CHAPTER-4

EXTENT OF LIBRARY USE AND READING HABIT: A COMPARATIVE STUDY
CHAPTER-4

EXTENT OF LIBRARY USE AND READING HABIT: A COMPARATIVE STUDY

Library is an integral part of all educational institutions. Specially in schools, where a child starts constructing his/her knowledge, starts learning the basics of life's journey, library plays a vital role. The 'creative spirit' and 'generous joy' as mentioned by Rabindranath Tagore in 'Civilization and progress' as the key to childhood and ideal foundation of a child's education, can be nurtured by enhancing good reading habit. Needless to say reading habit can very well be nurtured through good library services. In the beginning of a child's life school library gives exposure to the world of books. Ideally speaking any good school library should keep various types of reading materials. The libraries should promote knowledge not only through books but also through magazines, newspapers or any other reading materials. Among story books, the schools should keep various types of stories e.g. fairy tales, true stories, folk stories, biographies, encyclopaedia and like. Children at their early age should have a varied choice of books to read. The children should be exposed to different types of newspapers and magazines as well. There are various types of magazines for example, subject magazines, magazines for entertainment, magazines for competitive examinations, comics etc.
Reading habit has been one of the major concerns of the educators long. Though apparently the students of this generation are competent with electronic media, still reading habit which primarily talks about reading print materials, plays an extremely important role in the holistic development of a child. Library with a competent librarian can initiate and encourage good reading habit among the students.

Effective and extensive use of school libraries and other libraries and good reading habit are twined together. The students who extensively use libraries have good reading habit and vice versa. At the same time a library with a good librarian with her effective services, can encourage and actually enhance reading habit among children.

Good reading habit and extensive use of libraries are the keys to make a person information literate. The foundation of information literacy lies in knowing the sources of information in the first place. Once a person knows what are the sources available, the next step he takes is to know how to search, evaluate the sources and use the information for the right purpose. These all together make a person information literate.

A person starts her/his journey for knowledge in school. The teachers and librarians play extremely important role in this journey. Basically a person must become information literate at the school age itself with proper training imparted by the school.

In the present study, the investigator has tried to find out how extensively a student use their own school library and any
other library/ies of her/his locality. As the major part of this present study the investigator has also tried to find out what is the reading habit of today’s children. In reading habit, the investigator has tried to include book reading, newspaper reading and magazine reading habit.

Moreover, today’s library is not the keeper of print materials only. The choice of today’s library collection is diverse. Any good library should be able to provide various choices of reading materials, printed and electronic. School Library must provide the access to electronic sources as well along with print material. It is very important for the schools to understand that students of this generation are more inclined to electronic gadgets and Internet. School libraries should also provide electronic sources of information and guide them how to use those. The investigator has also tried to find out the use of electronic sources by the students. The next few pages will show what is the existing situation in schools as far as use of libraries, reading habit and use of various information sources are concerned.

USE OF SCHOOL LIBRARY AND ANY OTHER LIBRARY

Almost all 792 respondents from grades 7, 8 and 9 of 7 schools out of 8 that were surveyed, have said that they get one period per week for using the library. And almost all of them have said that they issue only one book per week. Only in case of North Zone State Board school, the students do not use library. Library in this school only
distributes text books which come from the State Government. This school is run by Haryana State Government.

The schools are from four major cities and there is at least one public library in each of the cities. Along with at least one public library, each city has some well-known private libraries as well. For example, in Delhi, Kolkata and Ahmedabad there are branches of British Library.

In Kolkata there are American Center, Ramakrishna Mission Library, Rammohun Library, Popular Library, Netaji Subhash Ch Bose Library, YMCA Library and many more. Most importantly, India's National Library is situated in Kolkata. In Delhi, apart from two branches of Delhi Public Library, there are Deen Dayal Library, British Council, American Center, Nehru Memorial Library, NIT Library (Faridabad) to mention a few. In Bengaluru, along with public library, there are British Library, Sree Ramkrishna Mutt Library, Easy Library and Eloor Library. In Ahmedabad, apart from M J Library which is a state central library, there are Gyanprapa Circulating Library, Youth Reading Library, Ashmi Circulating Library and British Library. The students have ample choice of using libraries other than their school libraries.

The students were asked whether they used any other library for their work or for entertainment. The responses are of mixed nature. Table 4.1 shows the actual number of students of different schools who use other libraries.
Table 4.1: Data representing ‘use of libraries other than school library’.

<table>
<thead>
<tr>
<th>Schools</th>
<th>To a large extent</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Very less</th>
<th>Not at all</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE North Zone</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>85</td>
<td>1</td>
</tr>
<tr>
<td>CBSE South Zone</td>
<td>2</td>
<td>11</td>
<td>67</td>
<td>8</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>CBSE East Zone</td>
<td>2</td>
<td>11</td>
<td>21</td>
<td>11</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>CBSE West Zone</td>
<td>6</td>
<td>10</td>
<td>49</td>
<td>27</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Total (CBSE)</td>
<td>12</td>
<td>36</td>
<td>148</td>
<td>56</td>
<td>141</td>
<td>3</td>
</tr>
<tr>
<td>State Board North Zone</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>94</td>
<td>2</td>
</tr>
<tr>
<td>State Board South Zone</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>90</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>State Board East Zone</td>
<td>0</td>
<td>2</td>
<td>21</td>
<td>5</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>State Board West Zone</td>
<td>8</td>
<td>8</td>
<td>51</td>
<td>25</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Total State Board</td>
<td>8</td>
<td>10</td>
<td>82</td>
<td>120</td>
<td>162</td>
<td>12</td>
</tr>
<tr>
<td>Total (CBSE + State Board)</td>
<td>20</td>
<td>46</td>
<td>230</td>
<td>176</td>
<td>303</td>
<td>15</td>
</tr>
</tbody>
</table>
From Table 4.1, it is clear that students from both CBSE and State Board do not use any other library/ies ‘to a large extent’ for their work or entertainment. Most of them said that they did not use other libraries at all. It is very disheartening to know that in spite of the existence of good libraries in their cities, they have never used it.

**Extent of use of other library/ies by CBSE students**

If we consider the schools separately, the interpretation of results is as follows. Eighty-five students (75%) of the CBSE North Zone (Graph: 4.1) have said that they have never used any other libraries. In CBSE, South Zone school, 70 students (More than 50%) (Graph 4.2) have said that they have used other libraries for their work ‘to a large extent’ (2%), ‘frequently’ (11%) or ‘sometimes’ (65%). Only 2 students (2%) have said that they have used other libraries to ‘a large extent’. Whereas, in CBSE East zone 34 students, (46%) (Graph: 4.3), in CBSE West Zone 65 students, (61%) (Graph 4.4) have said that they have used ‘other libraries’ at least ‘sometimes’. ‘Other libraries’ are used only by 2% or 3% by all CBSE school students. This signifies that as far as use of other libraries are concerned, not a single school has shown a commendable results though all the four major cities from where the data is collected, have good and wellknown libraries.
Use of any other library/ies by students
CBSE North Zone

- To a large extent: 1%
- Frequently: 2%
- Sometimes: 10%
- Very less: 9%
- Not at all: 75%
- Not answered: 5%

Graph 4.1

Use of other library/ies
CBSE South Zone

- To a large extent: 2%
- Frequently: 11%
- Sometimes: 8%
- Very less: 65%
- Not at all: 14%
- Not answered: 0%

Graph 4.2

Use of any other library/ies
CBSE East Zone

- To a large extent: 3%
- Frequently: 15%
- Sometimes: 39%
- Very less: 28%
- Not at all: 15%
- Not answered: 3%

Graph 4.3
The students of West and East Zone CBSE Schools are comparatively better when it comes to 'use of other libraries'. Fifteen percent (16 students) of West Zone students (Graph 4.4) and 18% (13 students) of East Zone students (Graph 4.3) use other libraries either to a 'large extent' or 'frequently'. In CBSE South Zone (Graph 4.2), 65% (67 students) have said that they have used other libraries 'sometimes'.

The situation in CBSE North Zone school is disheartening. It seems that there is a lack of awareness of existence of libraries in their vicinity. The NIT Library (Faridabad), where this school is located, has a good collection of books. But the students do not make use of it either for lack of awareness or for lack of guidance from the teachers and parents.
Extent of use of other library/ies by State Board School students

The data of the state board schools of various zones are represented in the following Graphs 4.5 to 4.8. Ninety-four students (98%) of North Zone (Graph 4.5), 92 students (88%) of South Zone (Graph 4.6) and 59 students (60%) of East Zone (Graph 4.7) have said that they have ‘never used’ any other library/ies or they have used ‘very less’, for their work or entertainment whereas in the West Zone school (Graph 4.8), 25 students (11%) have said that they have never used any other library/ies. Only 16 students (15%) of West Zone State Board (Graph 4.8) have said that they have used other libraries to ‘a large extent’ or ‘frequently’. It is very disheartening to know that not a single student of East Zone, North Zone and South Zone have said that they have ever used any other library/ies ‘to a large extent’. Forty-eight percent (67 students) in West Zone school, 10% (10 students) in South Zone and 23% (23 student) in East Zone school have used other library/ies at least ‘sometimes’.

Graph 4.5
Use of other library/ies
State Board South Zone

- To a large extent: 2%
- Frequently: 0%
- Sometimes: 0%
- Very less: 10%
- Not at all: 88%
- Not answered: 0%

Graph: 4.6

Use of other library/ies
State Board East Zone

- To a large extent: 9%
- Frequently: 23%
- Sometimes: 6%
- Very less: 60%
- Not at all: 6%
- Not answered: 2%

Graph: 4.7

Use of other library/ies
State Board, West Zone

- To a large extent: 2%
- Frequently: 7%
- Sometimes: 11%
- Very less: 24%
- Not at all: 48%
- Not answered: 8%

Graph: 4.8
Extent of use of other library/ies: overall picture

Graph 4.9 shows the over-all picture of the schools as far as use of other libraries/ies is concerned. Forty-four percent (303 students) have said that they have never used any other libraries for their work or entertainment. Only 3% (20 students) and 5% (46 students) have said that they have used other library/ies either ‘to a large extent’ or ‘frequently’. However, 33% (230 students) have said that they have used other libraries ‘sometimes’.

The sample schools are from 4 major cities and all the cities have public or private libraries as mentioned earlier. The reasons for not using other libraries could be lack of awareness of the very existence of the libraries in their own cities. Apart from that the reason may be lack of motivational activities organized by the library authorities and inefficient services by the concerned librarians of these city libraries.
There may not be proper motivation from the parents, teachers and school librarians to use city library services.

**THE ‘MOST IMPORTANT’ SOURCE OF INFORMATION**

Today, sources of information are varied in number and nature. Apparently many people look for information in electronic media as it has become very convenient to use. The present study also attempts to find out how far the students use different sources of information to develop themselves (Graph 4.10 to 4.16).

*Table 4.2: ‘Most Important’ information source in different schools*

<table>
<thead>
<tr>
<th>Source</th>
<th>CBS E North Zone</th>
<th>CBS E South Zone</th>
<th>CBS E East Zone</th>
<th>CBS E West Zone</th>
<th>State Board North Zone</th>
<th>State Board South Zone</th>
<th>State Board East Zone</th>
<th>State Board West Zone</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Book</td>
<td>43</td>
<td>85</td>
<td>24</td>
<td>55</td>
<td>No one uses any info</td>
<td>53</td>
<td>45</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>36</td>
<td>83</td>
<td>32</td>
<td>52</td>
<td></td>
<td>52</td>
<td>50</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>13</td>
<td>18</td>
<td>11</td>
<td>10</td>
<td></td>
<td>3</td>
<td>9</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>11</td>
<td>17</td>
<td>15</td>
<td>9</td>
<td></td>
<td>3</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>35</td>
<td>81</td>
<td>7</td>
<td>73</td>
<td></td>
<td>46</td>
<td>52</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>30</td>
<td>79</td>
<td>9</td>
<td>69</td>
<td></td>
<td>45</td>
<td>58</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Concerned Teacher</td>
<td>44</td>
<td>82</td>
<td>24</td>
<td>75</td>
<td></td>
<td>71</td>
<td>49</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>37</td>
<td>80</td>
<td>32</td>
<td>71</td>
<td></td>
<td>70</td>
<td>53</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>21</td>
<td>78</td>
<td>10</td>
<td>55</td>
<td></td>
<td>2</td>
<td>16</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>18</td>
<td>69</td>
<td>14</td>
<td>52</td>
<td></td>
<td>2</td>
<td>18</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Web Sources</td>
<td>88</td>
<td>31</td>
<td>71</td>
<td>87</td>
<td></td>
<td>56</td>
<td>27</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>75</td>
<td>30</td>
<td>96</td>
<td>82</td>
<td></td>
<td>55</td>
<td>30</td>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

61
Table 4.2 shows the maximum use of Internet as the source of information. It is clearly visible in the responses of the entire student community of CBSE schools. In all CBSE schools of all the four zones except for South Zone, maximum number of students say that websites are the ‘most important’ sources of information. In contrary to that in state board schools of all the zones, websites are not ‘most important’ sources of information. Following is the graphical representation of different zones of the country as far as importance of various sources of information is concerned.

**Importance of reference books**

The reference books always play very important role in any research or project work. The students were asked what according to them was the most important information source. Graph 4.10 shows how students give importance to reference books.
In CBSE South Zone, reference books are the most important information source. In this school, according to 83% (85 students), reference books are the ‘most important’ source of information. In CBSE North Zone school, 32% (43 students) think that reference books are the ‘most important’ source of information. In CBSE East zone school, only 32% (24 students) think that reference books are the most important source of information. In CBSE West Zone, 52% (55 students) think that reference books are ‘most important’ source.

In State Board schools, the views are similar. In State Board South Zone, East Zone and West Zone around 50% think reference books are ‘most important’ source of information.
Importance of CD

Presently, many educational CDs are available in the market. These are brought out by publishers of educational books. Even some encyclopedia like Britanica, Encarta etc are also available in CD form. Apart from that, resource materials like National Geographic, Discovery of India etc are also available in electronic format which can very well be used by the students for their project work.

When students were asked about use of CDs, maximum number of students of all the schools had agreed that the importance of CDs were quite less. Graph 4.11 shows the importance of CDs.

Only in CBSE South Zone, 17% (18 students) thought CDs as the most important source of information. In all other schools, the percentage ranges from 3 to 15. The least percentage of students (3%, 3 students), in State Board, South Zone thought that CDs were the ‘most important’
source of information. It seems that students are unaware of availability of this kind of CDs or they are not encouraged to use this as resource material.

**Importance of newspaper**

Newspaper, in general is one of the most important source of information. Well organised libraries keep back issues of newspapers for reference work. Moreover, many a times students are asked to do their project work using newspaper as the source. Newspaper is the most important source when it comes to doing projects on current issues.

![Graph 4.12](image)

Graph 4.12

Importance of newspaper is quite high in three schools. Graph 4.12 shows, how students have responded while talking about the newspaper.

The importance of newspaper is maximum in CBSE South Zone school and State Board West Zone school. In CBSE South Zone 79% (81 students) thought newspaper as the most important source and in State Board West Zone 78% thought it.
Board West Zone 78% (83 students) thought the same. In CBSE East Zone, only 9% (7 students) thought that newspaper was the most important. In CBSE West Zone School, 69% (7 students) think that newspaper is the 'most important' source of information.

**Importance of teachers as source of information**

Teachers play very significant role in school life. It will not be an exaggeration, if it is said that teachers play most important role in the formative age of a child. When projects are given to the students, teachers are supposed to teach them in the beginning about various forms of information sources. Graph 4.13 shows how did the students answer when asked about the importance of teachers as source of information.

According to CBSE South Zone, concerned teacher is very important. Most of the students i.e. 80% (82 students) thought that the teacher was the most important source of information. In CBSE West Zone and
State Board South Zone 71% (75 students) and 70% (71 students) respectively, thought that teachers were most important source. In CBSE East Zone, only 32% (24 students) said the same. The result signifies the teacher- student collaboration and their relationship. In South Zone, students of both the schools gave lots of importance to the teachers. In North Zone, CBSE School, only 37% gave importance to the teachers. In East Zone CBSE, teachers seem to keep a distance with the students because only 32% considered teachers as 'most important source'. Both the schools in West Zone (CBSE- 71% and State Board- 50%) show that there is a cordial relationship among students and teachers.

**Importance of librarian**

Efficient librarians can play a vital role in the holistic development of a child. The reading habit of a child can be enhanced by effective encouragement from the school librarians. The librarians with their knowledge and accessibility of various information sources can play magic in the academic life of a child. The students of 8 sample schools were asked whether they considered librarian as the 'most important source' of information. Graph 4.14 shows the result.
In most of the sample schools, librarians are not considered as important source of information. In CBSE North Zone, East Zone, State Board South Zone and State Board East Zone, very less percentage of students thought that librarians were most important source of information. Only in CBSE South Zone school, 69% (78 students) considered librarians as most important source of information. In both CBSE and State Board West Zone Schools, librarian has a better position compared to other schools. Here, 52% (55 students) considered librarians as most important source of information. Possibly in these 3 schools librarians are very cordial to the students. They might be very helpful and efficient as well in providing library services.

**ROLE OF LIBRARIANS**

The role of school librarians in promoting use of various information sources is vital. Ideally speaking, the libraries and the librarians should
play most important role in finding out right information for right purpose at the right time. The investigator has tried to find out what is the present scenario in Indian schools as far as role of school librarians is concerned. The findings are as follows.

The role of librarians in the CBSE schools seems comparatively better than the state board schools of all zones. But if we consider overall picture (Graph 4.16), the role of librarians in schools is not very significant as it should be. Only 30% students think that librarians are the most important source of information, whereas 55% think websources and 48% think teachers are most important. The students think that the other sources even the teachers are better equipped when it comes to finding information. The lack of professionalism and initiatives on the part of the librarians, the lack of importance given to the libraries by the school authority, lack of knowledge of information sources on the part of the librarians may be the probable reasons for the situation.

The North Zone State Board school is an exception in the study. The school library does not have any other book than the text books. The students do not go to the library. The librarian declined to answer the questionnaire.

**Importance of website**

With the fast development in the information technology and communication sector it has become very common, specifically to
urban students to use Internet more than the printed materials. As any information is available with just a click of mouse, people prefer to use Internet over books and other print materials. Moreover, more updated information is available in Internet. However, the effectiveness of use of Internet depends on the information literacy level of the users. This is discussed in detail in Chapter 6.

When students were asked about the importance of 'websites' in their work, most of the students of 5 schools out of 8, considered websites as the 'most important' source of information. Graph 4.15 shows the result.

In CBSE East Zone, 96% (71 students); CBSE West Zone, 82% (87 students); State Board West Zone, 74% (78 students) and in CBSE North Zone 75% (88 students) considered websites as the most important source of information.
In CBSE South Zone 30% (31 students) and also in State Board East Zone 30% (27 students) thought that websites were the 'most important' information source. Students of these two schools answered differently.

Apparently, in these schools, Internet use is not encouraged much.

It is true that in today's scenario websites are the most easily accessible source of information. Anything and everything is just a click away. It is to be noted that if students take out information from websites, they should be able to evaluate and use it for right purpose. It is the concern for today's students that whether they use information in a proper way.

Most important source of information: Over-all picture

While considering over-all picture of all the schools together (Graph 4.16), it is seen that 55.3% (438 students out of 792), think web sources are most important sources of information, 50.3% (398 students) think that concerned teachers are most important, 48% (377 students) think newspaper and 45.1% (357 students) think that reference books are most important source of information.
Only 30% (237 students) think that librarians are most important source of information. This indicates that librarians are not competent enough to help the students.

In North Zone State Board Schools, the students could not answer this question because they did not understand what the information sources were. The investigator met these students personally. She found out that they were at the basic level of education without exposure to the outside world.
READING HABIT

Reading habit has been the concern of the educators for long. Good reading habit helps a child to develop holistically. In the last 20 years or so, with the advent of TV, computer and most importantly Internet, apparently reading habit has started facing a lot many challenges. The printed materials are facing cut-throat competition with the electronic media. News items are propagated in more interesting manner in the electronic media rather than in the print media. The printed books are replaced by e-books. The encyclopaedia is replaced by websites.

In the present study, the investigator has made an attempt to know what are the interests of the students as far as print and electronic media are concerned. Questions were asked about their reading habit; ‘what do they read in newspaper’, ‘what kind of books they like to read’, ‘what do they prefer in other media’ and the like. The data is represented graphically.

Newspaper reading habit CBSE School students

Newspapers are the most common and cheapest sources of information. The availability of newspapers is easiest. Reading newspaper is one of the most important activity everyone should do to widen the knowledge spectrum. The habit of reading newspaper should start from the school age. The present study tries to find out the extent of reading various sections of newspaper by the students.
In CBSE North Zone School (Graph.4.17), maximum students (58) read headlines. Fifty students (50) like to read entertainment news. Editorial column is least read. In CBSE South Zone school (Graph 4.18), most popular (75 students) is puzzles, sudoku and crosswords. Students are least interested in city news. Only 7 students read city news.
In CBSE East Zone, (Graph 4.19) students are most interested in entertainment news. Forty six (46) students read entertainment news.
Only 14 students read editorial. Forty-four students (44) are interested in doing sudoku, puzzles and crosswords. For students of CBSE West Zone (Graph 4.20), most popular is headlines which is read by 83 students and least popular is city news which is read by only 6 students.

Among all 4 CBSE schools, West Zone school students have shown balanced reading habit for newspaper. Except for city news, more or less similar percentage of students read different types of news from the newspaper. The number of students vary from 65 to 83. In other schools, there are visible variations. For example, in North Zone School, it is 18 to 58; in South Zone it is 7 to 75; and in East Zone school it is 14 to 46.

**Newspaper reading habit State Board School students**

The graphs 4.21 to 4.24 shows the newspaper reading habit of State Board students.
In North Zone State Board School (Graph 4.21), most popular is film star news (30 students). But here headlines is read by 28 students whereas in other schools headlines is read by very less students. Editorial, like all other schools is read by very less students (only 7 students).

In State Board South Zone School, most of the students (57) like to read film related news. Headlines are red by 42 students and no one reads city news. Editorial and puzzle-Sudoku are are read by 1 and 3 students respectively.

It is very interesting to note that in CBSE school of the same zone, puzzles are most popular (Graph 4.18). Probably, the CBSE school encourages the students to do puzzles from the news paper whereas the other school students do not get this opportunity.
In State Board East Zone school, (Graph 4.23) most popular is sports news. Thirty-three (33) students read sports news. The second most popular is headlines (28 students) and film/star news (27 students). Least number of students (6) read headlines.
In State Board West Zone school, (Graph 4.24) maximum students (90) read or do puzzles, sudoku or crosswords. Eighty-three (83) students read headlines. In this school, there is a balance in newspaper reading. All the areas are read by many students. Very interestingly, the least number of students (57) read film news.

Among all state Board schools, West Zone school has balanced newspaper reading habit in comparison to other schools. Here the variation is from 57 to 90 number of students. In North Zone, the number of students varies from 7 to 30 number of students; in South Zone school the number varies from 1 to 57; and in East Zone school the number varies from 0 to 33.

**Newspaper reading habit: Overall picture**

If we consider over-all picture for newspaper reading habit, (Graph 4.25) editorial is read by 26% (207 students), headlines are read by 50% (393 students), sports news is read by 41% (328 students), entertainment news is read by 40% (315 students), puzzles/sudoku/crosswords are done by 42% (335 students) and city news is read by 26% (204 students). It is very astonishing to know that film related news is read by only 12% (92 students).
**Newspaper Reading habit**

*Over-all picture*

Total student respondents = 792

<table>
<thead>
<tr>
<th>Percentage / No of students</th>
<th>Percentage</th>
<th>Absolute value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editorial</td>
<td>26</td>
<td>207</td>
</tr>
<tr>
<td>Headlines</td>
<td>50</td>
<td>393</td>
</tr>
<tr>
<td>Sports News</td>
<td>41</td>
<td>328</td>
</tr>
<tr>
<td>Entertainment</td>
<td>40</td>
<td>315</td>
</tr>
<tr>
<td>Film/Star News</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>Puzzles/ Suduko/Crosswords</td>
<td>42</td>
<td>335</td>
</tr>
<tr>
<td>City News</td>
<td>26</td>
<td>204</td>
</tr>
</tbody>
</table>

**Graph 4.25**

**Book reading habit in CBSE Schools**

Book reading habit of all 8 schools is depicted in the following graphs.

Various types of books eg horror, self help, comics, encyclopaedia, biographies, fact books and classics/fiction books were given as the options.
Graph 4.26

In North Zone CBSE School (Graph 4.26) the most popular is horror stories. Sixty-three (63) students read horror stories. The second most popular is fact books. Fifty (50) students like to read fact books. Least popular are self-help books and biographies. Only 20 students read self-help books and only 21 students read biographies. It is good to see that 42 students read classics and fictions.

Graph 4.27
In CBSE South Zone School (Graph 4.27), very surprisingly, encyclopaedia is most popular one. Fifty students (50), which is the maximum in the lot like to read encyclopaedia. Least read (10) are self-help books. Biographies, which are least popular in other CBSE schools, are read by 18 students of this school. Like other schools, classics and fictions are not read by many students. Only 13 students read classics and other fiction books.

In CBSE East Zone (Graph 4.28), the most popular (54 students) is horror and mysteries. Maximum students read horror stories and mysteries. Many students (38) of this school read classics and fictions. Biographies are least read (only 8) by the students.
In CBSE West Zone School (Graph 4.29), most popular is horror and mysteries. Eighty-one students like to read horror and mysteries. The second most popular is encyclopaedia. Seventy-nine students read or refer encyclopaedia. Comics (74 students) and self-help books (72 students) come third in the list of popularity. Very less students (only 5) read biographies. It is very disheartening to know that very less students read classics and fictions. Only 20 students opted for classics and fictions.

**Book reading habit in State Board Schools**

In West Zone State Board School, (Graph 4.30), unlike other schools, most popular is fact books (85 students) followed by horror stories and mysteries (81 students read this). Encyclopaedia, self-help books and comics are read by 79, 72 and 74 students respectively. Biographies are
again the least popular (only 20 students). Classics and fiction books are not popular among the students of this school. Only 25 students read this. It seems that there is a balance in the reading habit of the students of this school.

In South Zone State Board School, maximum students opted for horror stories and mysteries. Thirty-two students (32) like to read horror stories.
and mysteries. Other types of books are not very popular with students. There is apparently an imbalance in the general reading habit of the students. Least popular is encyclopaedia. Only 2 students like to read this. It is worth mentioning over here that this school has class libraries. There is no central library to cater to the students.

Both in East Zone State Board School and North Zone State Board School, horror stories and mysteries are the most popular books among students. Maximum students (47 in East zone and 78 in North Zone) like to read horror stories mysteries. In both the schools comics are the second popular among students. A few students of East Zone school, read biographies (14), fact books (14) and fictions/ classics (15) whereas nobody reads encyclopaedia or biographies in North Zone school. The North Zone State Board School does not have any library service. Library is there only to distribute the text books donated by the State (Haryana) Government.

**Book reading habit: over all picture**

The over-all picture (Graph 4.31) shows that 58% (458 students out of 792) like to read horror stories, 27% (214 students) like to read self help, 40%
(314 students) like to read comics, 27% (210 students) like to read encyclopaedia, 29% (227 students) like to read fact books and 27% (217 students) like to read classics. The least favourite is biographies. Only 14% (107 students) like to read biographies.

Magazine reading habit in CBSE Schools

Reading magazines/ journals is as important as reading books and newspapers. Students develop analytical and critical thinking if they read magazines. Magazines are of different types e.g. subject magazines, magazines for entertainment, political and social magazines, magazines on competitions and careers, film magazines etc.

The present study examines the magazine reading habit and finds out what type of magazines they read.
In CBSE North Zone school (Graph 4.32), most popular is film magazine (37 students) and general magazines like India Today, Outlook (36 students) etc. Least popular is subject magazine. In contrary to that, in CBSE South Zone (Graph 4.33), subject magazine (58 students) is most popular. In this school, film magazine is least popular. Only 9 students read film magazines. The popularity of entertainment magazines like Tinkle, Champak, sports magazine and magazines on competitive examinations is similar in CBSE North Zone and South Zone School.
The students of CBSE East Zone (Graph 4.34), most popular is film magazine. Least popular is subject magazines and magazines on competitive examinations. This signifies that this school do not suggest magazines for serious work. They use magazines for entertainment alone.
In CBSE West Zone (Graph 4.35) also, most popular are general magazines (84 students) and film magazines (80 students). The students do not prefer magazines on competitions though 79 of them read subject magazines.

**Graph 4.35**

Among CBSE Schools, North Zone students have better magazine-reading habit because, the number of students for all types of magazines is balanced.

Magazine reading habit in State Board Schools

In State Board Schools, most of West Zone students (80) read general magazines like India Today, Outlook; most of South Zone students (52)
like film magazine; most of East Zone students (27) like sports magazine and most of North Zone students (35) like film magazines.
In all the State Board Schools, magazines about competitions and career are least popular. But in West Zone school, 65 students read magazines.
related to career and competitions. Very interestingly, very less West Zone school students (20, which is least) read sports magazine whereas maximum students (27) of East Zone School read sports magazine. In eastern region of India, specially in Kolkata, people take lots of interests in games particularly football and cricket. This inclinations might have influenced the students to read sports magazine. In West Zone School, the habit of reading magazine is much better than other state board schools. Quite a good number of students read different types of magazines.

Magazine reading habit: over-all picture

<table>
<thead>
<tr>
<th>Magazine Type</th>
<th>Abs Value</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film magazine like Champak, Tinkle...</td>
<td>359</td>
<td>45</td>
</tr>
<tr>
<td>Magazines like Science Reporter, Science Reporter...</td>
<td>324</td>
<td>41</td>
</tr>
<tr>
<td>Subject magazines like Champak, Tinkle...</td>
<td>305</td>
<td>39</td>
</tr>
<tr>
<td>General magazines like India Today, Outlook &amp; Readers...</td>
<td>302</td>
<td>38</td>
</tr>
<tr>
<td>Sports Magazines like Champak, Tinkle...</td>
<td>195</td>
<td>25</td>
</tr>
<tr>
<td>Magazines on competitive exams</td>
<td>172</td>
<td>22</td>
</tr>
</tbody>
</table>

Graph 4.40
In over-all picture (Graph 4.40) it is seen that maximum students i.e. 45% (359 students) read film magazines, 41% (324 students) like to read magazines like Champak, Tinkle etc. Least percentage of students (22%) like to read magazines on competitive examinations.

**Use of e-media by CBSE Students**

In Graph 4.41, all CBSE Schools’ data is represented graphically. The use of e-media is represented in this graph. Use of websites is most prevalent in CBSE North Zone (60 students), CBSE South Zone (53 students), CBSE East Zone (61 students). But in CBSE West Zone, TV News is most popular e-media. In CBSE South Zone, Educational Channels of TV is also most popular along with websites. In CBSE North Zone, Educational Channels of TV is least popular (21 students, 22 students and 7 students respectively) whereas in CBSE West Zone Radio News is second most popular (83 students). Educational DVDs and CDs are also less popular in all the CBSE schools. Educational Channels of TV are quite popular in the schools. CBSE North Zone shows 58 students (second most popular), CBSE South Zone shows 53 students (one of the most popular), CBSE East Zone shows 39 students (third most popular) and CBSE West Zone shows 83 students (second most popular) liking educational channels of TV. In West Zone CBSE, TV News, TV Educational Channels, Websites and Radio News are almost equally popular. This is the only CBSE school where students never use Educational DVDs or CDs.
<table>
<thead>
<tr>
<th>Zone</th>
<th>Total Student Respondents</th>
<th>No of Students (TV News)</th>
<th>No of Students (TV Educational Channels)</th>
<th>No of Students (Websites)</th>
<th>No of Students (Radio News)</th>
<th>No of Students (Educational CDs/DVDs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE East Zone</td>
<td>74</td>
<td>36</td>
<td>58</td>
<td>60</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>CBSE South Zone</td>
<td>103</td>
<td>20</td>
<td>53</td>
<td>53</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>CBSE North Zone</td>
<td>118</td>
<td>40</td>
<td>39</td>
<td>61</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>CBSE West Zone</td>
<td>106</td>
<td>89</td>
<td>83</td>
<td>83</td>
<td>83</td>
<td>0</td>
</tr>
</tbody>
</table>

Graph 4.41

94
Use of e-media by State Board Students

In State Board Schools (Graph 4.42) unlike CBSE schools, websites are not popular or most used e-media. Only in State Board West Zone, 20 students use websites whereas in North Zone, South Zone and East Zone schools websites are used by equal or less than 5 students.
In North Zone school, most popular is TV serials. Though it was not given as one of the choices, still students wrote on their own. In South Zone and West Zone school, most used e-media is TV News Channels (82 and 45 students respectively). In East Zone, Educational channels are most used (42 students). Except for South Zone school, TV Educational Channels are popular among students of West Zone (75 students), East Zone (42 Students which is maximum) and North Zone (32 Students which is second most popular). Radio News has a varied acceptance in these schools. In North Zone 15 students, in South Zone 39 students (second highest), in East Zone 18 students and in West Zone 72 students use Radio News as e-media.

From the use of websites, it may be concluded that the State Board schools do not have access to Internet or the students are not encouraged to use Internet for their work. But in CBSE Schools, students do use more of Internet for their work. The reason may be the teaching methodology. In State Board Schools project methods are not used to teach and most probably, for that, use of Internet is not encouraged.
Use of e-media: over-all picture:

Graph 4.43 shows over-all picture of all CBSE and State Board Schools as far as electronic media is concerned.

If we see the over-all picture of use of e-media, educational channels are most used by 50% (396 students). TV news is watched by 46% (365 students), websites are used by 38% (303 students). Least used e-media is educational DVDs and CDs.

From the above data it can be concluded that educational channels are most favourite e-media for the students.
SUMMARY OF MAJOR FINDINGS

• Most of the students do not use any other library/ies though all 4 major cities have good libraries.

• Websites are 'most important information source' according to maximum number of students.

• Librarians are not considered as 'most important' source of information by most of the students.

• In newspaper, most of the students read only 'headlines'.

• Most of the students like to read 'horror stories'.

• In magazines, film magazines are most read ones.

• In e-media, educational channels are most popular.