of the rural ones, as far as the first five preferences on the basis of percentage are concerned, the tastes of urban and rural students are almost the same. Sports and games, Cine world, Students' world, Accidents have a place in the first five choices in the case of both urban and rural students.

Four out of five least read items on the basis of percentage by urban and rural students are the same. They are Fine arts, Religious matters, Public speeches, and Inauguration.

Occasional reading of news items:

As in the case of regular reading of news items in the occasional reading also majority of both urban and rural students read the news items that give them immediate reward or having immediate concern.

It is statistically established that in the occasional reading of news items regarding All India affairs, Education, Students' world, percentage of rural students is more than
that of urban students. Percentage of urban students is more than that of rural students, in case of occasional reading of religious matter, Fine arts, Social problem, Strange happenings.

It is disheartening to note that news items about Social problem have a place in the least read five types both by urban and rural students. It is felt that future citizens of India should be more aware of and concerned about social problems.

Regular reading of various columns:

Except regular reading of the column Letters to the editor, all other columns having statistically significant difference are read by more percentage of urban students than that of rural students. Such columns are Radio programmes, Editorial about Indian issue, Editorial about social problems, Editorial about any other subject, Sports and Games, Advertisements, Television programmes, Play and drama, Photos and pictures, News letters, Astrological forecasts, Students' world, Science section, Caricatures, Selected news items, Cine world, Weather, Betting-race, Comics, Current topics, Local programmes, and Old news.

Majority of the urban and rural students read what gives them immediate reward. This contention can be well established by the first five preferences on the basis of
frequency of mention. Sports and games, Cine world, Advertisements, and Letter to the editor have a place in the first five preferences in case of both urban and rural students.

Reading of Editorials and Current topics does not exceed 21% in any case. The columns Editorial about any other subject and Current topics even come under the least read five items.

Occasional Reading of various columns:

All the columns, where statistically significant difference in percentage exists are read by more percentage of urban students than that of rural students. Such columns are Editorial about International issue, Editorial about any other subjects, Book review, Science section, Selected news items, Betting and race, Comics, Current topics, Local programmes, and Old news.

The first four columns in the first five preferences are the same in case of both urban and rural students. They are Cine world, Advertisements, Astrological Forecasts, and Caricature. All these columns may be labelled as 'light' reading.

Reading of Thought for today, various types of Editorials, Book review, News letters, Current topics is meagre, as Percentage of rural occasional readers does not exceed 19% in any case.
Reading of weeklies/fortnightlies:

Periodicity of weeklies depends on the urban/rural status of the students and percentage of urban students is more than that of rural students in the regular reading of weeklies. In the occasional reading, the percentage of rural students is more than that of urban students.

Periodicity of reading fortnightlies depends on the urban/rural status and percentage of urban students in the occasional reading of fortnightlies is more than that of rural students. However, both regular and occasional reading of fortnightlies is same in case of both urban and rural students.

Number of weeklies read:

Number of students who read one weekly is more than the percentage of students who read two, or three, or four, or five plus weeklies.

Number of fortnightlies read:

Majority of regular urban and rural readers of fortnightlies read only one fortnightly.

The first five weeklies read by urban and rural regular readers:

Except the fifth choice, all the first four preferences are the same in case of both urban and rural students. They are Swarajya, Gavkari, Manohar, and Sakal.
Only the fifth choice of urban students is an English weekly namely 'Illustrated weekly'.

The first two fortnightlies read by regular readers:

Filmfare and Madhuri have a place in the first two choices of urban and rural students. The first one is English and the second one is Hindi cine fortnightly.

Time spent on reading weeklies by regular readers:

On an average an urban student spends more time on reading weeklies than a rural student during the course of seven days.

Time spent on reading fortnightlies by regular readers:

On an average an urban student spends more time on a reading fortnightly than a rural student during the course of fifteen days.

Regular reading of various column/sections:

All the sections except Agriculture, having statistically significant difference in percentage are read by more percentage of urban students than that of rural ones. Such sections are Advice on beauty problems, Women section, Fashions, Play and Drama, Cine world, Caricature, Letters to the editor, Advertisement, Photos and pictures, Interviews and Comics.

The first five preferences of both urban and rural students in case of regular reading of columns/sections are
the same. They are Humour and wit, Astrological Forecasts, Cine world, Caricature, and Advice on health and hygiene. On the basis of these five preferences it can be said that majority of the urban and rural students read what gives them immediate satisfaction or reward.

Book review or articles on books is one of the least preferred five choices both by urban and rural students. This indicates that our student community does not seem to be lover of books.

Occasional reading of various columns/sections:

Except Agriculture, Humour and wit, and Advertisements occasional reading of columns/sections having statistically significant difference is done by more percentage of urban students than that of rural ones. Such sections are Advice on beauty problems, women section, Book review, or Articles on books, Humour and wit, Letters to the editor, Interviews, Comics, Past happenings, and Rebuttals.

Four out of five first preferences on the basis of percentage are the same in case of urban and rural students. They are Short stories, Cine world, Advertisements, and Astrological forecasts. However, they are not in the same order of preference.

All the first five preferences of urban and rural occasional readers can be called 'light' reading.
Reading of editorial, News letters, Articles, Book review or Articles on books, Interviews, Questionnaire is not encouraging in case of both urban and rural occasional readers. Percentage of students reading above-mentioned sections does not exceed 25% in any case.

**Reading of Monthly/Quarterly/Annuals:**

Reading of monthlies depends on urban/rural status of the students and percentage of regular and occasional urban students is more than that of rural students.

Periodicity of reading quarterlies does not depend on urban/rural status of the student. Percentage of students reading quarterlies regularly or occasionally is very meagre in case of both urban and rural students. The reason might be non-availability of reading material.

Periodicity of reading annuals depends on the urban/rural status of the student. Percentage of regular urban readers is more than that of rural students. However, percentages of both urban and rural readers in regular and occasional reading are meagre. The reason might be non-availability of reading material.

**Number of Monthly read:**

Percentage of urban and rural regular readers who read one monthly is more than the percentage of urban and rural students reading two, or three, or four, or five...
there is not much difference in percentage of regular urban readers reading one and two or three monthlies.

**First preferred five monthlies:**

Not a single English or Hindi monthly has a place in the first preferred five monthlies in case of both urban and rural students.

Except 'Shetkari' in the case of rural students all the first preferred five monthlies are of general interest.

The first two preferences of urban and rural students are the same, though they are not in the same order of preference.

**Time spent on reading monthlies/quarterlies/annuals:**

On an average urban regular reader spends more time on reading monthlies/quarterlies/annuals than a rural regular reader.

**Regular reading of various columns/sections:**

Percentage of urban students in respect of reading of such column/section having statistically significant difference in percentages is more than that of rural students. Such columns/sections are Novel, Serialized novel or Condensation of a novel, One-act play or part of a play, Knitting and Embroidery, New recipes, Interviews, Answers to the questions of readers, Descriptions of an experience by
Humour and jokes, Novel, serialised novel, or condensation of a novel, and Short stories have a place in the first five preferences in the reading by urban and rural regular readers.

Reading of Editorials, Articles, Symposium, and Questionnaire is not very encouraging.

Occasional reading of columns/sections:

In case of columns/sections where statistically significant difference exists, percentage of urban students is more than that of rural students. Such columns/sections are Novel - serialised novel or condensation of a novel, Titbits to fill in a page, Review of books, Knitting and Embroidery, Hair styles, New recipes, Letters to the editor, Interviews, Description of an experience by readers.

The first five preferences of urban and rural students are the same though they are not in the same order of preference. They are Humour and jokes, Short stories, Novel - serialised novel, or condensation of a novel, Poems, and One act play or part of a play.

Majority of the urban and rural students do not read Editorials, Articles, Review of books, Interviews, Symposiums, and Questionnaire even occasionally.

Extracts describing sexual relations is the least
Reading of articles on various subjects:

Reading of articles does not depend on urban/rural status. It is very meagre in the case of urban and rural students.

It is surprising to note that percentage of rural students reading articles on international politics is more than that of urban students. As regards other subjects having statistically significant difference except Agriculture, all other subjects namely Biology, Physics, Dramatics, Profile of an author, Music, Sports, Occult, Character sketch, and Dressing-up are read by greater percentage of urban students than that of rural students. It is but natural that rural students are more interested in Agriculture.

Reading of books on various subjects:

Periodicity of reading books on various subjects depends on the urban/rural status of the student, and percentage of urban students reading books regularly and occasionally is more than that of rural students. Generally speaking urban students surpass rural students in many aspects of reading.

It is a welcome thing that in the subjects where statistically significant difference exists in the reading of
urban and rural students, there are at least 5 subjects namely Agriculture, Political science, History, Sociology, and Geography which are read by more percentage of rural students than that of urban students. These subjects are related to the college course. Books on the subjects of general interest like Music, Drawing and painting, Description of a place, Sports, Character sketch, Dressing up (grooming) are read by more percentage of urban students than that of rural students.

Generally speaking reading of books on various subjects both by urban and rural students is very meagre.

Reading of short stories:

Reading of short stories depends on the urban/rural status of the students and percentage of urban students reading short stories regularly is more than that of rural students. In case of occasional reading of short stories percentage of rural students is more than that of urban students.

Except in case of the reading of love story, (love between lovers or spouses) in the reading of all other types of short stories where statistically significant difference in percentage exists, percentage of urban students is more than that of rural students.

First preferred five types on the basis of percentage
are common in the case of urban and rural students. They are Detective story, Love story, Cine story, Historical story, Adventure story. However, they are not in the same order of preference.

**Reading of poetry:**

Reading of poetry depends on the urban/rural status of the students and percentage of urban students reading poetry occasionally is more than that of rural students.

Except in case of reading Ballad and 'Lavani' in the reading of all other types of poetry namely Lyric, Humorous song, New poetry, Poem pertaining to woman's life, Small poem, Narrative poem, Poem for children, Popular poem or 'Lok Kavya', and Satirical poem, where statistically significant difference (t-value) exists, percentage of urban students is more than that of rural students.

Three out of five first preferred types of poetry are common in case of both urban and rural students. They are Humorous poem, Love poem, and Lyric.

Four out of five least preferred types of poetry are common in case of both urban and rural students. They are, Narrative poem, Lyric(al) prose, Popular poem or 'Lok Kavya', and Mystic poem. However they are not in the same order of preference.

Love poem has a place in the first preferred five
types. This is but natural if the age group of students $16^+$ to $21^+$ is taken into consideration.

**Reading of personal essays:**

Reading of personal essays does not depend on the urban/rural status of the students.

**Reading of novels:**

Periodicity of reading novels depends on the urban/rural status of the students and percentage of urban students in regular reading is more than that of rural students.

In the reading of all the types of novels namely historical novel, romantic novel, love novel, detective novel, humorous novel, science fiction, social novel, where statistically significant difference exists percentage of urban students is more than that of rural students. This tendency is found in the reading of many other types of material.

Four out of five first preferred types of novels on the basis of percentage are common to both urban and rural students. They are detective novel, historical novel, love novel, humorous novel. However their order of preference is not identical.

Four out of five least preferred types of novels on the basis of percentage are common to both urban and rural students. They are political novel, spiritual novel, science fiction, regional novel, novel regarding down trodden person.
However, they are not in the same order of preference.

**Reading of Plays:**

Reading of plays does not depend on the urban/rural status of the student.

In the reading of all the types of plays having statistically significant difference exists, percentage of urban students is more than that of rural students. Such types are play regarding Family life, Historical play, Farce, Children's drama, Suspense drama, Opera, Court room drama.

Four out of five first preferred types of plays both by urban and rural students are the same. They are play regarding family life, Historical play, Farce, and Social play. However, their order of preference is not identical.

Four out of five least preferred types of plays are the same. They are New theatre, Opera, Mythological play, Children's drama; however, their order of preference is not the same.

**Reading of one act plays:**

Reading of one-act plays does not depend on the urban/rural status of the student.

In the reading of only one type of one-act play, i.e. Farce, where statistically significant difference (t-value) exists the percentage of urban students is more than that of the rural students.
Four out of five first preferred types of one-act plays are the same in case of both urban and rural students. They are Play regarding family life, Historical play, Children's drama, Suspense drama. Their order of preference is not identical.

Four out of five least preferred types are the same in case of both urban and rural student. They are Opera, Musical, Court-room drama, and New theatre. However, they are not in the same order of preference.

Reading of biographies:

Reading of biographies does not depend on the urban/rural status of the students.

It is statistically established that biographies of saints, and authors or poets are read by more percentage of rural students than urban students. This is one of the few exceptions where percentage of rural students is more than that of urban students.

Reading of autobiographies:

Periodicity of reading autobiographies depends on the urban/rural status of the students. Percentage of rural students is more in the regular reading than that of the urban students, and it is less in case of occasional reading.

In the reading of two types of autobiographies where statistically significant difference exists, namely auto-
biography of Author or Poet, and Artist, percentage of urban students is more than that of rural students.

**Reading of articles/books on travel:**

Reading of articles/books on travel depends on the urban/rural status of the students and percentage of occasional urban readers is more than that of rural students.

It is statistically established that percentage of urban students reading articles/books on travel about place abroad is more than that of rural students.

On the basis of percentage it can be said that both urban and rural students prefer to read articles/books on travel about place in India to place abroad.

**Reading of comics:**

Reading of comics depends on the urban/rural status of the student and both regular and occasional reading of comics is done by more percentage of urban students than that of rural students.

**Time spent on reading books:**

On an average an urban student spends more time on reading books during the course of 30 days than a rural student.

**Reading of books in the previous 30 days:**

Reading of books in the previous 30 days depends on the urban/rural status of the students and percentage of
urban students reading books is more than that of rural students.

On an average, urban and rural student read 2 and 1 book respectively.

Reading of book at the time:

Reading of book at the time does not depend on the urban/rural status of the students.

Sources of getting newspapers:

Home is not the most used source in case of rural students. Availability of newspapers at home in case of rural students, it seems, is not as easy as in the case of urban students.

College library is the most utilized source in case of rural students.

Three out of five first preferred sources are the same in case of urban and rural students. They are home, college library and self-purchase.

Sources of getting weeklies/fortnichtlies:

It is statistically established that neighbour, home, and college library are the sources utilized by more percentage of urban students than that of rural students. College library is utilized by more percentage of rural students than that of urban students.

All the five first preferred sources are the same in
Sources of getting monthly/quarterly/annuals:

Rural students have to rely on college library more than the urban students. Percentage of urban students utilizing the sources like home and neighbour is more than that of rural students.

Rural students' first source (on the basis of percentage) is the public library. Majority of the rural students have to rely on outside sources.

Sources of getting books:

All the sources except college library, having statistically significant difference in percentage are utilized by more percentage of urban students than that of rural students. They are home, neighbour, public library, subscription library, British library, present, and self-purchase.

The most and least utilized five sources by urban and rural students are the same. However, they are not in the same order of preference.

Membership of a library:

Membership of a library depends on the urban/rural status of the student and percentage of urban students having library membership is more than that of rural students.
Membership of various types of libraries:

Among the membership of various types of libraries percentage of urban students is more than that of rural students in case of subscription library and British Library. In case of public library percentage of rural students is more than that of urban students.

Enjoying college library facilities:

Availing oneself of the college library facilities depends on urban/rural status and percentage of rural students in this respect is more than that of urban students. The reason seems to be non-availability of other sources in case of rural students.

Participation in various activities related to reading:

One's participation in discussion on books depends on urban/rural status.

Development of personal library:

Development of personal library depends on the urban/rural status of the student and percentage of urban students having personal library is more than that of rural students. On an average urban students have a greater number of books in the personal library than that of rural students.

Suggestions for reading:

Except the 'subject of personal interest', all other
suggestions namely 'recommendation by mother, father, or any other person in home', 'recommendation of a friend', 'book review', 'favourite author or poet', 'caption of a book that arouses interest', 'reading of favourite book', 'after seeing a film based on a book', 'programme based on a book, presented on T.V. or Radio' having statistically significant difference are applicable in the case of more percentage of urban students than that of rural students.

Majority in the first preferred five suggestions on the basis of percentage are of personal nature for example, 'subject of personal nature', etc. Outside agencies like suggestions from parents, librarians, etc. have no place in the first preferred five suggestions.

Four out of five least utilized suggestions are the same in case of both urban and rural students. They are recommendations of a librarian, eye-catching cover, programme based on a book, presented on T.V. or Radio and after seeing a book exhibition.

Reasons for not reading more:

Percentage of rural students in reporting the following reasons is more than that of urban students: (i) My speed of reading is very slow, (ii) I do not follow English properly, (iii) I become exhausted if I read more, (iv) I have no proper place for reading. In case of the reasons, 'I do not get the
desired books from the college library', and 'I have no specific reason for not reading', the percentage of the urban students is more than that of rural students.

Four out of five reasons having the highest percentage of reporting are the same in case of not only urban and rural students but also the three categories of students. They are: 'I do not get time because of studies', 'I do not get time because of household work', 'I do not get the desired books from the college library', and 'I am more interested in sports or hobby'.

**Purposes of reading:**

Four out of five first preferred purposes on the basis of percentage in case of both urban and rural students are the same. They are: 'for keeping ideals before myself'; 'merely to fill in or kill time'; 'to keep posted on current events locally, nationally, internationally'; and 'as a ritual or force of habit'.

Of all the purposes (total 16) where statistically significant difference in percentage exists, only in case of four purposes percentage of rural students is more than that of urban students. They are: 'for sense of duty'; 'to determine the solution of social or political problems'; 'for spiritual guidance'; and 'to know how to live an ideal and good life'.

Four out of five least preferred purposes in case of both urban and rural students are the same. They are: 'to avoid household work'; 'parents should not think that I am whiling away leisure time'; 'for personal prestige among others'; and 'to decide whether things can be secured that best meet requirement of the occasion, purse, taste'. However, they are not in the same order.

Both urban and rural students read for varied purposes.

Interviews:

On reading Newspaper/s:

With few exceptions students read whatever Newspaper/s is/are available at home.

When a student has to go out of his house to read a newspaper his reading is generally speaking occasional.

On reading Editorial:

Those who have an interest in particular subjects for example politics tend to read Editorial/s regularly, those who have no interest never read an Editorial.

Occasional reading of Editorial depends on the subject of Editorial and recommendation of somebody.

If one starts reading Editorial in school years most likely that habit stays with him in his college days also.

On reading weeklies:
Non-availability of a weekly, being engaged in some other work, are the main reasons for occasional or non-reading of weeklies.

On reading Fortnightlies:
Some of the students have not even seen fortnightly. Non-availability, lack of time, are the reported reasons for not reading fortnightly/lies.

On reading Monthly/Quarterlies/Annuals:
Non-availability of Monthly/Quarterlies/Annuals is the major reported reason for not reading Monthly/Quarterlies/Annuals.

As in the case of fortnightly many students have not seen Quarterly/Annuals.

On reading Articles/books on varied knowledge subjects:
Lack of interest may be the major reason for not reading articles/books on knowledge subjects. Major reported reasons are lack of time and non-availability of material.

In case of students coming from rural area, interest in reading is not developed in their school days.

General tendency of the students is to read 'light' material. Articles and books on knowledge subjects generally do not cater to this taste of light reading.

On reading short stories:
There are some students though less in number who do not like short-stories.

Strong interest in some other subject or type of reading prevents one from reading of short-stories.

On reading Poetry:
Difficulty in the comprehension of poetry is one of the reasons for not reading poetry.

On reading personal essays:
Like reading of poetry, reading of personal essays also needs special attention.

On reading Novels:
Heavy regular studies present some students to read novels.

On reading plays and one-act plays:
Special interest in a particular activity for example Acting leads to reading material connected with the particular activity.

On reading Biographies/Autobiographies, Articles, or books on travel:
Reasons for not reading Biography Autobiography and Articles on book on Travel are not different from those reported for other types of reading. They are lack of interest, non-availability of the reading material, pressure of regular studies.
On reading Comics:

Even if comics are available they are not generally read as they rarely appeal to the students.

On Library Membership:

Lack of desire or necessity of becoming a member of a library, non-availability of a library near the house, prevention by elder persons in the house, regular studies, monetary difficulties, availability of material from other sources, lack of interest in reading, lack of leisure time are some of the reasons for not subscribing to a library.

On selection of reading material:

Availability of material, interest in a particular subject, recommendation, are the reasons reported by the students for selecting reading material.

On Self Reading:

Some students are not satisfied with the amount of their reading. Reasons reported for not reading more are pressure of college studies, non-availability of reading material, engagement in other activities and lack of time.

On reading English:

Many tried to read English after joining College.

Reading of English Material is meagre. The
The common reason reported for this situation is difficulty in comprehension and non-availability of suitable material.

In some cases, even if material is available, students do not read English. The major reason for this situation is lack of interest and difficulty in comprehension.

Reading English is not a pleasurable experience in the case of some students.

On reading Hindi:

The general tendency is to prefer Marathi reading even among those who read Hindi occasionally or regularly.

Hindi reading is confined to reading of novels, short-stories and one or two popular periodicals.

Some students do not read Hindi as it is not a regular subject in College courses.

Lack of interest and non-availability of reading material, lack of feeling necessity to read, are the major reasons for not reading Hindi.

Those who read Hindi regularly or occasionally generally do not have difficulty in comprehension as in the case of reading English.

On leisure-time reading:

In some cases leisure-time reading helps regular studies.

Some students have grasped the importance of reading.
According to them - (i) it is a source of general knowledge, (ii) it helps in thinking over a particular point, (iii) it helps to change outlook, (iv) it gives good models to emulate, (v) it helps to improve a language, (vi) it entertains.

Effects of Reading:

Students reported effects of reading on the following aspects (The list is in descending order of frequency) - Emotions, Desire - Inspirations, Knowledge, Comprehension, Opinions - Outlook, Thinking, Awareness, Interest, Overt behaviour, Language, Conversation - Speech, Relief - respite, Regular Studies, Ideals, Understanding human nature, Experience, Philosophy of Life, Memory.

The common notion that the youth read only to kill time is dispelled by the findings of this study.

At least in case of 8 students leisure-time reading was useful for regular studies.

Leisure-time reading is not harmful in case of majority of the students. On the contrary in majority of the cases it gave positive results.

College Library:

In the College Libraries total number of books per student for leisure time reading is more than the number of study books.

Subscription to Marathi, Hindi, and English fort-
nightlies is not as widespread as subscription to Marathi, Hindi and English dailies.

Hindi Magazines and Dailies are not subscribed to by all the Colleges.

Availability of magazines for home reading is meagre. It is not more than 25%.

Dailies are available for the student in the college library in almost all the colleges.

All the colleges do not take into consideration students' recommendation for the selection of material.

About 40% college libraries do not orient the students with the library service.

Activities related to reading like Book Exhibition, Discussion on books, Essay competition on books, Talks by poets or authors on their own writing, competition arranged in connection with celebration of a specific day are not arranged by majority of the colleges.

Arrangement for selecting material on their own (Open Shelf Library) is made in about 50% of college library.

Facility of browsing room or corner is not available in the majority of the college libraries.

College librarians made suggestions regarding physical facilities, budget provisions, staff requirements, Co-operation from teaching staff, co-curricular activities,
Time-table, Membership of the library, Publicity, Research, Students' involvement and Co-operation, Library facilities, Guidance and Orientation, Arrangement for low priced editions. The important suggestions are as follows:

- Physical facilities in the college library should be attractive and sufficient.
- Teaching staff should work hand in hand with the library staff for inculcating reading interests in the students.
- Book Exhibition should be arranged by the College Library.
- College should undertake a survey of reading interests of its students.
- Students' involvement and Co-operation should be sought by seeking out their suggestions for new purchases of books, encouraging them to write review articles, etc.
- Provision for open shelf library or at least browsing room should be made.
- Some arrangement should be made to impart guidance to students regarding reading material.
- Membership of College library should be made compulsory.

General Trends:
Some general trends can be discerned in the above broad conclusions. They are:

(i) In majority of the cases percentages of B.Sc. and B.Com. readers are more than that of B.A. students though B.A. students have more leisure time at their disposal.

(ii) Among men and women students percentage of women readers is more than that of men readers, in majority of the cases.

(iii) Among urban and rural students percentage of urban readers is more than that of rural students, in majority of the cases.

(iv) Majority of the students of all the categories read material that gives them immediate reward or which can be called 'light' reading. Interest in serious reading is not developed in the majority of the students.

(v) Habit of reading regularly is not also evident in the majority of the students with a few exceptions.

(vi) Majority of the students do not read pornographic literature.

(vii) Majority of the students do not read material regarding social problems.

(viii) Home and college library are the major sources of getting material.

(ix) Suggestions for reading from college librarians or
or college teachers are not utilized by majority of the students.

(x) Though students read for varied purposes, their main purpose seems to be entertainment.

(xi) There seems a great gulf between leisure reading and reading for course studies. Clustering of leisure reading around the subjects of regular studies is not evident in case of majority of the students. It means leisure reading is mostly done on the subjects of general interest.

The aim of education, according to the Education Commission 1964-66, is as follows:

In a democracy, the individual is an end in himself and the primary purpose of education is to provide him with the widest opportunity to develop his potentialities to the full. But the path to this goal lies through social reorganization and emphasis on social perspectives. In fact, one of the important principles to be emphasized in the socialistic pattern of society - which the nation desires to create is that individual fulfilment will come, not through selfish and narrow loyalties to personal or group interests, but through the dedication of all the wider loyalties of national development in all its parameters.

According to Lord Bacon, "Reading maketh a full man .. " and thus development of potentialities to the full in the case of each and every student can be achieved through, (along with other tools) reading. In order to see that every student should take advantage of this tool for personal and social improvement what better advice can one
offer than the one given below long ago.

1. Read
2. Read
3. Read some more
4. Read Anything
5. Read about everything
6. Read enjoyable things
7. Read things you yourself enjoy
8. Read and talk about it
9. Read very carefully some things
10. Read on the run, most things
11. Don't think about reading but ...
12. Just read.

If this advice is to be followed by the student, all those connected and concerned with the problem of cultivating reading interests and habits should consider the following educational implications and recommendations of the present study.

(3) Educational Implications and Recommendations:

(1) Generally speaking our students do very little leisure time reading as can be seen from the following few figures.

(Newspaper reading 58.03 regular readers, 37.86% occasional readers, reading of weeklies regular readers 43.09%, occa-
sional readers 39.82%). This is particularly true in case of serious reading like articles/books on knowledge subjects where the highest percentages are 10% and 45%, in case of regular reading and occasional reading respectively. Concerted efforts should be done by all those, parents, teachers, librarians, publishers, editors to change this state of affaires.

(ii) Reading at college level is not an isolated problem. The roots of the problem of scanty reading are found in the early childhood experiences of the student. If reading is introduced as a pleasurable activity in early childhood there are every chances of the habit of reading remaining throughout one's own life. According to Abul Hasans lasting reading habits are best formed at a young age when the mind is most impressionable. In this respect Japan has successfully tried experiment of Reading by Sar. Before they are introduced to any books or compelled to read any children are quietly and slowly trained by parents who read interesting stories and books aloud to pre-school children. This practice is also continued even in primary schools.

(iii) Leisure time reading of students is closely related with the problem of Adult Education. If reading material is available at home it is generally read and material is available at home only when parents are interested in read-
ing. Fortunately Education Commission has placed Adult Education as one of the objectives of Higher Education.

(iv) It was revealed in the interviews that Editorials are read when they are written on the subjects of interest. Editors should take notice of this and should devote some of the editorials to the subjects of students' interest. Some space in the newspaper/weeklies and other periodicals should be kept reserved for the youth, and material specially written for the youth should be published.

(v) College Teachers should conscientiously try to develop reading habits among the students. This can be done by connecting the topic of formal study with the recently published material on the topic. For example -

(a) B.Sc. Sub.: Zoology; Topic - Population Explosion:
 "How to Defuse the Population Bomb". Time essay, Time, October 24, 1977, p. 34-35.


(c) B.A. Sub.: Politics; Topic - The Constitution, its characteristics.
 Hindi Article "26 January Se 25 June Ki Kahani" by Dr. Lakshmimalla Sindhavi, Dharmayug, 17 to 23 July
In this connection it is worthwhile to quote here a suggestion made by University Grants Commission, New Delhi. According to UGC "The most potent method of developing in the students a book sense and the desire to own, enjoy, and read worthwhile books is the adoption of a teaching technique which minimises telling facts or giving ready made opinion but rouses curiosity in the students by posing the pros and cons of a problem, and encouraging the students to seek from books and periodicals the information and knowledge necessary to satisfy the curiosity and generally inspire the students to seek enjoyment in reading good books, safe-guarded open access, and provision of ample reference service should be provided by each university and college library".

(vi) There should be co-operation among different agencies in order to foster reading interests and habits in the students. Activities conducive to reading should be arranged by College Teachers taking help from the library staff. One such activity is formation of Reading Circles. Reading Circles may be formed on various topics from time to time and they may be given facilities to meet in the library. In the Reading Circles recent publication on the topic should be discussed and read out.

(vii) Another area of co-operation where teachers and
librarians can work together in guidance regarding reading. Some arrangement should be made in the colleges for giving guidance to students regarding reading matter. The arrangement for giving guidance can be made by allocating fixed number of students to each member of the teaching staff. It would be the responsibility of the teacher concerned to guide the students regarding leisure time reading. He should also try to solve their specific problems. This type of arrangement helped a college student to read more according to her remarks in the interview held in connection with this research.

(viii) Another area where college teachers and library staff can work together is the area of small action research. A librarian in the connection with this research has rightly suggested that reading Surveys and other needed research specific to the students of a particular institution should be undertaken. Different departments in the colleges can work together for the research projects undertaken. For example department of statistics can render guidance regarding statistical tools to be used. Department of sociology and Psychology can take the responsibility of field work.

(ix) College libraries and public libraries should work hand in hand in order to inculcate and broaden reading interests and firmly establish reading habits. This research
has shown that majority of the students have to rely on college and public libraries for getting reading material. In this connection a recommendation made by Department of Education, Allahabad University in connection with secondary school libraries in Uttar Pradesh is worth quoting. What is said about secondary school libraries and pupils in the recommendation is also applicable in the case of college libraries and college students. The recommendation says "Reading Rooms of school and public libraries should be open to all without charging any fees. School libraries may charge reasonable fees from public for allowing books to be taken home, while public libraries should allow some concession in subscription to bona fide pupils as an inducement for cultivating reading habit".

(x) Other mass media can very much contribute to the reading movement. In this regard finding of this research is worth noting. The suggestion for reading 'After seeing a film based on a book' is placed in the category of first preferred five suggestions by B.A., B.Com., Men, Urban, and Rural students. In this regard the role of T.V. and All India Radio does not seem to be very much impressive as the suggestion for motivating reading "Programme based on a book presented on T.V. or radio" is placed in the least preferred five suggestions by all the categories of students.
There is great potential in T.V., Radio, and Film to induce students for further reading.

(xi) Every endeavour should be made to involve students in the library activities. 73.33% colleges take into consideration students' recommendation for the selection of material. In fact all the college libraries should involve students in the selection of reading material. No extra energy or staff would be required for following this suggestion. What would be required for following this suggestion is a small suggestion box. This small gesture on the part of the college library would create proper feeling and attitude towards college library and thus help to spread reading movement.

(xii) A library on its own can undertake certain activities. For example, it is found in the course of this survey that book exhibition and orientation of students regarding library services are arranged in only 36.67% and 60% colleges respectively. In fact these activities should be a routine matter in case of all the Colleges. In the same way, college library can make arrangement for the publicity of reading material by exhibiting wrappers of books on the notice board, and books written on a particular subject or by a particular author on specific days.

(xiii) Arrangement of activities conducive to reading should be a routine matter in the colleges. This study has found
out that percentage of colleges arranging activities is not very impressive. For example, discussions on books are arranged only in 26.67% colleges, Essay Competition on books in 13.33% colleges, Talks by posts or authors on their own writing by 46.67% colleges, Competition arranged in connection with celebration of a specific day is in 13.33% colleges. Efforts should be made for bringing in some element of novelty in these activities. For example, in a college situated in Pune, Hindi Day (14 September 1977) was celebrated in a novel way. A request was made to the students of Hindi group to read a particular book beforehand. A retired professor of politics interested in literature was in the Chair. The book was discussed on the Hindi Day. Heads of the Departments of Psychology, Marathi, and Economics also took part in the discussion. Those who were interested were invited to attend the session. The discussion motivated some of the students of other disciplines to obtain that particular book and read it afterwards even though Hindi was not a course subject for them.

(xiv) If open shelf library is not possible, at least some space for browsing through new books should be provided and this can be done without any additional burden.

(xv) Library building, furniture in the library, arrangements for seating and fresh, cool drinking water, sanitary
arrangements within the library, light, ventilation, etc. have an indirect but potent influence on the reading of students. Much depends on financial resources if these facilities are to be adequately provided for. At least a beginning should be made while purchasing new equipment for the library. If proper outlook is developed, these facilities can be provided step by step, in course of time.

(xvi) College authorities with the help of publishers should arrange for the low priced editions of good books and encourage students to purchase the books. This recommendation should be accepted at least by leading colleges.

(xvii) Each college should encourage the setting-up of bookshops within its campus through co-operative effort or in any other manner.

(xviii) Book weeks, Book Fairs, and special book releases should be organised by professional and other bodies. They not only provide information about books but also help in fostering book-mindedness in the people. They lend prestige to the books as a commodity and create the kind of psychological atmosphere which is vital to the development of the reading habit.

(xix) Book journals should publish review articles and bibliographies on particular subjects and authors for taking into consideration the age group and interests of college
students.

(xx) If and when possible, Reading Courses and Reading Clinics should be instituted to help those who experience difficulties in effective reading.

(xxi) Some restructuring should be made in the courses of Library Science. Subjects like Methodology of doing research on Reading and Psychology of Reading should have a place in the course of Library Science.

(4) *Topics for further research*:

(i) Preparation of material for testing comprehension ability in Reading of the College Students.

(ii) Preparation of material for improving speed in silent reading.

(iii) Reading difficulties; their Diagnosis and Correction, at different levels.

(iv) Preparation of Reading Improvement courses at the College level.

(v) Preparation of norms for maturity in Reading.

(vi) Appraisal of college students regarding Maturity in Reading.

(vii) Impact of T.V. and Radio on reading interests and habits.

(viii) Survey of reading standards at college for different classes and in different languages.
(ix) A study for evolving suitable techniques for developing comprehension ability in students.

(x) A study of Reading Interests and Habits of College Teachers.

(xi) Controlled experimental investigation with reference to the role of different reading material (newspapers, Books, Articles) in changing the attitudes, values, and opinions of students.

(xii) Survey of College Libraries from the point of view of availability of reading material, physical facilities, and role in improving reading interests and habits.

(xiii) A survey of Public Libraries.

(xiv) Study of College Library needs.

(5) References:

(1) Abul Hasan, Promotion of Reading Habit, the Educational Quarterly, Volume xxiv, Number 2, July 1972, p. 8-9.


(4) Abul Hasan, op.cit., p. 6-7.

