Impact of Information and Communication Technology (ICT) on Reading Habits of Postgraduate Students in Universities Located in Chittoor District: A Study

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Abstract - *The main purpose of this study was to investigate the Impact of Information and Communication Technology (ICT) on Reading Habits of Postgraduate Students in Universities Located in Chittoor District: A Study. There are seven universities in Chittoor District. Among them, three universities namely Sri Venkateswara University, Tirupati, Sri Padmavathi Mahila Viswavidyalayam (Women's University) and Dravidian University, Kuppam which are general universities, have been selected for the study. From each university, 300 postgraduate students have been selected as a sample by using simple random method. A total of 900 postgraduate students from 3 universities were selected as sample. Finally, the researcher has received usable filled in 745 questionnaires from the respondents.*

Keywords: Information Communication Technology, Reading Habits, Postgraduate Students, Universities, Chittoor District.

1. Introduction

Now days Information is available and can be used by people through technologies. The use of information through technology has become the need in daily life. Due to information technology there has been digital divide in the society and a new term has come up, called Information Society. The concept of information society emerged in the 1970s and by 1990's the term got popular in present era. In an information society, the quality of life and prospects for change in social and economic development depends upon information and its exploitation. Now throughout the world the society is known and divided as information rich society and information poor society. The change in the social structure has affected on the values, customs and economic activities of the society and people are facing new challenges in everyday life than ever before.

Information and Communication Technology(ICT) Toomey from the Center of Lifelong Learning at the Australian Catholic University emphasizes both information technologies and communication technologies in his definition of information and communication technologies (ICT) for teaching and learning: Information and Communication technology (ICT) generally relates to those technologies that are used for accessing, gathering,

manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and videoconferencing) http://portal.unesco.org/education/. ICT is a combination of Hardware, Software, Telecommunication and Internet that enable society to create, collect, consolidate and communicate the information in multimedia formats to be used for various purposes. ICT is a basic term used for processing, storage and transfer of information with the application of computers and telecommunication technology in the task of information handling and information to flow from generating to use. ICTs are those technologies that enable the handling of information and facilitate different forms of communication. These include capturing technologies (e.g. camcorders), storage technologies (e.g. CD-ROMs), processing technologies (e.g. application software), communication technologies (e.g. Local Area Network) and display technologies (e.g. computer monitors).

Reading is a unifying and civilizing force and tends to unite social groups through the dissemination of common experiences. It is an endless activity and an open door to the ever-increasing knowledge of the universe. It helps us to know the current events and make future plans to solve problems in life. It widens the range of information and broadens our outlook. Reading is a basic tool for the people to lead a good life, since it provides the power of thinking which makes man logical. It helps one to acquire clear understanding, develop rational attitude and reach sound conclusions. Good reading controls the emotions, changes the habits, and enhances the personality of the reader by reconstructing his behaviour.

A habit is repeated regularly even without thinking. Reading habit is best formed at a young impressionable age from school, colleges and universities but once formed can last rest of one's life. Reading habit is one of the best habits that the children should possess. Habit of visiting library from an early stage becomes a part and parcel of life at later age. The library culture from the beginning can make postgraduate students to be more inquisitive about the things and happenings surrounding the human life. Library culture has to be promoted among postgraduate students since most of the students can not afford to purchase reading materials individually.

Reading habit would increase the knowledge of the postgraduate students and develop their academic and social information. Reading influences accuracy of information as well as the attitudes, moral beliefs, judgments and action of readers. It also serves as a source of pleasure and recreation. The companionship of books permits the postgraduate students to form an interest in reading and furthers his intellectual and emotional development. Colleges and Universities is likely to be of more lasting benefit than the habit of reading and the ability to use books for enjoyment and information.

Unless reading develops as an automatic activity, outside and unrelated to the class room, it can make little contribution to the intellectual growth of the postgraduate students and hence to their overall personality. Hence it is essential to inculcate and retain reading habits among postgraduate students.

2. Review of literature

Chauhan & Lal (2012) carried out a research work on the impact of Information Technology on reading habits of college students. The study indicated that reading habits changed from paper-based to Internet-based reading. Majority of students (98%) read online information

sources every day only 24% of them read emails every day. The students use the Internet to listen music (96%), chatting with friends (96%), reading online information (84%) and viewing online photo albums (60%).

Eta et al. (2015) surveyed a study on the impact of information and communication technology (ICT) usage on students' study habits in the Department of Business Education, Delta State College of Physical Education, Mosogar (DESCOPEM). To achieve this aim, the study adopted a survey research method. The sample size is 100 students selected randomly from Business Education Students. Questionnaire was the instrument used for data collection. Two research questions were developed to guide the study. Frequency and percentage were used to analyze the two research questions. The findings of the study reveal that ICT impacts to very high extent on students' academic studies. The study also indicated that DESCOPEM students use ICTs to support and improve their academic studies at a very high extent. The study concludes that from the results of the analysis computer usage, internet usage and mobile phone usage no doubt has significantly influenced students' study habits in DESCOPEM. Based on these findings, the study recommended that, the government should provide ICT gadgets in DESCOPEM; information literacy should be taught as a general course in first year in DESCOPEM; parents should endeavour to provide ICT gadgets with internet connectivity for their children at all levels of education and also monitor them to be sure that these ICT gadgets are used positively; students should learn to use social networking sites constructively; mobile phones in the classroom should not be banned but should be welcomed with open arms and used as a teaching tool and not a means of distraction and aids to examination malpractice as so many teachers perceive them to be; and use of DESCOPEM e-library by students should be cost-free if provided.

Naveen and Nagesh (2016) have conducted a study on Impact of ICT on Reading Habits of Engineering Students: A Study. The developments in the Information and Communication Technologies (ICT) have changed education system or curriculum around the world rapidly. The global changes particularly the ICT has impact on reading habits of students. ICT refers to any device or product which enables the "capturing, storing, transmitting and displaying data and information electronically." This study ensures whether ICT influencing the reading habits of the engineering students. On the basis of the findings discussed impact of ICT on reading habits of students. It is evident from the study that 100% of the respondents have the reading habits. 91% of respondents agreed that the ICT has made an impact on their reading habit.It is notable that more than half of the respondents (65%) use the internet to read e-books.

Kumara & Sampath Kumar (2018) carried out a study on the impact of ICT on the reading habits of the students of Tumkur University. The survey was conducted using a well design and structured questionnaire. A total of 440 postgraduate students of faculty of Arts, Science and Commerce were chosen. The result of this study showed that most of the students are female (61.6%) and most of them (72.3%) are from rural areas. The study found that students read books daily at home (69.5%) followed by classroom (51.1%). The students strongly agreed that the print books are costlier than Internet sources (32.3%). The study results also indicated that students are accessed Internet every day and the students used ICT in support of their academic work. The study recommends that the university authorities in to provide more ICT facilities to all the postgraduate students. It is also necessary to conduct more ICT based learning programmes to the students.

3. Objectives of the study

The specific objectives of the present study are:
- To examine the reading habits of the Postgraduate students;
- To identify the role of parents, friends and faculty in developing reading habits among children;
- To know the availability of books and periodicals useful to students in   university libraries;
- To assess the role of university libraries in the promotion of   reading habits;
- To know the impact of ICT on reading habits among postgraduate students;
- To examine the differences, if any, among the various groups of postgraduate students namely male and female, S.V.U., S.P.M.V.V., and D.U., Arts, Science, Technical and Management students and rural and urban students; and
- To suggest appropriate measures to promote reading habits among postgraduate students.

4. Scope and limitations of the study

The study is confined to the postgraduate studying in Postgraduate courses only in the universities of Chittoor District, Andhra Pradesh. The users of libraries of S.V.U, S.P.M.V.V. and D.U are postgraduate students, research scholars and faculty members. Due to limitations of time and cost involved, the study is limited to examine the impact of ICT on their reading habits of postgraduate students only.

5. Methodology of the study

The following methodology is used for the present study:

As the population of the study is large due to constraints of time, money and efforts involved, the investigator selected a sample by simple random sampling method.There are seven universities in Chittoor District. Among them, three universities namely Sri Venkateswara University, Tirupati, Sri Padmavathi Mahila Viswavidyalayam (Women's University) and Dravidian University, Kuppam which are general universities, have been selected for the study. From each university, 300 postgraduate students have been selected as a sample by using simple random method. A total of 900 postgraduate students from 3 universities were selected as sample. Finally, the researcher has received usable filled in 745 questionnaires from the respondents. The total data needed for the study was collected during the period from January 2018 to May 2018.

6. Analysis and interpretation of data
6.1. Library visit

A question has been asked to the respondents to know their frequency of library visit. The replies given by them are shown in Table-6.1.

Table-6.1
Distribution of respondents according to their replies with regard to their frequency of library visit

Frequency	Gender		University			
	Male (n=301)	Female (444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total
Daily	155 (51.5)	115 (25.9)	98 (39.0)	57 (22.8)	115 (47.1)	270 (36.2)
Twice in a week	70 (23.3)	179 (40.3)	76 (30.3)	101 (40.4)	72 (29.5)	249 (33.4)
Once in a week	50 (16.6)	87 (19.6)	38 (15.1)	55 (22.0)	44 (18.0)	137 (18.4)
Once in a month	5 (1.7)	42 (9.5)	18 (7.2)	23 (9.2)	6 (2.5)	47 (6.3)
Occasionally	21 (7.0)	21 (4.7)	21 (8.4)	14 (5.6)	7 (2.9)	42 (5.6)
Total	301 (100)	444 (100)	251 (100)	250 (100)	244 (100)	745 (100)

It is evident from Table-6.1 shows that 270 respondents (36.2%) visited library daily followed by Twice in a week 249(33.4%), Once in a week 137(18.4%), Once in a month 47(6.3%) and remaining of them respondents 42(5.6%) visit library Occasionally.

6.2. Time spent

A question has been asked to the respondents to know the amount of time they spent in the library per day. The replies given by them are shown in Table-6.2.

Table-6.2
Distribution of respondents according to their replies with regard to their time spent in the library per day

Time Spent	Nativity		University			
	Rural (n=442)	Urban (n=303)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
Less than 1 hour	120 (27.1)	87 (28.7)	31 (12.4)	85 (34.0)	91 (37.3)	207 (27.8)
1 -2 Hours	251 (56.8)	165 (54.5)	144 (57.4)	142 (56.8)	130 (53.3)	416 (55.8)
2 - 3 Hours	45 (10.2)	36 (11.9)	47 (18.7)	22 (8.8)	12 (4.9)	81 (10.9)
More than 3 hours	26 (5.9)	15 (5.0)	29 (11.6)	1 (.4)	11 (4.5)	41 (5.5)
Total	442 (100)	303 (100)	251 (100)	250 (100)	244 (100)	745 (100)

The Table 6.2 portrays that 416 respondents (55.8%) spend one to two hours in library followed by less than one hour 207(27.8%), two to three hours 81(10.9%) and remaining of them respondents 41(5.5%) spend more than three hours in library.

6.3. Purpose of visit library

A question has been put to the respondents to know the purpose of visit library. The replies given by them are shown in Table-6.3.

Table-6.3
Distribution of respondents according to their replies with regard to their purpose of visit library

Purpose	Gender		University			
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
To read Textbooks	263 (87.4)	407 (91.7)	196 (78.1)	233 (93.2)	241 (98.8)	670 (89.9)
To read Journals/Magazines	134 (44.5)	151 (34.0)	112 (44.6)	86 (34.4)	87 (35.7)	285 (38.3)
To read Project works	81 (26.9)	76 (17.1)	57 (22.7)	39 (15.6)	61 (25.0)	157 (21.1)
To use the Internet	156 (51.8)	137 (30.9)	104 (41.4)	67 (26.9)	122 (50.0)	293 (39.4)
To consult Reference books	140 (46.5)	204 (45.9)	119 (47.4)	113 (45.2)	112 (45.9)	344 (46.2)
To read the Competitive Exam books	182 (60.5)	175 (39.4)	157 (62.5)	81 (32.4)	119 (48.8)	357 (47.9)
To know about Career Opportunities	102 (33.9)	118 (26.6)	89 (35.5)	60 (24.0)	71 (29.1)	220 (29.5)
To use Electronic resources	84 (27.9)	59 (13.3)	54 (21.5)	25 (10.0)	64 (26.2)	143 (19.2)
To borrow books from the library	223 (74.1)	326 (73.4)	149 (59.4)	187 (74.8)	213 (87.3)	549 (73.7)

It is evident from Table-6.3 that 670 respondents (89.9%) are visit library for the main purpose of to read textbooks followed by to borrow books from the library 549(73.7%), to read competitive exam books 357(47.9%), to consult reference books 344(46.2%), to use Internet 293(39.4%), to read Journals/Magazines 285(38.3%), to know about career opportunities 220(29.5%), to read project works 157(21.1%) and remaining of them respondents 143(19.2%) are visit library for the purpose to use electronic resources.

6.4. Type of materials use

A question has been put to the respondents to know which type of materials use daily. The replies given by them are shown in Table-6.4.

Table-6.4
Distribution of respondents according to their replies with regard to their type of materials use daily

Type of materials	Gender		University			
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
Newspapers	244 (81.1)	318 (71.6)	168 (66.9)	175 (70.0)	219 (89.8)	562 (75.4)
Textbooks	124 (41.2)	216 (48.6)	109 (43.4)	125 (50.0)	106 (43.4)	340 (45.6)
Reference books	85 (28.2)	107 (24.1)	74 (29.5)	50 (20.0)	68 (27.9)	192 (25.8)
Competitive examination books	136 (45.2)	151 (34.0)	136 (54.2)	80 (32.0)	71 (29.1)	287 (38.5)
Spiritual books	39	51	38	20	32	90

	(13.0)	(11.5)	(15.1)	(8.0)	(13.1)	(12.1)
Fiction/Novels	36 (12.0)	69 (15.5)	36 (14.3)	34 (13.6)	35 (14.3)	105 (14.1)
Journals/Magazines	98 (32.6)	117 (26.4)	55 (21.9)	57 (22.8)	103 (42.2)	215 (28.9)
Internet/Sources	239 (79.4)	370 (83.3)	158 (62.9)	217 (86.8)	234 (95.9)	609 (81.7)

It is elucidates from Table-6.4 that respondents 609(81.7%) replied that they have internet/sources materials are used daily followed by newspapers 562(75.4%), textbooks 340(45.6%), competitive examination books 287(38.5%), journals/magazines 215(28.9%), reference books 192(25.8%), fiction/novels 105(14.1%) and remaining of them respondents 90(12.1%) replied that they have spiritual books are used daily.

6.5.Purpose of reading

A question has been put to the respondents to know their purpose of reading. The replies given by them are shown in Table-6.5.

Table-6.5
Distribution of respondents according to their replies with regard to their purpose of reading

Purpose	Nativity		University			
	Rural (n=442)	Urban (n=303)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
For Preparation of class notes	262 (59.3)	180 (59.4)	113 (45.0)	154 (61.6)	175 (71.7)	442 (59.3)
For preparation of exams	243 (55.0)	174 (57.4)	153 (61.0)	138 (55.2)	126 (51.6)	417 (56.0)
For updating knowledge	317 (71.7)	210 (69.3)	176 (70.1)	179 (71.6)	172 (70.5)	527 (70.7)
For recreational reading	110 (24.9)	71 (23.4)	54 (21.5)	54 (21.6)	73 (29.9)	181 (24.3)
For presenting a seminar	179 (40.5)	111 (36.6)	64 (25.5)	94 (37.6)	132 (54.1)	290 (38.9)
For preparation of projects	141 (31.9)	98 (32.3)	61 (24.3)	60 (24.0)	118 (48.4)	239 (32.1)

It is clear from above Table-6.5 that respondents 527(70.7%) replied that they main purpose of reading for updating knowledge followed by for preparation of class notes 442(59.3), for preparation exams 417(56.0%), for presenting a seminar 290(38.9%), for preparation of projects 239(32.1%) and remaining of them respondents 181(24.3%) replied that they purpose of reading for recreational reading.

6.6.Type of materials consult

A question has been put to the respondents to know their type of materials consult for the course. The replies given by them are shown in Table-6.6.

Table-6.6
Distributions of respondents according to their replies with regard to their type of the materials consult for the course

Types of materials consult	Gender		University			
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
Prescribed textbooks	214 (48.4)	293 (66.0)	159 (63.3)	163 (65.2)	185 (75.8)	507 (68.1)
Materials prepared by the college	131 (29.6)	156 (51.5)	97 (38.6)	84 (33.6)	106 (43.4)	287 (38.5)
Materials available on internet	154 (34.8)	240 (79.2)	127 (50.6)	132 (52.8)	135 (55.3)	394 (52.9)
Other books related to course	117 (26.5)	188 (62.0)	83 (33.1)	103 (41.2)	119 (48.8)	305 (40.9)
Borrowed notes from seniors/friends	128 (29.0)	203 (67.0)	67 (26.7)	118 (47.2)	146 (59.8)	331 (44.4)

It is noticed from Table-6.6 that respondents 507(68.1%) replied that they type of materials consult the course for prescribed textbooks followed by materials available on internet 394(52.9%), borrowed notes from seniors/friends 331(44.4%), other books related course 305(40.9%) and remaining of them respondents 287(38.5%) replied that they type of materials consult the course for materials prepared by the college.

6.7. Motivate to read books

A question has been put to the respondents to know them who motivate to read the books. The replies given by them are shown in Table-6.7.

Table-6.7
Distributions of respondents according to their replies with regard to know their motivate to read books

Motivate to read books	Nativity		University			
	Rural (n=442)	Urban (n=303)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
Librarians	62 (14.0)	24 (7.9)	26 (10.4)	19 (7.6)	41 (16.8)	86 (11.5)
Friends	137 (31.0)	88 (29.0)	80 (31.9)	70 (28.0)	75 (30.7)	225 (30.2)
Faculty	269 (60.9)	198 (65.3)	132 (52.6)	172 (68.8)	163 (66.8)	467 (62.7)
Parents	226 (51.1)	149 (49.2)	148 (59.0)	130 (52.0)	97 (39.8)	375 (50.3)

It is clear from Table-6.7 that respondents 467(62.7%) replied that they faculty motivate to read the books followed by parents 375(50.3%), friends 225(30.2%) and remaining of them respondents 86(11.5%) replied that they librarians motivate to read the books.

6.8. Parents suggest

A question has been put to the respondents whether to know their parents to suggest to reading books yes or no. The replies given by them are shown in Table-6.8.

Table-6.8
Distributions of respondents according to their replies with regard to know their parents suggest to read the books

Parent suggest	Gender		University			
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
Yes	248 (82.4)	409 (92.1)	218 (86.9)	239 (95.6)	200 (82.0)	657 (88.2)
No	53 (17.6)	35 (7.9)	33 (13.1)	11 (4.4)	44 (18.0)	88 (11.8)
Total	301 (100)	444 (100)	251 (100)	250 (100)	244 (100)	745 (100)

It is obvious from above Table-6.8 that majority of the respondents 657(88.2%) opined positively that they parents suggested to read the books and remaining of them replied negatively.

6.9. Faculty encourage

A question has been put to the respondents whether to know their faculty to encourage to reading books yes or no. The replies given by them are shown in Table-6.9.

Table-6.9
Distributions of respondents according to their replies with regard to know their faculty encourage to read the books

Faculty encourage	Gender		University			
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
Yes	285 (94.7)	429 (96.6)	242 (96.4)	245 (98.0)	227 (93.0)	714 (95.8)
No	16 (5.3)	15 (3.4)	9 (3.6)	5 (2.0)	17 (7.0)	31 (4.2)
Total	301 (100)	444 (100)	251 (100)	250 (100)	244 (100)	745 (100)

It is obvious from above Table-6.9 that majority of the respondents 714(95.8%) opined positively that they faculty encouraged to read the books and remaining of them replied negatively.

6.10.   Preferred media to read books

A question has been asked to the respondents to know the type of prefer media to read books and other materials. The replies given by them are shown in Table-6.10.

Table-6.10
Distribution of respondents according to their replies with regard to their preference of media to read books and other materials

Preference of media	Gender		University			
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Total (N=745)
Print Media	75 (24.9)	115 (25.9)	57 (22.7)	65 (26.0)	68 (27.9)	190 (25.5)
Electronic Media	53 (17.6)	60 (13.5)	35 (13.9)	33 (13.2)	45 (18.4)	113 (15.2)
Both	173 (57.5)	269 (60.6)	159 (63.3)	152 (60.8)	131 (53.7)	442 (59.3)
Total	301 (100)	444 (100)	251 (100)	250 (100)	244 (100)	745 (100)

The Table-6.10 reveals that majority of the respondents 442(59.3%) preferred to read books both print media and electronic media followed by print media 190(25.5%) and remaining of them respondents 113(15.2%) preferred to read books electronic media only.

6.11. Internet Access

A question has been put to the respondents to know whether they have accessibility of Internet. The replies given by them are shown in Table-6.11.

Table-6.11
Distribution of respondents according to their replies with regard to their accessibility of Internet

Reply	Gender		University			Nativity		
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Rural (n=442)	Urban (n=303)	Total (N=745)
Yes	297 (98.7)	440 (99.1)	245 (97.6)	249 (99.6)	243 (99.6)	436 (98.6)	301 (99.3)	737 (98.9)
No	4 (1.3)	4 (.9)	6 (2.4)	1 (.4)	1 (.4)	6 (1.4)	2 (.7)	8 (1.1)
Total	301 (100)	444 (100)	251 (100)	250 (100)	244 (100)	442 (100)	303 (100)	745 (100)

The Table-6.11 presents that majority of the respondents 737(98.9%) are have accessibility to Internet and remaining of them 8(1.1%) are have no accessibility to Internet.

6.12.   Place of access to e-resources

A question has been posed to the respondents to know from which place they use of internet. The replies given by them are shown in Table-6.12.

Table-6.12
Distribution of respondents according to their replies with regard to place from which they access to internet

Access Internet	Gender		University			Nativity		
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Rural (n=442)	Urban (n=303)	Total (N=745)
Home	175 (58.9)	283 (64.3)	146 (59.6)	157 (63.1)	155 (63.8)	266 (61.0)	192 (63.8)	458 (62.1)
Commercial centre	37 (12.5)	43 (9.8)	40 (16.3)	17 (6.8)	23 (9.5)	50 (11.5)	30 (10.0)	80 (10.9)
University Library	157 (52.9)	171 (38.9)	98 (40.0)	93 (37.3)	137 (56.4)	204 (46.8)	124 (41.2)	328 (44.5)
Departmental Library	144 (47.8)	198 (44.6)	43 (17.1)	115 (46.0)	184 (75.4)	222 (50.2)	120 (39.6)	342 (45.9)

The Table-6.12 portrays that majority of the respondents 458(62.1%) have access to internet in their homes followed by departmental libraries 342(45.9%), university library 328(44.5%) and remaining of them respondents 80(10.9%) have access to internet to their commercial centres.

6.13.   Purpose of using Internet

A question has been put to the respondents to know the purpose for which they use Internet. The replies given by them are shown in Table 6.13.

Table-6.13
Distribution of respondents according to their replies with regard to their purpose for which they use Internet

Purpose	Gender		University			Nativity		Grand
	Male (n=301)	Female (n=444)	S.V.U. (n=251)	S.P.M.V.V. (n=250)	D.U. (n=244)	Rural (n=442)	Urban (n=303)	Total (N=745)
To get Inf. for Course of study	218 (72.4)	349 (78.6)	178 (70.9)	200 (80.0)	189 (77.5)	335 (75.8)	232 (76.6)	567 (76.1)
To get inf. for job opportunities	202 (67.1)	270 (60.8)	172 (68.5)	163 (65.2)	137 (56.1)	287 (64.9)	185 (61.1()	472 (63.4)
To chat with friends	141 (46.8)	236 (53.2)	113 (45.0)	148 (59.2)	116 (47.5)	209 (47.3)	168 (55.4)	377 (50.6)
To do personal works	114 (37.9)	172 (38.7)	88 (35.1)	105 (42.0)	93 (38.1)	164 (37.1)	122 (40.3)	286 (38.4)
Online shopping Information/Latest fashion information	108 (35.9)	156 (35.1)	82 (32.7)	86 (34.4)	96 (39.3)	153 (34.6)	111 (36.6)	264 (35.4)
For reading newspapers	147 (48.8)	206 (46.4)	102 (40.6)	122 (48.)	129 (52.9)	214 (48.4)	139 (45.9)	353 (47.4)
Social networking sites	152 (50.5)	244 (55.0)	125 (49.8)	139 (55.6)	132 (54.1)	226 (51.1)	170 (56.1)	396 (53.2)
E-mail	223 (74.1)	370 (83.3)	175 (69.7)	223 (89.2)	195 (79.9)	353 (79.9)	240 (79.2)	593 (79.6)

The Table-6.13 shows that majority of the respondents 567(76.1%) use internet for the purpose of get information course of study followed by email purpose 593(79.6%), to get information for job opportunities 472(63.4%), social networking sites 396(53.2%), to chat with friends 377(50.6%), for reading newspapers 353(47.4%), to do personal works 286(38.4%) and remaining of them respondents 264(35.4%) use internet for the purpose of online shopping information/latest fashion information.

7. Findings of the study

The major findings of the study are:

- Majority of the 270 respondents (36.2%) visited library daily and 249 respondents (33.4%) Twice in a week.
- Above half of the respondents 416 (55.8%) spend one to two hours in library and 207respondents (27.8%) spend less than one hour in library.
- A high percentage of the respondents 670 (89.9%) are visit library for the main purpose of to read textbooks.
- Majority of the respondents 609(81.7%) replied that they have internet/sources materials are used daily.
- Majority of the respondents 527(70.7%) replied that they main purpose of reading for updating knowledge.
- Majority of the respondents 507(68.1%) replied that they type of materials consult the course for prescribed textbooks.
- Majority of the respondents 467(62.7%) replied that they faculty motivate to read the books.
- Most of the respondents 657(88.2%) opined positively that they parents suggested to read the books and remaining of them replied negatively.

- A high percentage of the respondents 714(95.8%) opined positively that they faculty encouraged to read the books and remaining of them replied negatively.
- Above half of the respondents 442(59.3%) preferred to read books both print media and electronic media.
- A high percentage of the respondents 737(98.9%) are have accessibility to Internet and remaining of them 8(1.1%) are have no accessibility to Internet.
- Majority of the respondents 458(62.1%) have access to internet in their homes and 342 respondents (45.9%) have access to internet in departmental libraries.
- Most of the respondents 567(76.1%) use internet for the purpose of get information course of study and 593 respondents (79.6%) use internet for email.

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