

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

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**READING HABITS AMONG TEACHERS IN COLLEGES**

**DR. VIBHAVARI B.HATE**  
**LIBRARIAN**  
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**ABSTRACT**

*An education system of a country plays a key role in achieving the development of society. It determines the destiny of its nationals. Colleges are the first door steps towards higher education, opening new vistas of knowledge to learners and making them responsive and responsible to the problems of society. Apart from teaching the respective subjects, these are supposed to develop and sharpen the abilities of learning among students. The effectiveness of a teaching system depends upon the teaching skills of teachers. An attempt has been made to study the reading habits of teachers at Wardha District affiliated to RTM, Nagpur University and based on the findings conclusions have been drawn and suggestions have been offered.*

**KEYWORDS**

reading habits, education system.

**INTRODUCTION**

Reading is the act of interpreting printed and written words; it is a basic tool of education and one of the important skills in day today life. We live in the world of print and electronic media of communication, reading helps in acquiring newer ideas, in providing the needed information, seek support for our ideas and also help in adding to personal pleasure and broaden our mental horizon. Reading helps in improving vocabulary. Librarians are expected to perform dual tasks of selecting acquiring, organizing and disseminating of reading materials and to cater to the requisites of the users. Promoting library use and reading habit are much tougher and challenging jobs. Working for inculcation of reading habit among faculty members community is more relevant in college libraries. Programs and activities for promoting reading habit and library use have to be diverse according to the faculty member intensity, college libraries plays a significant role to play in rendering effective service to the readers. (Srivastavat, 1979)

Reading is one of the four language skills: reading, listening, writing and speaking. Reading and listening are also called receptive skills because we receive a message. The word "read" is explained in dictionaries mainly as ability to look and understand written words. It involves making sense of the text, it is also a process of taking information from written text and following the writer's ideas. Although reading is sometimes called a passive skill because the reader does not produce messages, it requires being active in the process of reading.

In this age of knowledge explosion, reading as a means of communication continuous to enjoy the significance and respect it had from times immemorial. It takes its place as a way of receiving ideas, along with listening to people directly listening to the radio, watching the television and other electronic media of Communication the place occupied by books and other printed material in the advancement of knowledge and facilitation of communication is unique.

The ability to read is not only basis of education but also an essential prerequisite of a civilized society. Education is the right of all in a democratic society. And for each person in order to be educated there is an irreducible minimum of information and understanding, which must be acquired, and this minimum is constantly increasing. This quantity of reading material in the form of newspapers, magazines, pamphlets and books has increased to staggering heights. This trend reveals the fact that the growing popularity of media communication like TV and Cinema has not admonished the innate urge of the young and old to go inform more reading materials.

Of all the valuable skills the average person learns in his lifetime, the ability to read is the most universal and useful. One of the major goals of the school library is to inspire a love for reading to promote a reading culture among its Users. This implies the need to create the awareness of written letters, the need to read not only textbooks but also to engage in creative, leisurely, and pleasurable reading.

Reading is usually a private act, a personal and individual relationship with a book; but then, it is the environment as long as it is favourable, which according to Gault encourages the setting up of this relationship. The school library must in this case serve as the needed environment. And this it should do, by integrating itself completely into the educational system to achieve the overall objectives of the school. And what, better ways are there to do this than to stimulate the intellectual growth of the child through the provision of appropriate Instructional materials for teachers and reading materials for students. It should go further by not only transforming itself into a research centre of some sort where students are taught how to sift data through independent reading, but also by providing a workshop setting for supervised studies of individuals and groups. (Gault, 1982)

**AIMS AND OBJECTIVES OF THE STUDY**

The study has been carried out with following aims and objectives

- To analyze the reading habits among college faculty members.
- The information sources they use to meet teaching and research needs and to study how for the libraries are able to meet their need.
- To find out Professional Contribution of faculty members.
- To study which literature is widely used for general reading.
- To study the difficulties to developing reading habits.
- To study the library Services are helpful for their reading faculty members and research needs
- To study the willingness of teachers to use and read online literature

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study has been confined to analysis of "Reading Habits among Teachers in Colleges affiliated to Rashtrasant Tukadoji Maharaj, Nagpur University, at Wardha District." The study has been taken up with following limitations

- The reliability of the fact depends on the honesty of the respondents.
- The socio-economic status and nature of the college teachers has not been taken into consideration, which may affect the facts.
- The geographical limitation is Wardha District

**RESEARCH METHODOLOGY**

Research Methodology followed is Descriptive and Investigative. Survey method has been adopted for collection of data by distributing the questionnaires. Questionnaires were distributed personally to the faculty members of Science, Commerce and Arts college faculty of Wardha district, by taking the permission of the principals to carry out the study for this project. The Random sampling technique was used for distribution of questionnaire to the faculty members



**FINDINGS OF THE STUDY**

Out of 300 questionnaires distributed to the faculty members, 239 (80%) responded. The faculty wise response was 81 (81%) from Science faculty 36 (72%) from commerce and 122 (81%) are from Arts teachers respectively.

**PERSONAL DETAILS OF THE FACULTY MEMBERS**

Based on the data analysis in Chapter-IV, following are the findings of the study:

- Maximum respondents were of the age group of 41-50 forming 36.8% followed by 33.1% belonging to the age group of 31-40 and 16.3% belonging to the age group of above 50 years and very low percent of 13.8 belongs to the age group of Under 30. 72.4% are males and 27.6% are females.
- 31% of the faculty members are with Master of Philosophy, and 13.4% are with Doctorate in Philosophy. 5.4% of the faculty members are having both Master of Philosophy and Doctorate in Philosophy.
- 70.7% of the faculty members are designated as Assistant Professor, followed by 24.7% designated as Associate Professor, 2.1% as Professor and 2.5% are Principal.
- In Science faculty, 44.4% have published papers in National journals and 30.9% faculties have published papers in International Journals. 34.6% have presented papers in National level Conferences, and 19.8% have presented papers in International level Conferences. Only 7.4% faculty members have book publications.
- In Commerce faculty, 27.8% have published papers in National journals and 8.3% faculties have published papers in International Journals. 47.2% have presented papers in National level Conferences, and 22.2% have presented papers in International level Conferences. Only 8.3% faculty members in commerce have book publications.
- In Arts faculty, 30.3% have published papers in National journals and 18.9% faculties have published papers in International Journals. 50.8% have presented papers in National level Conferences, and 24.6% have presented papers in International level Conferences. Only 9% faculty members in Arts have book publications.
- The percentage of Ph. D's is more in Commerce forming 41.7% followed by Science with 33.3%.
- In commerce majority of faculty members are with more than sixteen years of experience forming 66.7% followed by arts faculty with 41.8%.
- Teachers from Science faculty only have membership of International Associations. Teachers from Arts and Commerce faculties have membership of National and Local Associations.

**INFORMATION NEEDS OF FACULTY MEMBERS**

- Science teachers reported highly sought option for Product. Material, Equipment and Apparatus related information. The information related to Theoretical/Basic/Scientific and Technological Research, Experimental Designs, Methods, Process and Procedures, Results and Applications, Standards and Specifications frequently required. Economic and Marketing, Social and Political related information is rarely required.
- Types of information needs of commerce faculty shows highly sought option for Economic and Marketing related information. Theoretical / Basic/ Scientific & Technological / Research; State of Arts and Reviews; Experimental Designs, Product. Material, Equipment and Apparatus; Statistical; Standards and Specifications related information they frequently use. Methods, Process and Procedures; Computer Program and Model Building related information needs are rare.
- Types of information needs of Arts faculty shows highly sought option for Social and Political related option while Theoretical/Basic/Scientific & Technological Research; State of Arts and Reviews; Results and Applications; Statistical related information is frequently required. Experimental Designs; Scientific and Technical News; Statistical related information is rarely required.

**USE OF INFORMATION BY FACULTY MEMBERS**

- Analysis of use of information of science faculty shows that the maximum respondent that 65.4% highly sought and used information for the teaching purpose. The maximum of 43.2% frequently collected and used information for examination work and 32.1% frequently collected and used information for fundamental research. 34.6% frequently collected and used information for planning activities and 28.4% for guiding research. 29.6% highly collected and used information for Laboratory purpose, 33.3% frequently collected and used information for writing and publishing paper/ books/reports.
- Analysis of use of information of commerce faculty shows that maximum of 44.4% highly sought and collected used information for the teaching purpose. The maximum of 36.1% frequently collected and used information for examination and 33.3% highly sought, collected and used information for fundamental research, 33.3% occasionally collected and used information for planning activities. 30.6% frequently collected and used information for writing and publishing paper/books/reports. The majority of 38.9% frequently collected and used information for participating in conferences/ seminars etc, 41.7% frequently collected and used information for delivering lectures/ speeches/ address etc.
- Analysis of use of information of Arts faculty shows that the majority of 43.4% highly sought, collected and used information for the teaching purpose, 29.5% frequently collected and used information for examination work.

**MOTIVATION TO SEEK INFORMATION**

- From the respondent of the science faculty regarding motivation to seek information, it is observed that the majority i.e. 33.3% are highly motivated to seek information regularly for research thirst in their own field. The majority of 40.7% are frequently motivated to seek information regularly for visibility among friends and colleagues and 37% are occasionally motivated to seek information regularly for desire to have edge over others. The majority of 34.6% are frequently motivated to seek information regularly for desire to gain recognition in their own field and 33.3% are frequently motivated to seek information regularly to qualify for promotion. 34.6% are highly motivated to seek information regularly with desire to achieve professional excellence and 40.7% are highly motivated to seek information regularly for self satisfaction and self improvement.
- From the respondent of the commerce faculty regarding motivation to seek information, it is observed that 36.1% are frequently motivated to seek information regularly for research thirst in their own field while 61.1% frequently motivated to seek information regularly for visibility among friends and colleagues. 38.9% are occasionally motivated to seek information regularly for desire to have edge over others and 50% frequently motivate to seek information regularly for desire to gain recognition in their own field. 38.9% are highly motivated to seek information regularly to qualify for promotion while 33.3% are highly motivated to seek information regularly for desire to achieve professional excellence. 41.7% are highly motivated to seek information regularly for self satisfaction and self improvement.
- From the respondent of the Arts faculty regarding motivation to seek information, it is observed that 30.3% are highly motivated to seek information regularly for Research thirst in their own field while 33.6% are frequently motivated to seek information regularly for visibility among friends and colleagues. 30.3% are occasionally motivated to seek information regularly for desire to have edge over others while 32% are frequently motivated to seek information regularly for desire to gain recognition in their own field. 26.2% are frequently motivated to seek information regularly to qualify for promotion and 31.1% are highly motivated to seek information regularly for desire to achieve professional excellence.

**USE OF VARIOUS TYPES OF SOURCES**

- The study of formal source of information used by the faculty of science shows that 66.7% books are most often used to obtain the information, while 37% opinioned that they most often use Hand books/Year books/Directories/manuals/Treaties to meet their information requirement. 34.6% often used Dictionaries/Encyclopedias to meet the information requirement, while 35.8% occasionally used learned periodicals to obtain the information. 29.6% often used Review Journals/Abstracting Journals to obtain the required information while 39.5% often used Proceedings of Conferences/Workshops to obtain required information. Theses and Dissertations are occasionally used by 30.9% to obtain required information and Patents and Trademarks are rarely used by 29.6% to obtain required information.

- The study of formal source of information used by the faculty of Commerce reveals that 50% of the respondents most often used books and 38.9% often used Hand books, Yearbooks, Directories, Manuals, and Treaties to meet their information need. 44.4% of respondents often used Dictionaries and Encyclopedias and 47.2% often used learned periodicals to meet their information need.
- The study of formal source of information used by the faculty of Arts reveals that all the respondent used books to meet their information needs, however the majority of 36.9% opined that they often used books followed by 23.8% using books most often. 29.5% of respondents often used Hand books/Year books/Directories/manuals/Treaties, 30.3% respondent occasionally used Dictionaries and Encyclopedias while 23.8% occasionally used learned periodicals to meet their information needs. Review and Abstracting Journals are occasionally and often used by 32.8% while 28.7% of the respondents often used proceedings of conferences and workshops to meet their information needs.
- The study of document significant by the respondents of Science faculty reveals that books are most preferred due to the simple presentation of text (53.1%) easy accessibility (32.1%), wide subject coverage (25.9%). Reference books are mostly used for their format and appearance (18.5%) and non availability of information (21%) in other forms. Journals are more preferred for bibliographical reference (32.1%) currency of up to date material (38.3%). are found in Reports and digests are preferred by 25.9% for higher standard of presentation. Patent/Standard/Specification and reference books are reported to be non available documents by 21% of respondents. Patent, specifications and Standards are regarded as status symbols by 30.9% respondents and 24.7% preferred journal article for prestige, priority and recognitions.
- Commerce faculty reveals that books are most preferred due to the simple presentation of text (61.1%) easy accessibility (33.3%). Reference books are mostly used for their format and appearance (38.9%) wide subject coverage (25%) and higher standard of presentation (36.1%). Journals are more preferred for currency of up to date material (44.4%). Reports and digests are reported to be non available documents by 25% of respondents. Patent, specifications and Standards are regarded as status symbols by majority (30.6%) respondents and 27.8% for prestige, priority and recognitions.
- Arts faculty reveals that books are most preferred due to the simple presentation of text (28.7%) easy accessibility (24.6%) and higher standard of presentation (18%). Journals are more preferred for currency of up to date material (18.9%). Reports and digests are reported to be non available documents by majority (18.9%) of respondents.
- The study of document significant by the respondents of science faculty reveals that the majority of 30.9% thinks that the information given in the books is obsolete and 35.8% thinks that there is lack of better index. The majority i.e. 27.2% thinks that time lag is more in reference books. The majority of 34.6% thinks that the journals have narrow coverage. The majority of 32.1% thinks that the reports and digests has bad coverage and biased referencing, poor quality and 27.2% opined that they are expensive to own in the library.
- The study of document significant by the respondents of commerce faculty reveals that the majority of 33.3% thinks that the information given in the books is obsolete and 25% thinks that there is lack of better index. The majority of 33.3% thinks that the reference books have biased referencing and 38.9% thinks that the coverage is bad. The majority i.e. 33.3% thinks that time lag is more for Journals and the majority of 30.6% thinks that the journals have narrow coverage. The majority of 22.2% opined that reference books, journals, reports and digests are of poor quality.
- The study of document significant by the respondents of arts faculty reveals that the majority are of opinion that the information given in reports and standards is obsolete (24.6%), coverage is bad (24.6%) and narrow (50%), lack of proper index (30.3%), biased referencing (51.6%) and poor quality (20.5%).
- The study of reading or consulting documents by faculty of science reveals that proceedings of conference, seminars and workshops (34.6%), technical reports (30.9%), patents, trademarks, standards and specifications etc (29.6%) and thesis and dissertations (22.2%) are read or consulted by majority about a year back. The majority read or consulted the learned journals in their own field (35.8%), abstracting and indexing journals (37%) and annual review and review articles about a month back. The majority read or consulted Encyclopedia/ Manuals/ Handbooks etc (33.3%) and Government publications (24.7%) about a week back and Books in their discipline (66.7%) and Newspaper/Newspaper Clippings (45.7%) during the reported week.
- The study of reading or consulting documents by faculty of commerce reveals that majority read or consulted about a month back learned journals in their own field (41.7%) proceedings of conference, seminars and workshops (33.3%), annual review and review articles (36.1%) encyclopedia, manuals, handbooks etc (38.9%). The majority read or consulted the abstracting and indexing journals (33.3%) and Government publications (36.1%) and about a week back. The majority read or consulted books in their discipline (52.8%) and newspaper and newspaper clippings (33.3%) during the reported week.
- The study of reading or consulting documents by faculty of arts reveals that majority of 26.2% read or consulted abstracting and indexing journals about a year back. The majority of respondents read or consulted learned journals in their own field (29.5%) proceedings of conference, seminars and workshops (29.5%), annual review and review articles (26.2%) about a month back. Encyclopedia, manuals, handbooks etc were consulted by majority (23.8%) during last week. The majority read or consulted the abstracting and indexing journals (26.2%) about a year back. The majority read or consulted books in their discipline (27%) about a week back.

#### INFORMATION NEEDED FOR DAY TO DAY ACTIVITIES

- The study reveals that among the science faculty the majority (46.9%) always obtained information for maintaining contact with colleagues within the institution through computer network (30.9%). They very often obtained information through personal correspondence (37%). The majority often obtained information by discussing with colleagues outside the institution (37%), through fax or email (30.9%) and through telephone (29.6%) and by attending meetings, symposia, conferences etc. (30.9%) and (33.3%) through consultant.
- Among the commerce faculty the majority (52.8%) always obtained information for maintaining contact with colleagues within the institution through discussing with colleagues outside the institution (38.9%) through telephone (30.6%) through fax or email (25%) and very often through computer network (27.8%). They rarely obtained information through personal correspondence (27.8%) and by attending meetings, Symposia, Conferences etc. (27.8%) and through consultants (27.8%). The majority of 52.8% rarely visit other organizations.
- The study reveals that among the arts faculty the majority (41%) very often obtained information for maintaining contact with colleagues within the institution through discussing with colleagues outside the institution (26.2%) through personal correspondence (28.7%). The majority of arts faculty seldom obtained information through telephone (29.5%) through fax or email (23.8%) through computer network (33.6%) and by exchange of pre-prints and monographs (27%), through consultants (24.6%) and by visits to other organizations (59%).

#### USE OF LIBRARY AND INFORMATION CENTRE

- The teachers of arts faculty visiting the library weekly are 68.85% followed by Commerce teachers with 66.7% and Science teachers with 55.6%. Among the daily visitors to the library, the commerce teachers dominate with around 30.5%, followed by Science with 27.2% and arts teachers with 26.23%. The science teachers opined that only 1.2% rarely visit the library 4.9% monthly and 11.1% fortnightly. The commerce teacher visits daily and weekly and 2.8% visit the library rarely. The arts teachers opined that 2.46% visits the library fortnightly and the similar visit monthly.
- The study of average time spent on reading material on field of specialization by the science teachers shows that around 30.9% spend more than 6 hours per week followed by 29.6% with 1-2 hours, while 22.2% spend 2-4 hours and merely 6.2% spend less than one hour reading per week. Among the commerce teachers around 49.2% spend 1-2 hours in a week followed by 19.4% up to 2-4 hours per week. Merely 9.2% spend more than 6 hours per week. Among the arts teachers the majority of 41.8% spend 1-2 hours, per week followed by 23.8% spending around 2-4 hours per week. Around 9% of the arts teacher spends more than 6 hours per week and around 9.8% for less than one hour per week.
- As far as leisure time reading is concerned, 30.9% science teachers spend 1-2 hours per week followed by 24.7% spending 2-4 hours, and merely 7.4% spending more than 6 hours reading per week. 27.8% Commerce faculty members spend less than one hour and similar percent spending around 1-2 hours per week. Only 5.5% responded that they spend around 4-6 hours for reading per week. 41% arts faculty spend around 1-2 hour per week followed by 25.4% spending 2-4 hours around 12.3% spends 4-6 hours and Only 5.7% responded that they spend more than 6 hours for reading per week.

- 46.9% science faculty members mostly need to consult subjects, besides their own field specialization and only 9.9% need to consult sometimes. Among the commerce faculty the majority i.e. 55.6% did not responded and the maximum responded i.e. 36.1% mostly needs to consult other subjects and 8.3% consults sometimes. Among the commerce faculty 52.5% mostly consult the subject other than their specialization.
- The study of personal subscription to the periodicals and journals by the faculty members reveals that the majority of the respondents does not subscribe the periodicals or journals personally and depends on library or other sources.

#### READING INTERESTS OF FACULTY MEMBERS

- Reading interest of science faculty reveals that the majority prefers to read text books (61.7%) with top priority. The science faculty gives high priority to journals and periodicals (53.1%) followed by research reports (49.4%). The lowest priority is given to poetry (70.4%) followed by novels and humors (63%).
- Commerce faculty gives top priority to text books (41.7%) and popular magazines (41.7%). High priority is given to research reports (52.8%) followed by text books (36.1%) and Journals and periodicals (36.1%). Low priority is given to humors (69.4%) followed by poetry and dramas (61.1%) etc.
- Arts faculty gives top priority to text books (39.3%) and research reports (37.7%). High priority is given to Journals and periodicals (47.5%) followed by popular magazines (40.2%). Low priority is given to poetry (47.5%) followed by novels and travel stories (45.1%).

#### OPINION ABOUT DOCUMENT AVAILABILITY IN RESPECTIVE INSTITUTIONS

- Science teachers responded that books (65.4%) Reference books (48.1%) and current periodicals (35.8%) are adequate. News paper clippings (44.4%) are partially adequate followed by back journals, conference and seminar proceedings (38.3%). 54.3% opinioned that bibliographies are inadequate followed by reprints and photocopies (51.9%). 19.8% of respondents reported that technical reports, patents and standards are grossly inadequate followed by indexing, abstracting and reviewing periodicals (13.6%).
- Majority of Commerce faculty members are of opinion that current periodicals (48.6%) and reference books (41.7%) are adequate. Around 50% of the respondents think that indexing, abstracting and reviewing periodicals are partially adequate and 41.7% thinks that the back journals are partially adequate. 44.4% respondents think that Technical Reports/Patents/Standards etc. are inadequate and 30.6% thinks that dissertation and thesis are inadequate.
- Arts faculty members reveal that the majority are of opinion that books(43.4%) are adequate, 45.1% opinioned that reference books are partially adequate; 40.8% opinioned that current periodicals are partially adequate; 32.8% opinioned that back journals are partially adequate; 32.8% opinioned that Indexing/Abstracting/Reviewing periodicals are grossly inadequate; 30.3% opinioned that Technical Reports/Patents/Standards etc. are inadequate. Dissertation /Theses (33.6%) and Bibliographies (32%) are partially adequate.

#### HABIT OF USING LIBRARY AND INFORMATION SERVICES

- Science faculty respondents show that the borrowing privileges are given low priority by 34.6% and 27.2% of the respondents are not using the services. These services are given top priority by only 12.3%. The reference services are given middle priority by 43.2%. Referral services are given middle priority by 44.4% faculty members. Latest addition lists is known to 42% and gives them middle priority. Photocopying services are known with middle priority to 42% while 18.5% respondents do not use the services. The majority of respondents (35.8%) are not using Inter Library Loan services.
- Commerce faculty respondents show that 36.1% gives top priority and 33.3% gives middle priority to borrowing privileges. The majority of respondents gives referral services (41.7%); Latest addition list (44.4%); photocopying services (36.1%) translation services (41.7%) low priority. The majority of 41.7% are not aware of Inter library loan services. 36.1% respondent use current content services and 41.7% use selective dissemination of information services with middle priority.
- Arts faculty reveals that the interlibrary loan service (42.6%) Translation Services (39.3%) selective Dissemination of Information (28.7%) and any other services than mention (78.7%) are not been used by the respondents. Browsing privilege (36.1%) and bibliographic services (32%) are given low priority by commerce faculty. Middle priority is given to reference services (32.8%); referral services (46.7%); Latest addition lists (36.5%); selective dissemination of information (28.7%); current content services (34.4%) and photocopying services (34.4%) are given middle priority.

#### INTERNET USE

- 93.8% Science teachers use internet for education (65.4%) and email (53.1%) and very often use for literature search (30.9%) and health purpose (24.7%). They also use Internet for downloading courseware (34.6%) followed by for entertainment and news (29.6%) and social networking (28.4%).
- Use of internet by commerce faculty reveals that majority of 75% use internet. The majority i.e. 58.3% always use internet for education purpose and 27.8% use internet for entertainment purpose. The majority i.e. 33.3% have responded to use of internet for news. The majority of 27.8% did not respond to use of internet for social networking, downloading software, tutorial, courseware, literature search and international collaborations.
- Use of internet by arts faculty reveals that majority of 75.4% use internet. The study reveals that the majority (41.8%) always use internet for education purpose, while 23.8% often use internet for entertainment, 21.3% always use for knowing news, 19.7% rarely use internet for sport purpose. The majority (27.9%) always use internet for e-mail, while 27% rarely use internet for Social networking, 25.4% often use internet for downloading software, 22.1% very often use internet for literature search.
- Majority of respondents from Science are frequently motivated to search information for desire to keep up to date information (46.9%) to develop contact with the other faculty members (35.8%) on Internet and for collaborative research (33.3%). Majority of Commerce faculties are frequently motivated to search information for further communication (47.2%), for Collaborative research (36.1%) desire to keep up to date information (36.1%) and for problem solving (36.1%). Majority of Arts faculty is frequently motivated to search information for desire to keep up to date information (35.2%), for problem solving (34.4%) and to develop contact (32%).

#### USE OF ELECTRONIC SOURCES

- E-resources in the form e-books are used by science faculties (66.7%) followed by e-journals by commerce faculty (61.1%). The majority of databases are used by science faculty (38.3%) followed by arts faculty (24.6%). The e-resources are mostly used as reference documents (63.9%) and technical reports (27.8%) by commerce faculty. The majority of commerce faculty (36.1%) use open access followed by arts faculties (33.6%).
- Majority of science faculties (54.3%) use online databases. The most preferred database is Science Direct used by 43.2% faculties followed by Chemical Abstract (28.4%), SCISEARCH (25.9%), BIOSIS and Physics Abstracts (22.2%). The study reveals that majority of commerce faculties (98.9%) and arts faculties (94.4%) do not use online databases.
- The study reveals that out of the respondents only 34.6% science faculties, 27.8% commerce faculties and 22.1% arts faculties use N-list databases.

#### USE OF SEARCH ENGINES

- Science faculty reveals that Google (75.3%) is the most preferred search engine followed by Yahoo (54.3%) while the least preferred search engines are Mamma, Dog pile and Excite (14.8%) followed by Hot Boat (13.6%).
- Commerce faculty reveals that Google (75%) is most preferred search engine followed by Yahoo(58.3%) and the least preferred are Mama and Dog pile (22.2%) followed by Hotbot and Excite (27.8%).
- Arts faculty reveals that Google (61.4%) is most preferred search engine followed by Yahoo (50%) and the least preferred is Excite (13.1%) followed by Dog pile (13.9%).
- The study of Internet search techniques used by faculty reveals that majority of the respondents are not aware of search techniques and the majority of the respondents are using Boolean Operators and case sensitivity. The least preferred are phrase searching and wild card and truncation followed by proximity search (18.5%).
- Slow speed of the Internet followed by downloading problem, information overload, finding relevant information and lack of training are the problems faced by the faculty members while accessing Internet.

**READING ON INTERNET IN LEISURE TIME**

- Reading on internet during leisure time by science faculties reveals that majority of 43.2% often reads online news followed by e-books (24.7%), sports information (18.5%). The online magazines are very often read by 19.8% respondents. The majority of respondents rarely read sales information (34.6%) followed by movie review, health information and comic strips (25.9%), horoscope and weather report (24.7%), job information (23.5%), Jokes (22.2%) and stories and novels (21%). Playing games on internet during leisure time is least preferred by the respondents
- Commerce faculties reveal that majority of 36.1% often reads online magazines. The majority of 22.2% always read e-books. The majority of respondents rarely read online news (61.1%) followed by movie review (38.9%), comic strips (33.3%), health information and job information (30.6%). Playing games on internet (16.7%) during leisure time is rarely preferred by the respondents followed by stories and novels (19.4%).
- Arts faculties reveals that majority of respondents is not reading on internet during leisure periods.

**OPINION ABOUT USER EDUCATION**

- The study of effective method of users education reveals that the majority of science faculties are of opinion that they should be educated in how the libraries should be used (51.9%) followed by how to locate the information in libraries, and how to consult documents (33.3%) and effective searching of www (30.9%). The majority of commerce faculties are of opinion that education is needed on how to consult the documents (50%) followed by how the libraries are used effectively (47.2%), information to be located and effective searching of www (44.4%). The majority of arts faculties are of opinion that they should be trained on how information is located (41.8%) followed by effective use of www (37.7%) how the libraries can be used effectively (35.2) and how the documents can be consulted (31.1%)

**GENERAL READING HABITS**

- General reading habit of science faculty reveals that the majority of 98.8% are reading news paper, followed by Magazines (84%) and general knowledge books (80.2%) only 38.3% are reading novels and 23.5% classical literature. Same trend is followed by commerce and arts faculties with the only exception that the classical literature is preferred to magazines by arts faculties.
- The study of preference of language as general reading habits of science faculty reveals that English and Marathi. Commerce and Arts faculty reveals that the majority preferred Marathi followed by English and Hindi language.
- Language preferred by the respondents who are reading newspaper reveals that all the faculties preferred to read in Marathi language followed by English and the least preferred language is Hindi.
- The study of topic/areas of reading of newspaper among the science faculties reveals that the majority never preferred editorial (28.4%) however (25.9%) percent opinioned that they preferred editorial in the newspapers. The majority of 44.4% preferred science and technology followed by national news (37%), International news (32.1%), about famous people (27.2%) and university/education news (22.2%). Commerce faculty reveals that the majority always preferred editorial (36.1%) followed by articles (33.3%) and university/education news (33.3%), business/economics news (30.6%). The majority often preferred to read Literature (33.3%) followed by religions and opinions (27.8%). Arts faculty reveals that the majority always preferred editorial (35.2%) followed by national news (32%) and International News (27%).
- The study of fiction reading habits of science faculty reveals that the majority of 33.3% respondents always read scientific fictions. The majority often read detective (34.6%). However the majority opinioned that They never read on romance (51.9%) followed by classics (46.9%), fantasy (40.7%), adventure (39.5%) and historical (29.4%). Commerce faculty reveals that very few of the commerce faculty read on romance, detective, classical, and scientific, adventure, fantasy and historical literature.
- 79% science faculty members are member of Public libraries followed by commerce with 52.8% and arts faculty with 44.3%. The study reveals that the majority of 77.8% of science faculty and commerce faculty and 65.6% arts faculty feels that the library literature is useful to develop the reading habits.

**VIEWES ABOUT LIBRARY COLLECTION**

- 42.5% science faculty opinioned that the collection is good and 37.5% opinioned that the collection is very good. Among the commerce faculties the majority i.e. 47.2% opinioned that the collection is good and 38.9% opinioned that the collection is very good. The majority of arts faculty (53.8%) opinioned that The library collection is good.
- The majority of the faculties are satisfied with the assistance provided in locating the documents by the library staff. The library staff provides assistance in locating the manual catalogue, computerized catalogues, books and documents, Current periodicals, reference books and online information.

**DIFFICULTIES IN DEVELOPING READING HABITS**

- Difficulties faced by science faculties reveals that they are facing problems in developing the reading habits in general but the majority of respondent opinioned that they have little difficulties due to Inadequate resources of parent library (49.4%) followed by locating suitable sources. and problem of understanding research reports and statistics (48.1%), Getting information quickly (46.9%), problem of Finding time to look for / to read information (45.7%), Inadequate reference services / referral services and . lack of proper guidance (43.2%), No library facilities in the nearby vicinity of the work place and no library automation (40.7%), material available in different languages and getting up to date material (39.5%)
- Difficulties faced by commerce faculties reveals that they are facing problems in developing the reading habits in general but the majority of respondent opinioned that they have little difficulties locating suitable sources (44.4%) followed by understanding research reports and statistics (36.1%). The majority of respondents faced considerable problem of finding time to look for / to read information (41.7%) followed by getting information quickly (38.9%).
- Arts faculties reveals that they are facing problems in developing the reading habits in general but the majority of respondent opinioned that they have little difficulties locating suitable sources (43.4%) followed non availability of library facilities in the nearby vicinity of the work place (42.6%), finding time to look for / to read information (39.3%), understanding research reports and statistics (37.7%) inadequate resources of parent library (36.1%), material available in different languages (34.4%), getting up to date material (32.8%) and poor organization of reading material on shelves (29.5%).
- The data was collected from 24 respondents i.e. College Librarians. All the librarians possess Master degree in Library Science and Nine (37.5%) of them have passed NET/SET and Five (20.83%) librarian possessed Doctor of Philosophy in library science. Out of 24 libraries under study only 11 libraries are having semi-professional staff ranging from one to five. The study of financial sources of library reveals that 75% of libraries obtain finances for libraries through parent institution followed by 66.7% from membership fees, 54.2% from fine collection, and 41.7% through UGC and 16.7% through contribution from State Government. The budget under each head is increasing year wise for proper maintenance of libraries.
- The analysis of current library stock shows that 54.1% libraries under study has less than 10,000 book collection. Regarding the back volumes of the periodicals 5 (20.8%) libraries have less than 50 volumes and only GSC, Wardha has 4000 back volumes of periodicals. The study of reference books shows that 14 (58.3%) libraries have less than 1000 reference books and two libraries NACSC, Wardha (4849) and ASM, Pulgaon (4035) has more reference books.
- The analysis of preference of language for general reading habits as reported by the librarian reveals that the faculties prefer all the languages i.e. English, Marathi and Hindi.
- The study of library resources subscribed for reading habits reveals that Magazines are most preferred source subscribed followed by Newspaper and Indian periodical. However it is observed that foreign Journals are least preferred compared to other library sources.
- The study of availability of computers in library reveals that 62.5% libraries have computers and 37.5% do not have computer facility at the libraries.
- Most preferred library software is LIBMAN software used by 37.5% of libraries followed by LIBSOFT used by 8.3%
- 29.2% libraries are connected to central computer with 54.17% libraries having internet connection in the libraries. The average per week internet users varying from 15 to 200 Accessibility of N-list is available at only 33.3% college libraries.
- Teachers need various types of information viz. theoretical, reviews, experimental designs, production materials, computer programs etc. Reviews, State of Arts, Production Material, Economic Marketing, and Statistical data are occasionally required by the faculty. Standards and specifications are also rarely used by the teachers.

- The main purpose of collecting and using the information by faculty members is teaching purpose. Examination work was reported with occasionally required parameter, Fundamental research- rarely required. Frequently the information is used for writing and publishing papers and participating in seminars and conferences.
- Librarians opined that the indexing and abstracting services provided are satisfactory while 33.3% stated it as poor. Circulation, Content page, OPAC, Display Board, News paper clipping, SDI, CAS, reference service are in good and excellent categories. E-content promotion service is not satisfactory as stated by 45.8% Librarians.
- Librarians adopt various methods and activities to promote reading habits among faculty members and students viz. Orientation of teachers, Library Activities, Teacher Based Activities, Open access system, Book-reviews, Audio/Video sessions, etc.
- Only 5 (20.8%) Librarians stated that the collection in their library is Very Good while 16 (66.7%) said it is Good and 3 (12.5%) said, it is Fair.
- 91.7% librarians provide assistance in using manual catalogues, 58.3% in using OPAC. 95.8 % libraries provide assistance in use of books, current periodicals and reference books. 66.6% libraries also assist in using online information.
- According to the librarians maximum staff co-operate whole heartedly to the users and in few cases non cooperative. Indifferent attitude was also observed in few cases. Rarely is it discouraging.
- Librarians provide assistance to the faculty members in conducting their research at personal level in selection of research topics, research tools, in preparation of bibliography and by providing them bibliographies for research purpose. 95.8% Librarians are satisfied with the services they offer in their libraries.

## CONCLUSIONS

The following conclusion can be drawn based on the study

- The information needs of teachers in Wardha district varies from faculty to faculty. Science teachers need Product Material, Equipment and Apparatus related information Theoretical/Basic/Scientific and Technological Research, Experimental Designs, Methods, Process and Procedures, Results and Applications, Standards and Specifications more frequently. The Commerce teachers mostly require Economic and Marketing related information and they also use Theoretical / Basic/ Scientific & Technological / Research related information. Types of information needs of Arts faculty shows highly sought option for Social and Political related option while Theoretical /Basic/Scientific & Technological Research; State of Arts and Reviews; Results and Applications; Statistical related information is frequently required. Patent related information is again occasionally required for science teachers.
- All the teachers use the information for teaching and research purpose though the percentage varies in arts, commerce and science. Science teachers use the information for laboratory works, writing research papers and for setting up and using equipments also. Commerce teachers use the information for fundamental research, Guiding & sharing information with members of the team and also for guiding research. Arts teacher make use of information for Fundamental research, planning activities, guiding research and for preparing speech.
- Research thirst in own field, Self satisfaction/self improvement and desire to achieve professional excellence are the main motivators for seeking information for science teachers. Need to qualify for promotion, Self satisfaction/self improvement and desire to achieve professional excellence are the motivators for commerce teachers. Research thirst, Desire to gain recognition, Self satisfaction/self improvement are the motivators for arts teachers. These conclusions have been drawn from the highly sought options by maximum number of teachers.
- Most frequently used sources of information by science teachers are books, Hand books/Year books/Directories/manuals/Treaties, Review Journals/Abstracting Journals, e-journals and they also attend seminars and conferences regularly for getting latest developments in their fields. Commerce teachers use books more frequently and rarely use CD-ROM Databases and e-journals. They do discuss with colleagues and attend seminars and conferences regularly. Arts teachers use Books, Hand books /Year books/ Directories / manuals / Treaties, Dictionaries / Encyclopedias and Learned periodicals most frequently. They also discuss with colleagues and attend seminars and conferences regularly.
- Books are more frequently used by teachers because of Simple presentation of text, Format & Appearance, Easy Accessibility and wide subject coverage. Reference books for Format & Appearance and easy accessibility. Journals for Currency & up to date material, prestige & priority and higher standard of presentation. Reports for Bibliographical Reference. Patents are used for Prestige, priority and recognition and as a status symbol.
- Some teachers do not prefer books due to various reasons like Information given is obsolete, Lack of better index and narrow coverage. Reference books for obsolete information, time lag and expensive to own. Journals for narrow coverage. Reports for biased referencing and poor quality. Patents for non-availability.
- The teachers try to collect the information for day to day activities Personal contact and discussions with Colleagues, through Computer Networks and by attending meetings, Symposia, Conferences etc.
- Arts teachers visit libraries more followed by science and then commerce. The teachers mostly need to consult subjects, besides their own field specialization. However the personal subscription to journals is less.
- The teachers have given top priority for the use of Text books, Journal / Periodicals, Popular magazines and Research reports while low priority to Novels, Poetry, Humors, Short stories and Dramas.
- The teachers think that text books and reference book collection in their institute is adequate but journal, Dissertation /Theses and Indexing/Abstracting/Reviewing periodicals are partially inadequate.
- Borrowing privileges, Reference Services, Referral Services and Latest addition lists are the services rated as top priority but Photocopying Services, Inter Library Loan Services, Translation Services are rated as low priority services by the teachers.
- Teachers use Internet mostly for education, news, e-mail and literature search purposes. Often it is used for social networking downloading the courseware and software. Motivation factors are Collaborative Research and desire to keep up to date.
- Limited use of e-books, e-journals and databases is observed. N-LIST facility is also available only in few colleges. Google is the most favoured search engine. The teachers are not fully aware of search techniques but use Boolean operators and case sensitivity options. Slow speed connectivity and downloading problems are the main problems faced by teachers in accessing online information. Internet reading in leisure time is not a popular phenomenon among teachers.
- The teachers recommended proper and well planned user education programmes from their libraries in order to enhance their reading habits.
- News paper is the preferred source of information for leisure reading followed by magazines and general knowledge books. Teachers possess the membership of public libraries and are of the opinion that the public libraries also help them in improving their reading habits.
- Getting information quickly, getting up to date material, Lack of proper guidance, Poor organization of reading material are some of the difficulties reported by teachers in development of their general reading habits.
- Librarians are working hard to improve the reading culture among students and teachers by arranging various activities viz Orientation of teachers, Open access system, Project work method, Classroom library, Celebration of library week, Storytelling method, Book-banks, Quiz-competitions, Book-reviews, Animating stories, Drama, Group-discussion, Audio/Video sessions, Communication Skills Workshops, etc.

## SUGGESTIONS

- The challenge for teachers today is to learn new methodologies, new content and new ways of thinking. In order to teach students to read and to maintain their reading engagement, teachers must read extensively.

- The user awareness/orientation programmes/information literacy programmes should be effective and innovative. The librarians should work hard in this direction. The teachers should be trained in locating, evaluating and using the information from traditional resources as well as from modern sophisticated tools. Librarians should assist faculty Members in learning the use of OPAC, search engines, E-mail and CD-ROM techniques and inform them of the websites databases available through the various networks.
- Special awareness programmes should be conducted for creating awareness about and inculcating skills to retrieval of relevant information from online resources.
- The libraries should organize extension and promotion activities viz.
- Teachers should be asked to make presentations at faculty meetings and in-services based on their recent readings.
- Teachers need to be encouraged to share their experience and research in journals that researchers will read.
- The arrangement of books on the shelves should be as per the classification order so as to ensure an easy and quick way of locating required reading materials.
- There is a need for separate reading room for faculty members, and provide newspapers, magazines, national and international journals, reference books etc., to have the latest information.
- Library should arranged book exhibition frequently which can be help to create the interest among the faculty members and which will help to improve the reading habits as well as developing the knowledge.
- College management should provide infrastructural facilities to the college libraries.
- Reading habits cannot be developed in a day. It's a constant process to be pacified from time to time by motivation. Motivation includes better work culture, infrastructural and other library facilities and feedback from the higher authorities.
- Rewards be offered to the readers on the basis of the knowledge and information. He/she acquired from regular reading.
- Keeping in view of the trends in information sharing and lack of appropriate bibliographic retrieval tools, it is suggested that union catalogue of holding college libraries in Wardha District may be compiled especially for journals, reports and Thesis. This would facilitate inter-library loan among the libraries.
- Libraries should provide accessibility to N-List services.
- In the light of the growing importance of the youth in the affairs of the country, the National Book Trust took an initiative to frame a National Action Plan for the Readership Development among the Youth (NAPRDY) and entrusted the job of undertaking the first ever National Youth Readership Survey from the perspective of book reading habit to the National Council of Applied Economic Research (NCAER). On the similar lines, University Grants Commission can also plan such survey and plan policy for Readership Development among Teachers.

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