CHAPTER-SECOND

REVIEW OF RELATED LITERATURE

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CHAPTER-SECOND

REVIEW OF RELATED LITERATURE

2.1 Introduction:

Review of the related literature is necessary for any research as it gives the clear view of the researches conducted earlier in the field of the particular researchers. This chapter presents a resume of literature that is related to the present research work in order to study the related literature the Ph.D. thesis and other related research projects from various Universities and institutions have been scrutinized and studied.

2.2 WHAT IS READING?

Reading is much more than simple recognition of words on the page, though, it is the basic step in my act of reading. Etymologically, to read is to synthesize our understanding of the matter holistically. Then reading is a complex process of comprehension and evaluation involving cognitive operations like problem solving and decision making. Hence all aspects of reading skill need to be taught to our students with utmost care.

AIM OF TEACHING READING:

The aim teaching, than is to make our students efficient and effective readers for mastering their chosen subjects of study, and thereby for becoming experts in their respective field.
2.3 REVIEW FROM INDIAN JOURNALS:


Encouraging wide reading:-

Another important step towards vocabulary building is to encourage wide reading. You should encourage your pupils to read newspapers, magazine, classics and what not that come in their way. As they read certain words keep on recurring in many slightly different context and collocations, why they come across such words, they should be taught to pause for a moment and puzzle out the possible meaning in the context of the sentence. As they keep on reading they will notice that the very word pops up unexpectedly again and again in all their reading. By and large, the word gets internalized and it becomes very much a part of the cognitive structure. Through this procedures as Bright that (1970) put it, “Words pass more rapidly and easily from receptive knowledge to productive use.”


The role of a teacher in developing higher levels of reading:-

The teacher plays a crucial role in developing higher levels of reading in student. Some of the ways in which he/she can effectively carry out his/her role are:
1) To capitalize on the student individual difference in background and outlook thus lead to different interpretation of the some story.

2) To form individual with differences as a group to investigate reading with curious attitudes.

3) To utilize the communication structure and norms of the group to reinforce the curiosity in attitudes.

4) To permit controlled forms of acting out ones reaction to stories.

5) To be alert to the factors that can block individuals progress in critical reading.

6) To be sensitive to the kind of experiments the group has got.

7) To spend sufficient time and efforts to plan programme according to needs background experience intellectual ability of the students.

8) Above all to have knowledge of reading development and how to develop it in the children.


An efficient reader is one who reacts fast and cultivated in a reader not only by the conscious enlargement of his vocabulary, but by developing his ability to recognize and identify structural
relationships between parts of a sentence in a paragraph. This structural recognition has to be consciously taught in the beginning so that students from the habit of identifying the students from the habit of identifying the sentences that cluster together, making the meaning of the passage more complex and redefined.

The present writer, as a practicing teacher identified ways of expressing preference among alternatives, while teaching different stories. In the field of experimental science a scientific often reaches a point where he confronts a series of explanation or hypothesis for a single phenomenon. When there are such alternatives explanations, equally plausible, the investigator searches for a crucial instance or devices a crucial experiment which will disqualify the hypothesis which are not true and point the way to the correct explanation.


Of all the four language skill, namely listening, reading remains the most important skills as far as English in India is concerned, for English has continued in maintained its status as a “Library Language”. The fact is that most students of higher education are still required to read reference books, text-books and journals in English for prosecuting their studies. Therefore, we the teacher’s of English, have to be constantly alive to this educational reality and perform our task accordingly.
Isampal, Education officer Kendriya Vidyalaya Sangathan I.I.T
Campus, Chennai -600036, Open Learning: An Awareness Magazine
for the NIOS Learners July 2002. Sir Francis Bacon said, “Reading
maketh a full Man” Recording ones thoughts and feelings in writing
and the ability to read them are to great milestone in the history of
mankind. Reading is an age of information explosion. To succeed in
life one has to be a rapid reader an efficient reader and a critical reader.
A person who excels in reading techniques will savour the fruits of
this new era, but it at school, college or workplace.

The process of reading may be divided into:-

i) A mechanical part where the eyes meet the printed matter,

ii) A mental part where the eyes and the readers mind co-ordinate
to present a picture of the action taking place.

Reading is Fundamental, says that through reading you can:

-Become an expert. An expert on any subject you like—from sports
stats to spelunking, coins to carburetors, or anything in between.

-Live dangerously. Through reading you can share the challenges,
fears, thrills, and achievements of those you’re reading about—without
the risk.

-Have a few laughs. Sit down with a book by your favorite stand-up
comedian, a collection of jokes or cartoons, or a humor magazine.

-See the world. Without leaving your room, you can visit places that
fascinate you.
- Travel through time. Explore the frontiers of the Old West or the frontiers of space. Historical fiction and science fiction move you back and forth in time.

- Use your brains. Solve a mystery by figuring out whodunit, outwit a crafty villain, or think yourself out of a perilous situation. Your first clue: look up Mysteries in the library card catalog or ask for detective fiction at a bookstore.

- Get some free advice. Lots of novels feature teenage characters who have problems and pressures like the ones you’re dealing with. Check out the Young Adult section of the library or bookstore.

- Discover new interests. Through reading, you may develop an interest in something you knew nothing about before.

- Find a cause. Get smart on an issue that matters to you. Read about people and organizations that support your cause, and get involved.


- Grow up. If you find that you’re outgrowing some of the books and magazines written for teens, ask to borrow some of the books and magazines your parents are reading.
Reading is Fundamental, gives suggestions to find books that interest you:

What they say is true: the more you read, the better you read. In other words, stepping up the reading you do for yourself will make other reading tasks less of a chore.

- So, give reading another chance. Here are some pointers for finding the kinds of books that will interest you personally:

- Decide what you’re in the mood for. High adventure? Romance? Perhaps you enjoyed a recent movie or TV mini-series; chances are it was based on a book you’d enjoy also.

- Ask around. Ask friends, a favorite teacher, or your coach to suggest books they enjoyed.

- Check out the library. It won’t cost you anything, and the choice is virtually unlimited. Don’t be shy about asking a librarian a question like, Do you have any books on rock music?

- Browse in a bookstore. Find the section that interests you—fantasy, cars, computers, or whatever. Treat yourself to an inexpensive paperback, or just have a look around. And don’t overlook used bookstores. They are treasure troves for those who like to dig.

- Consult a list of books other teenagers have enjoyed. Ask for a book list at your school or public library, or write for your own (see the Book Lists in the parent part of this brochure).
-Don’t judge a book by its cover. What you see on the cover is not necessarily what you get. Read the short reviews printed inside a dust jacket, or skim the first chapter to find out what a book is really about.

- Try a few pages. If the books not for you, put it aside and try another, until you find a winner.

- Read at your own pace. Reading isn’t a contest. So what if you read slowly or skip words here and there? If you’re interested, you’ll read to the end, and that’s what counts. And you’ll probably find yourself picking up speed along the way.

- Let one good thing lead to another. When you read something that really speaks to you, you may be sorry to have it end. But the end is never really the end for a person who reads. You can always open another book, and another, and another.

Few research studies describe the quantity and quality of reading of college students in India. Still fewer studies investigate any correlation between the quantity and quality of reading and socio-economic background. Questions such as the following cannot be answered with some accuracy. What are the reading interest of college students? How much do they read? Who motivates them towards reading? Does family background affect reading? What type of reading do they engage in? Answers to the above questions seem to be necessary not only for educationist and others interested in development of adolescents and youth but also for the college librarian. It helps the librarian in acquiring resources and in providing guidance and other services. Stephen Karetzky emphasizes the need
for the librarian to undertake reading research. "Studies on reading should be of prime interest to publishers, sociologists, educators, mass communication experts and librarians. Scientific methodology should be used by this profession and by mankind in general to improve the quality of life. To fulfill this goal, librarians must understand reading habits and the functions reading serves."

2.4 STUDIES OF FOREIGN RESEARCH:

Walples (1937) "People and print", Wrote an account of reading habits, in which he opined that the nationality, race, sex, schooling and occupation of the material significant influence reading. He suggest that research on reading should be continued in the terms of groups supplemented by case studies of individual.

Mc Cullough, C.M. and other (1946): Problems in the improvement of reading, describes reading "as a means to an avenue of communication as a process of interpretation of meaning". Reading may also be explained in the terms of psychological theory, it may be studied with reference to related facors. Thus reading is a psychological process in which reader obtains meaning in printed words. He determines the meaning in a particular context and interprets it according to his past experience. Reading is necessary for both personal and social adjustment.

Tinker, M.A (1952): Teaching Elementary Reading

Tinker opined that reading can aid young people not only to estimate their own abilities and limitations but also to understand motives of human conduction in themselves and to appreciate the varied
influences that constantly play upon them as they make their adjustment.

No doubts, books can furnish information necessary to meet life’s challenges. Reading has both personal and social values. Firstly reading involves the whole personality. It is an entrance into almost all vocations In most professions one has to read a great deal to keep pace with new developments Reading is a most rewarding use of automation. It relieves emotional tensions and gives insights into personal problems.

Reading provided experience through which an individual may expand his horizons; identify, extend and intensify his interest and gain deeper understanding of himself, of other human beings and of the world. It organizes experience, relates from many sources Reading is a path to new experiences. Last but not the least, readings is a creative act

The reader recreates a pattern of words discovers for himself the essence of the author’s ideas. Secondly for its own welfare, society needs its members to have a minimum of education.

Over a period of several decades research has made impressive contribution to our understanding of the nature of reading and the nature of reading and the basic processes involved. As a result of the social significance of reading and of the new insights provided through early studies, research has extended rapidly until it now involves practically every important phase of reading.
A study of reading habits as a part of British and American librarianship began in the first decade of nineteenth century. These studies concentrated on What people read”. The reading habits of the library clientele were examined in isolation, and not in context with any other media. The research methods applied to the earlier efforts comprises of survey method. The titles preferred for surveys were “reading”. Readership surveys, studies effects, analysis and user surveys.

According to Gertrude Hildreth (1960), Reading in childhood years has many important aspects.

(a) Children today find excellent companionship in reading material wherever good material is supplied freely and guidance in its choice is provided.

(b) Children’s books both the old folk tales and modern story books stimulate the imagination.

(c) Reading opens the child’s mind to wonders he never knew existed. He finds in books the answer of many puzzling questions.

(d) Children can do things better today and helps themselves more because they can read printed directions.

(e) Reading adds new dimensions to a child’s life, answering his questions, satisfying his curiosity as he reaches out beyond the range of his own immediate experience.

(f) Reading stimulates a child’s imagination and through it he may often develop new interests and begin to reflect on the things he
himself would like to create potentiality for high level academic studies.

(g) Reading plays a role in shaping the emerging, personality of children and young people.

(h) Reading starts children talking about new ideas. In order to study the concept of reading interest, textual reading, recreational reading, Reading for entertainment, reading and its effect, factors creating interest in reading were studied from difference source like books, E-books, and materials. Various books, magazines, journals, souvenir, encyclopedia along with Internet were studied.

**Torrance and Harman (1961).** Thus there are four levels of reading. The first two levels of literal comprehension and interpretation are of the lower order and the other two levels belong to the higher order. The four levels arrange themselves in a hierarchy on the comprehension continuum. Literal comprehension, simply groups the ideas, interpretive reading reacts to the ideas in the passage and in critical reading and creative reading new ideas are produced in the information read. Creative and critical reading requires the exercise of higher-level thoughts processes. Questions that probe cognitive levels can help the students rise higher in their reading comprehension levels. If the reading is to be raised to its highest level in students then they will need a programme of instructions based on the following purposes in mind the development of comprehension aimed at promoting thoughtful reflective reading, the ability to vary reading material and the purpose for which the reading is undertaken the
improvement of reading speed and the needs of the situation the ability to interpret specialist subjects material.

But reading abilities in general and high level reading abilities in particular are high level reading abilities in particular are influenced by many factors such as attitudes, motives, interest, curiosity, anxiety, classroom atmosphere child’s background, teacher’s sensitivity to the group, emotional problems etc.

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Mary Austin, Clifford Bush, Mildred H.Huebner (1961), “In the primary grades reading goals involve the attainment of basic skills of word recognition and analysis, an understanding of words, sentences paragraphs and stories and a developing interest and taste in reading.” with these thoughts in mind, the investigator felt the need to use different instructional material to create interest in reading.

The investigator also felt to introduce this important habit, when they are quite young and started learning, this new language recently. They are more interested in learning new skills. It is found that majority of the students from Marathi medium school found English difficult to understand. They are compelled to learn it without knowing its importance. The reading habit will help them to develop the capacity of comprehension to develop vast vocabulary and to understand new
knowledge easily. English language will not remain a barrier in their
goal of success of life.

is a telescope because through it we look at the distant stars and
speculate about life on them .It is a microscope because through it we
can not only examine the chromosomes and atoms, but also infer
those minute particles that even the finest lenses cannot reveal. It is a
“never-ending” wide screen film on which the human pageant passes
in review .It is still the only known time machine that can recreate the
events of the past and open up vistas of the future.

Chaffe S. H. and others (1971) : Parental influences of adolescents
Media use.

Chaffe and others found that family and peer relationships not only
influences whether one reads and what one reads, but also influences
ones interpretation of what is read.Psychological variables also make
a difference. Some people are “predisposed” to read and react in ways
that others are not .Some people are more “Authority Oriented” than
others and therefore may read and react differently depending on the
source of the message of the source of the message of the presence of
the authority.

Research on reading interest and habits of children and
students have been mainly the work of educators, who were primarily
concerned with the reading of the young. Several pieces of research in
school aged children were done by the students and faculty in
education at Ohio state University.
Kartzky, *The research done identified the general reading interest of different aged boys and girls*.

**Findings:**

- It was found that children's reading interest vary according to Sex, about the age of eight and nine.

- Boys like stories about adventures, war and spots and are fond how to -do-it, and girls enjoy stories about home, fairy tales and love.

- Boys are more independent than girls in their choices of books and these occasionally read "girls" a books some poetry or something on cooking.

- Investigation made of young peoples magazine and News paper reading habits revealed the poor provision of quality magazine and books both in school and at home.

- Studies also showed the strong influences of family, friends teachers and librarians on the formation of reading habits.

- Interest in book reading, was found to increase until the age of 12-13, at which time many youngsters become involved in other activities and draw away from reading.

Joyce T. Mathangwane and Dr. Ellen M-Ashburn, *The Importance of Reading for Pleasure*, recently retired Director of Language Arts, Reading School District

The green and silver Schwinn bicycle that appeared on Christmas morning provided one my life's major hurdles. I was in fourth grade
and I couldn’t wait until the Pittsburgh snows melted so that I could get out in the alley with my Dad to learn how to ride. It seemed to take forever that he didn’t have to hold onto the back of the bike and I could at last wobble along by myself. Each afternoon I would watch the classroom clock for the bell to ring so that I could hurry home to try and ride a little better than the day before. After weeks of practice, I finally reached the point of being able to ride along beside my cousin Ronnie who wasn’t about to give his younger girl cousin one bit of slack. Now that was an accomplishment. Reading, on the other hand, was something that didn’t present the same challenge to me as riding a bike. I liked reading so I read a lot. I read books from the school library and the public library. I read magazines, newspapers, comic books, cereal boxes, almost anything with print on it. All the while, reading just for the fun of it was making me a more fluent reader. It was increasing my vocabulary, exposing me to a wealth of experience outside of my own little world, and stimulating my imagination. It was stretching my attention span, allowing me to empathize with others, and often changing my negative opinions to positive ones. Reading was also introducing me to language that I would not have heard in everyday conversation or on television sitcoms. All this was happening and I didn’t even know it. It’s hard to believe that ink on paper could do all that but it did. My reading over and over was just like practicing on my Schwinn. The more that I did it, the better I got at it. There is an extremely high correlation between reading for pleasure and academic success. The more you read, the stronger your reading skills become. On the National Assessment for Educational Progress reading test, known as “The Nation’s Report
Card,” fourth-graders who reported reading for fun every day scored higher than their peers who reported that they read less frequently for fun. Keith Stanovich, a psychologist who has done extensive research on reading, calls this phenomenon the “Matthew Effect” after one of the Gospel stories according to St. Matthew. In short, the word-rich get richer and the word-poor get poorer. Children who read become better readers and children who read less do not gain vocabulary or background knowledge. They fall farther and farther behind in school. As one of my junior high school students once said, “Reading affects everything you do.”

From my experiences as an educator, I know that reading can be just as much of a struggle for some children and teenagers as it was for me to learn to ride a bike. Reading is a complex process, difficult for some and easy for others. Researchers have found that school printed materials in grades 3 through 9 contain approximately 88,500 words with 100,000 distinct meanings. Research has also shown that only 290 to 400 words of the 3000 words that students learn each year can be attributed to direct instruction. Most of the words are learned from context while reading. Just as it takes practice to excel in sports, reading skills can be improved through practice.

Does it matter what you read? No, not really. The theme can be anything from fantasy to science fiction to romance to sports, just about any topic at all. Nor does the reading level of the material matter that much. Find a book on something you’d like to know more about or even a movie that you liked. You can carry the book with you to and from school. You can read in the car, on the bus, as a break
from homework, during TV commercials, before going to sleep at night, even in the bathtub. What’s important is to read and to do it on a regular basis. Follow the sound advice given by a Berks County seventh grader who said, “If you read more often at home, then you’ll start liking it at school”.

Helterbridle.M(1975) The purpose of this study was to determine the relationship of each of the variables of age, sex, reading achievement, intelligence, and reading attitude to the preferred reading interests of students in grades, four, five and six.

The following information and resources were available for each subject in this study.

Age, Sex, A reading achievement score, An intelligence quotient, A parent consent form

The population of this study consisted of two hundred sixty-nine (269) students in grades, four, five and six from the Muncie Community School Corporation. All students completed the Reading Interest Survey, and seventy (70) of these students were interviewed utilizing the Reading Interest Student Interview Guide.

The Reading Interest survey consisted of two sections. The first section contained thirty-nine (39) questions describing books in different categories, while the second section consisted of fifteen (15) statements about reading. For the first section the students were asked to select one of the following choices to indicate their feelings about reading a book like each one described: “very much,” “some,” “little,” or “not at all.” For the second section the students were asked to select
one of the following choices to indicate their feelings about each
statement concerning reading: "strongly agree," "agree," "undecided,
"disagree," or "strongly disagree."

The Reading Interest Student Interview Guide was designed to
cover the same areas of interest included in Reading Interest Survey.
Also, other types of questions were included to find out more about
students' attitudes toward reading. An attempt was made to put the
students at ease through discussion of their general interests at the
beginning of the interview sessions. They were told there were no
right or wrong answers but their judgments were needed. As the
students responded, their comments were recorded so important
information could be retained.

**Findings:**

-For books about people the most interest was shown by boys, age
twelve; students with above average intelligence quotients, high
reading achievement scores, and average reading attitude scores.

-For books about science the most interest was shown by girls, age
twelve; students with above average intelligence quotients, high
reading achievement scores, and average reading attitude scores.

-For books about people the least interest was shown by girls, age
nine; students with below average intelligence quotients, low reading
achievement scores, and fair reading attitude scores.
-For books about science the least interest was shown by boys, age thirteen; students with below average intelligence quotients, low reading achievement scores, and fair reading attitude scores.

-The variables ranked according to the degree of relationship to the preferred reading interests of the students are indicated below with the first variable indicating the most relationship and the last representing the least:

**Iyer**, there are four stages of development of reading.

-The first stage of reading that is “Found” or Primary Reading. In mastering this, the reader learns the basic principles on the art and science of reading, and acquires initial reading skills.

-The second stage of reading may be called the stage of scrutiny. Scrutiny reading is the art of skimming systematically through books getting the maximum within a set time.

-The third stage of reading is Challenge or Graduate reading. It is thorough reading, complete reading, or good reading –
best reading one can do. This is an intensely active process. On this level the reader grasps the book – one works at it until the book becomes his own.

-And the last stage i.e., fourth stage of reading is the stage of “Correlation” or Post-graduate stage. While reading at this stage of correlation, the reader reads many books, not just one. He also places them in relation to one another and to a subject around which they are revolved. With the help of the books, the reader is able to construct a structure of the subject that may be found in any of the books. This is the most advanced stage and requires lot of efforts.

**Landheer** distinguished between four types of reading:

-Achievement reading i.e. reading done for academic pursuit and attainment of some social or economic recognition.

-Devotional Reading, which is more emotional than intellectual. Reading of religious books comes under this category. Readers are affected by the emotional experiences of the authors.

-Cultural Reading: This reading changes with each generation. It is undertaken to increase one’s social status. Such reading may broaden one’s knowledge and vision. It has a social value.

-Compensatory Reading: We usually call this type as recreational reading (as it will relieve the reader from the tensions of the life) after the boring day-to-day routine.
According to George Pappas (1962), "The development of interest is largely a product of the environment. The things that surround us become the basis for our interests." "It is part of the teacher's duty to increase the range of the interests of the child by introducing new topics, and by making available large number of books on many subjects."

potentiality for high level academic studies.

- Reading plays a role in shaping the emerging, personality of children and young people.

- Children acquire social values from books as soon as they begin reading.

- Through reading, child is constantly brought into contact with meaning of terms that are new to him.

- Reading starts children talking about new ideas.

- Reading can also awaken a sensitivity and an alertness to the beauty of literary expression found in a glorious stanza of poetry or a passage of flowing prose."

2.6 RESEARCHES REVIEWED FROM INTERNET

Critical Reading :- Reading is at the critical level when one reads beyond the lines and infers, hypothesis, predicts or judges, critical reading is closely related to critical thinking Critical thinking involves the exercise of the power of reading a conclusion. De-
Boer(1940) describes critical reading as reading that involves the search for relevant materials, the evaluation of the data, the identification and comparison of and the synthesis of findings. It involves the capacity or suspended judgment, and the interpretation of judging the veracity and validity of the material read. The judgments are based on sound criteria developed through previous experience. Robinson (1966) in her paper presented at the first international reading symposium, points out that to become a critical reader requires competence in the basic skills and abilities in word perception and comparison, an inquiry attitude, a background of information about the topic, ability to weigh evidence.

While one suspends judgments and understanding or control of one’s basic attitudes.

Creative Reading :-

Creative reading extends the reading selection and rearranges the ideas obtained into new thoughts and rearranges the ideas obtained into new thoughts and fresh ideas.

- In creative reading it is especially important one is reading.

- Creative reading extends the reading material into something highly personal it fosters thinking about what has been read. The creative reading group had to think of new possibilities suggested by the statement of the problems, other possible hypothesis, better methods of collections of data, possible conclusions and interpretations of the findings, and an appraisal of the possibilities stemming from the findings. Where there is interest, there can be
speed, accuracy and improvement in reading efficiency, without it all will suffer, Indeed without interest, success is perhaps is unobtainable. Anybody learn more rapidly when oneself is interested in the subjects under discussion – same way the children learn to read more efficiently if they are interested in their reading material. At present the investigator has not come across any related studies especially on the topic under investigation but some studies have been reported on an inquiry into the reading interest of the pupil. Reading is important skill with many aspects. In foreign countries numerous studies have been conducted in the field of reading from various perspective. In India, few studies have been reported by investigators in few regional languages. Some such studies are dealt with,

2.7 REVIEWED OF RELATED RESEARCH STUDIES

\[ M.B \text{ Buch 1st volume CIE,1959(MOE financed)} \]

Reading for pleasure, The purpose was to provide a suitable focus for investigation and to conduct research in the problem of encouraging reading for pleasure.

An implementation committee was up which recommend that seven schools should be taken up in the pilot projects and to classes of about fifty students each were to be selected from each schools of which one was to be the $5^{th}$, $6^{th}$, $7^{th}$, $9^{th}$ and $10^{th}$. Mainly hindi reading materials was to be tried out in the lower class and English in the upper class.
The steps suggested for encouraging voluntary reading were improvement of the school library, books exhibition, provisions of reading for pleasure in the school time-table, evaluation and review of the work. The project was conducted in the selected seven schools, two sections from each school provided 14 in all with a total of 435 boys and 179 girls. The total number of books read by these 614 children was 523 giving an overall average of nine books per child.

Some of the significant steps to popularize the reading activity in the selected schools was providing children with a list of famous authors inviting children with a list of famous authors inviting children to read and report on a good book to the whole class and placing ‘reading projects’ box in the classroom containing fifty to 100 books. The recording of the children’s like was done on a five point scale, the categories being ‘not at all’ very little, ‘not much’ ‘much’ and ‘exceeding’. The evidence of the teacher’s in the experimental should that a taste for good literature was developing amongst the children and they had started reading a large number of library of magazines and journals in the schools library. They were also demanding.

Tijoriwala, Indira B. (1960) “Reading and comprehension ability of Gujarati Children in the age group.”

She pointed out poor provision of quality Magazines and books in the school and at home. It was also revealed that family, teachers and librarians, all had a strong influence on the formation of reading habit.
The finding also indicated that reading guidance and facilities played a very important role during adolescence.


A study of Reading interest among the psychology, education and philosophy.

The main objectives of the project were:

i) To study the nature and extent of various types of readings among the students.

ii) To determine the need for guidance in selection of right type of reading materials for student.

iii) To make the community and various educational agencies aware of the need and impotence of voluntary readings among the students.

Major findings:

i) About the sixty percent of the students were interested in reading various types of books more than sixty percentage of the student were found to have interest in novels and short stories while few had indicated their interest in reading poems, essays travel and scientific materials; criticism, letter, arts and science books were disliked by the groups.

The findings:

Children of 4+ were ready to take instructions in reading. There was an urgent need for attractive get up of,

(a) Reading readiness workbooks,

(b) Pre-primers

(c) Card boxes of letters and words for building words and sentences. The tests were useful for preparing language materials of pre-primers and primers.

Significant sex difference were observed in amount in amount of interest expressed for reading books and dislike for several types of books.

ii) Main sections preferred from the newspapers were News-foreign and national, and also sports while sections like editorial and art and music were disliked.

iii) About fifty percent of the subject were found to have interest in readings magazines sections of stories, jokes and comics were preferred sections were found to be less appealing significantly more males were found to have preferred the sports sections while females preferred the sections of puzzles and problems.
Deshpane V.S. (1973) – *Studies teaching reading to beginners – a methodological study.*

The major findings of the study were:

The total performance of the experimental group children on the reading test was better than that of control group children and the difference between the mean scores of both the groups was found to be statistically significant.


The study revealed that the achievement level was associated with attitude towards English, personal and social adjustment and socio economic status.

Ahuja and Ahuja (1974) – *Studies Assessment of Silent versus oral reading speed and comprehension of school children.*

The major findings of the study were:

The means of the silent reading speed, oral reading speed, silent reading comprehension, oral reading comprehension, silent reading index and oral reading were respectively equal.

The major findings of the study are,

(a) Reading speed is influenced positively by printing the material in two narrow columns, having printing size as lo-point or 14 point and having history type of content.

(b) Reading comprehension is positively influenced by the size of the letter and story type but not by the type of format.


The finding of the study were,

(a) Performance in all school subjects taught through the mother tongue was positively related with reading comprehension,

(b) The pupils from urban areas had better performance than that of the pupils from rural areas.

(c) The achievement of the pupils with good reading comprehension was better than that of normal and poor readers.


The findings of the study were Home Conditions, School conditions and personal attributes of children collectively influenced their reading attainment in primary schools.

The major findings of the study were.

“Personal characteristics, namely age, intelligence, general health, vision, speech, reading habits and mother tongue had positive influence on reading achievement whereas sex of the child showed no such influence.

R.Goswami: (1982) "An Enquiry into Reading Interest of the Pupils of standards VIII to IXin relation to Intelligence, Socio economic status and academic achievement," Ph.D. Education, MSU.

She list the following objectives among other aims:

To enquire into reading interest of standards VIII, IX and X and find out relationship between reading interest and different pupil characteristics namely age, sex, standards, intelligence and academic achievement.

- The reading interest of the student reached a peak value at the age of 12-13 years and then started declining with advancement of age.

- There was significant relationship between academic achievement and reading interest.

Relationship between the intelligence and the reading interest of the student was significant. The major findings of the study were,

(a) There were high reading interests among the pupils of all three standards.
(b) It was relatively higher among the pupils of standard VII.

(c) Preferred books mostly were storybooks, then comics/humour books, then general knowledge, then novels, then science books.

(d) Considerable interest was found in reading newspapers.

(e) Majority of the students preferred to read in English language.

(f) The source for supply of reading material was constituted in friends.

(g) Significant relationship was found between academic achievement and interest, intelligence and interest, socio-economic status and interest, sex and interest.

\[\text{Kantawala N.N. investigates into the reading attitudes of high school students of Kaira District.}\]

The major findings of the study were the attitudes were a function of a grade. The higher the SES, the better was the reading attitude. This was true irrespective of the grade level. Between reading habits and reading attitude their was significant positive relationship. Students of small size families had a more favourable reading attitude than those of large size families.

\[\text{Mehta S.J. – Studies the effectiveness of the programmed material in English for developing reading ability.}\]

The major findings of the study of the study were the pupils in the experimental group read significantly better than their counterparts in the control group. The pupils of the experimental group retained
significantly more than their counterparts in the control group. It was further revealed that pupils with higher IQ were superior in attaining and retaining reading skill to those whose average IQ was below too. The achievement of girls seemed to be superior to that of boys in experimental as well as control groups.

Chittaranjan Panigrahi and K.C. Panda Reading interests and information sources of school going children: a case study of two English medium schools of Rourkela, India.

Studies the reading interest and information eliciting sources of 130 school going children of two leading English-medium schools in Rourkela, India and identifies factors that hinder the development of reading interests. Suggests measures required for improvement.

Keywords: Reading and children; Leisure reading; Interest in reading; information use; Reading habits; India; School children.

Methodology and study population:

The questionnaire method was employed for the collection of data. The questionnaire was distributed to selected group of 145 students from two leading English-medium schools of Rourkela. Out of 145, a total of 130 questionnaires [69 from Kendriya Vidyalaya (KV) and 61 from Deepika English Medium School (DEMS)] were returned by the respondents. Thus, the percentage of responses is 89.65%. In the analysis and interpretation of data, the chi-square method was applied to test the level of significance of the views of the respondents.
Aims and Objectives

The main objective of the study was to understand the reading interests and information use habits of the school going children. Specifically, the study aimed at identifying

- The reading interests of the children
- The priorities of school children for reading different subjects and forms of reading materials.
- The amount of time spent by them in reading;
- The libraries and their sources of reading materials on which the school children depend most.
- The major factors that hinder their leisure reading; and
- The measures needed for improvement of existing library facilities.

Scope and Limitation:

The present study is confined to the critical analysis of reading interests and information use habits of the school going children of both sexes. However, the study has the following limitations since,

- It investigated the information use habits and reading interests of students exclusively of English medium schools (limitation by type of respondents);
- It covers only the students of two schools of Rourkela (limitation by type of institution/school and territory);
- It included the students of standard VIII, IX and X only (limitation by level of studies/education); and

- It considered only those students above the age of 13 (limitation by age)

**Analysis and interpretation of data:**

The primary data collected from 130 respondents formed the base of the study. For the analysis, the following factors were considered:

- Reading interests by form of documents;
- Time spent on reading;
- Reading interests relating to subject text books;
- Adequacy of reading resources;
- Approach to various sources of information; and
- Factors that hinder the respondents from regular reading.

**Findings:** Since at 5% level of significance for 24 degrees of freedom \[2c > 2t\], there is a significant difference found in the opinion of respondents with regard to their interests by form of reading materials.

- 67 (97.1%) respondents of K.V. and 56 (91.8%) respondents of D.E.M.S felt reading newspaper was most significant.
- Reading textbooks occupied second position in the order of priority for 60 (86.95%) and 52 (85.24%) respondents of K.V. and D.E.M.S respectively.
On the other hand, their reading interest in journals, novels, dramas and comics was not so significant.

The reading habits among the school children should generate spontaneously rather than through impositions, because reading is a creative activity and is involved deeply with all phases of life. The school students should, therefore, be taught to use this powerful tool most effectively.

N.S. Karandikar defined in her survey three types of reading undertaken by professionals, viz.

- Professional Reading

- Non-Professional Informative Reading and

- Recreational Reading. Following a similar pattern, one can identify 3 types of reading or college students, viz. Academic, Informative and Developmental and Recreational reading. Academic reading is generally connected with formal study programmes. It consists of reading curriculum books, reference books, which are additional books of academic nature, various subject journals and other research materials such as dissertations and thesis. It thus includes materials which are absolutely necessary, as well as other materials which may lead to better academic performance. Informative and Developmental Reading may be undertaken by students with a view to gain knowledge, information, self-improvement and orientation to various subjects not connected with the formal study programme. This type of reading covers various subjects from arts to science and includes reading from journals and newspapers. Subjects
interests lead to such kind of voluntary reading. This type of reading widens one’s mental horizon. During leisure time, student may also engage in recreational reading for engage in recreational reading for entertainment and relaxation. Recreational reading mainly consists of various types of literature (including fiction, plays and poetry), film magazines, books on home craft and other hobbies, sports periodical etc. This type of reading is not only pleasurable but exciting, creative, interesting and satisfying. Reasons for reading recreational material may be relaxation, to forget one’s troubles, to recharge one’s self or to pass time.

While students all over the world engage in academic, informative and recreational reading the quantity and quality of reading of each type often varies in different situations.

**Bhishikar. L – Studies Acquisition of reading skill – an experimental study.**

The major findings of the investigation were:

(a) The training programmes brought about significant improvement in the performance of the students.

(2) Intelligence was found to play a significant role in the acquisition of reading skills.

(3) The low intelligence group showed greater improvement in comprehension significantly. (4) SES, reading habits, reading interests, health, language were found to be significantly related to reading achievement.
Datta P.C. – *Studies, school children and their reading habits.*

**Findings:**

- They study about the interest, need and attitude of students revealed that the English medium schools covered a wider syllabus than other schools.

- He also found that there was all round interest towards different subjects among students of English medium and government schools.

- English was the least liked subject among the primary and sponsored school students in urban and rural areas.

- He found that the incidence of reading books other than those prescribed by the school was almost nil in the lower classes.

- This however gradually increased in the higher classes. Stories, fables and adventure and detective stories were the areas of higher interest beyond the school subjects.

Gupta S. – *Studies the relationship between reading ability and father’s profession and birth order.*

The main findings of the study were:

- Father’s profession did not bear any influence on reading performance.

- As a generalized fact, the eight – born children appeared to be superior in reading ability whereas the first born, children.
2.8 Conclusion: Review helps the researcher to delimit and define the problem, it also help to avoid unfruitful and useless. Problem area and also avoid unintentional duplication of well established findings. Review and research it helpful the researcher to delimit and define the problem. It also helps avoid and also use to select sample size, to develop and prepare inventories and questionnaire. It gives guideline to research. Moreover common it is a common observation that the kinds of readings materials and techniques asked in the colleges for creating interest largely determined the learners level of interest in the reading as an academic enterprise. But unfortunately students are exposed to a single text books which is not properly graded structurally or conceptually. This lack of variety and monotony of the themes becomes more a deterrent than an activator or promoter of the interest for most of the students, deflecting their interest in reading for pleasure. The absence of library in colleges becomes a major handicap for cultivating extensive reading interest which strives, stifles their reading behaviour and pose a formidable problem in the latter stages of their educational carrier.

The researcher proposed to study the method which will be helpful in developing reading interest in English among the students from first year.