READING HABITS AMONG THE USERS OF DELHI PUBLIC LIBRARY, NEW DELHI: A SURVEY

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ABSTRACT

Study of data collected from 56 users by the administrating questionnaires among their attitudes towards reading habits and purpose of the visiting of libraries at Delhi Public Library, New Delhi, indicate that the, purpose of reading, preference of language, form of library collection, assistance from the library staff in the use of resources and services is necessary to help users meet their information requirements. Finds that people are unable to visit the library regularly due to lack or shortage of time and literature being mostly read by the users are magazines and newspapers.

Keywords: Users Study; Information Seeking Behavior; Public Library.

1 INTRODUCTION

The great essayist, Sir Richard Steele said, "Reading is to mind what exercise is to body" (COLE, 1994). It is said that healthy is the one who inculcates the habit of reading in one's younger days. Reading is primarily an intellectual activity and reading habit is a sort of attribute of a human being. Like other habits, the habit of reading in an individual develops during the course of time. Psychologically, habit is a product of learning; however, according to Devrajan (1979) "[…] reading is an art of interpreting the printed tools and written words". Reading is considered as a stepping stone to success, not just in schools but also throughout the adult life of an individual. Reading is regarded as a process, a mode of thinking, a kind of real experience and involves many complex skills: the ability to

perceive printed words, to skim for information and then perhaps read intensively. With adult readers, it is also found that reading contributes significantly to job success, career development and ability to respond to change.

"Reading makes an informed citizen fit for democracy. Effective reading is ore-requisite for full participation in modern society" is a view of a The United Nations Educational, Scientific and Cultural Organization (UNESCO) body. Conversely any government runs on the printed words. A nation who reads is the nation who leads is an old saying. Reading has education, a social and cerebral aspect. Smith and Robinson (1980) defined reading as "[…] an active attempt on the part of reader to understand a writer's message". Reading helps in the resolution of personal need and in the attainment of mental maturity and independence of thoughts. The practice of reading is influenced by many factors like home environment, subject background, age, status, etc.

Habit is a psychological aspect and is developed during a course of time as a part of personality of an individual. Raman (2007) in "Reading for pleasure" mentioned that lack of appreciation and understanding of good books and the failure to derive pleasure from a habit of reading underlines the problem of educational growth. Reading habit has been an area of active interest among the librarians and information scientists. It results from the recognition of some need perceived by the user, who as a consequence makes demand upon formal system such as libraries, information centers, or other persons in order to satisfy the perceived need.

Gray (1984) indicates that reading influences the extent and accuracy of information as well as attitude, moral belief, judgment, and action of the reader. The reading habit has one of the most powerful lasting influence in promotion of one's personal development in particular and social in general. Herman (1972) emphasized that status, age, group, sex and information needs of the library user's influence reading habit. The factors affecting the reading habits are: a) Nature of a reader; b) Needs of a reader; c) Nature of information required; d) Educational qualifications of a reader; e) Cost of reading material; f) Availability of reading material; g) Way of interaction of users and information.

Reading was once valued merely as a means of receiving an important message but, today reading research has defined the act of reading in itself as a multi-level mental process which contributes greatly to the development of the intellect. Great demands are made on the brain by the process of transforming graphic symbols into intellectual concepts; an infinite number of brain cells are activated during the storage process of reading. Combining thought units into sentences and larger language structure is both a cognitive and a language process. Reading is one of the most effective means of systematic development of language and the personality. It can help to remove the much talked about educational barriers, allowing more equal chances in education primarily by the promotion of language development and intellectual training, and reading enhances the possibility of adjustment to one's personal situation.

2 PUBLIC LIBRARY

A public library can be defined as "[…] a library whose patrons are the general public in a community". It can also be defined as "[…] a public library is a library which is accessible by the public and is generally funded from public sources (such as tax monies) and may be operated by civil services".

While defining the public library the UNESCO Manifesto for Public Libraries issued in 1949 and revised in 1972 states

> […] the public library is a practical demonstration of democracy's faith in educational universal education as a continuing and life long process, in the appreciation of the achievement of humanity in knowledge and culture. It is the principal means whereby the record of man's thoughts and ideas and the expression of his creative imagination are made freely available to all. It is concerned with the refreshment of man's spirit by the provision of books for relaxation and pleasure (UNESCO, 1972).

The Manifesto (UNESCO, 1972) further emphasizes that:

1. The public library should be established under 'the clear mandate of law';

2. It should be 'maintained wholly from public fund';

3. There should be no 'direct charge for any of its services'; and

4. It should be open 'for free and equal use by all members of the community', irrespective of their age, sex, religion, language, status or level of education.

2.1 Delhi Public Library

Delhi Public Library was conceived on western lines to be free to its users for circulation and reference services to all. It was the first UNESCO pilot project in collaboration with the then Ministry of Education, Government of India. The Library had its origin, a resolution passed at the 4th General Conference of UNESCO held at Paris in September 1949. A Pilot Project for Public Libraries was established as a part of the campaign for spreading of fundamental education. The Government of India invited UNESCO to start this project in India and Mr. E. N. Petersen was deputed by UNESCO in November, 1949 to draw up an agreement with the Government of India in this regard. A provisional agreement was signed between UNESCO and the Government of India in February, 1950 which was ratified by the General Conference of UNESCO held at Florence in May, 1950.

It was agreed upon that the project be located in Delhi. Accordingly the Delhi Library Board was constituted by the Government of India on February 7, 1951. Mr. Edward Sydney – an eminent British Librarian –, was appointed Advisory Director in December 1950. He left in June 1951 and was succeeded by Mr. Frank Gardner – another renowned British Librarian –, as UNESCO Consultant in November 1951,

The opening ceremony was performed by the first Prime Minister of India Mr. Pt. Jawahar Lal Nehru, on 27th October 1951, under the Presidency of the Minister of Education, Maulana Abdul Kalam Azad and a company of over 1200 persons. It was a western approach followed in India for the first time. Naturally there were hopes and doubts as well about its growth because Indian public was not used to free library services.

The project gained a lot of support from two sources, viz. the Government of India and UNESCO and showed signs of quick growth. When the Library was thrown open to public on 27th October, 1951 it had only 8,000 hurriedly processed books,

started serving books in three languages viz. Hindi, English and Urdu. Now the library has approximately 15 lack books and other reading materials including Hindi, English, Urdu and Punjabi languages and other subjects.

Fifty seven years is a long period in anybody's life. The library has therefore accumulated many more experiences for considerations over a period of time and space. Now after fifty seven years, from a seminal entity the Library has grown into a large Metropolitan library system and trying to reach all corners of the National Capital Territory of Delhi (KARIM, 2007).

2.1.1 Library System

The library system comprises the following Branches and Units of services:
- Central Library, opposite the old Delhi Railway Station;
- Zonal Library at Sarojini Nagar;
- 3 Branch Libraries at Patel Nagar, Karol Bagh & Shahdara;
- 27 Sub-branches;
- 6 Community Libraries;
- 23 Resettlement Colony Libraries;
- 29 Deposit Stations;
- 1 Braille Library;
- 1 Sports library;
- 1 Prisoners Library;
- Mobile Libraries weaving a web of services throughout the NCT of Delhi.

2.1.2 Governing Body

Delhi Library Board (DLB) administers the affairs of Delhi Public Library. The Chairman of the Board is nominated by the Union Minister of Tourism and Culture. The Board consists of Chairman, Vice-Chairman, representatives of the Department of Culture, Delhi Administration, Municipal Corporation of Delhi, New Delhi Municipal Committee, UNESCO, four co-opted members and Director of Delhi Public Library.

The executive head of Delhi Public Library is the Director and at present the Director of the Library is Dr. Banwari Lal. The Delhi Public Library receives both non-plan and plan grant from the Department of Culture, Ministry of Tourism and Culture, Government of India[1] (COLE, 1994).

2.1.3 Extension Services

Under the extension services, this library provides following services to its readers: a) Deposit Stations, b) Social Education Services, c) Gramophone and Music Cassettes Library, d) Braille Department, and e) Service to prisoners.

Readers' Services: One of the basis on which the Library was conceived was the membership should be free without any subscription, and that a refundable security deposit should only be charged when a suitable guarantor could not be found. Anyone, fulfilling the above condition can enroll as a member of this library after filling the prescribed membership card priced Rs.2/- [around US\$ 0,04[2]] only. Enrolment is valid for two years, which can be renewed again. Members are given one to three Borrowers' Tickets depending upon the size of the library service unit, against which books are issued for 14 days, which can be renewed further.

Social Education Services: Organizes group activities among the adult members in the Central Library for the development of individual's inner talent/aptitude. At present following groups are functioning: Drama, Music, Social Study, Literature Study, Music Coaching, Naturopathy[3] and Homeopathic Studies etc. It also arranges book exhibitions, film shows, television programmes and lectures etc. for the reader's benefits. To participate in these activities it is a pre-condition that one has to be a member of the library. The library caters to promote cultural interest of its members and the general public through group activities and audiovisual programme.

Competitions and Prizes: Organizes annual competitions to encourage cultural interests of Adults, Children and visually handicapped members. Prizes and certificates are also given to the members.

Gramophone and Music Cassettes Library: It offers a gramophone records/audio/video cassette lending service for its registered members for free of charge. These records/cassettes comprise classical instrument and light music, *bhajans*[4], *ghazals*[5], film songs etc. Facilities for listening songs through linguaphones are also provided by this department.

Braille Department: Is the specialized service of the Delhi Public Library, which is devoted to cater to the reading needs of the visually handicapped and cultivates reading habits among them. This department not only provides braille books but also transcribes books in braille.

Service to Prisoners: The library provides its services to the prisoners in the *Central Tihar Jail* of the national capital territory of Delhi.

Reading Rooms (use of periodicals and newspapers): The library is continuously engaged in developing reading interests among the people of the national capital territory of Delhi. It has provision of reading rooms in all the service units to provide information on various walks of life by making available daily newspapers and popular periodicals and journals.

2.1.4 Computerization

Delhi Public Library has started automation of library activities in the year 1995 by installing Computers. From the year 1997 onwards Computer Division has started creating Database of books received under D.B Act using CDS/ISIS Software. Up to November 2005 about 38650 records are created in English Language and 26918 records are created in Hindi language. The list of new arrivals is generated through computers in English & Hindi languages every month. E-mail &Internet facilities are also available for resource sharing. Delhi Public Library is also a member of Delhi Library Network (DELNET). Regular computer training is provided to the library staff. In house training is also organized in CDS/ISIS library software for the library professionals.

3 OBJECTIVES OF THE STUDY

The study has been conducted on the basis of certain objectives: a) To know whether people still manage to go to the library despite their busy schedules. b) To find out the reasons responsible for people not going to the library. c) To ascertain which group of people go to the library more. d) To find out the language of preference for reading. e) To find out the kind of activities that people engage themselves in during their leisure time. f) To know whether people find reading pleasurable or boring. g) To find how much time people spend on reading. h) To know the impact that reading has on the people.

4 REVIEW OF LITRARURE

Study of related literature implies locating; reacting and evaluating reports of research as well as report of casual observation and opinion that are related to the individuals planned research problems. The studied reviewed focus on the activities engaged in by the people in their leisure time, the kind of literature they read and the sources of that literature. The role played by public libraries in developing the reading habits of the people as also been given due importance.

Abdul Karim and Amelia Hasan (2007)[6] conducted a study entitled 'Reading habits and attitude in the digital age'. This study knows the reading habits and attitude of Bachelor degree students of ITs and Arts from International Islamic University, Malaysia. The IT students rely more on websites and they use electronic resources more than the arts based students (DEVRAJAN, 1979).

Sharma and Singh (2005) conducted a study under the title 'Reading habits of Faculty Members in Natural Science: A case study of University of Delhi'. This studies was based on the reading habits, and finding out the kind of literature read by respondents, how frequently the visit the library, to know the influence of subject background on their reading habits, purpose of reading etc.

Pors (2006) in his article entitled 'The public library and student's information'. This study opines the uses of public libraries among the students for the

purpose of study and public library as a substitute for an academic library. This study also finds out which section of the students depends heavily upon the services of the public libraries for the study purposes.

Suaiden (2003) in his paper under the entitled "The social impact of public libraries". Given the ideas about public library became a central point for the community in which it was situated and facilitated the introduction of books and reading into people's daily lives. Further that information society emerged and it showed that information generates power, especially when it is dissemination in a short space of time. Information started to be valued in a way it had not been before the businesses began to use all available technology, theories concepts and competitive tools like intelligence.

Satija (2002) examines that lays great emphasis has only upon one of the form of document, that is, books. Study also enunciates the advantages of books and reading habits over other media of communication. Printed word on paper will continue to be preferred for its psychological effects and convenience, tangibility, fixity and permanence. Reading does well to the society and to an individual, is the enduring faith on which the librarianship is founded.

Buragohan (1999) explores the study relates to the socio-cultural back ground of human resource development and role played by the public library in continuing education. The article also discusses the scene of public library in India after independence, throws light on the library legislation and all the public libraries acts since 1948, and also brings forth the prospect of public librarianship and financial sources.

Veeranjan and Rao (1999) in their article under the title "Role of public library in development of culture and civilization: An overview" state the importance of public library as a social institution having the function of preserving and disseminating human culture and civilization contained in books. The article evaluates the objectives of a library system and emphasizes upon the libraries as inheritors and the repositories of the past culture.

5 METHODOLOGY

The present study is conducted on a sample of 56 users in Delhi Public Library (6 adolescents, 18 college students, 18 from working class, 6 house wives and 8 old/retired people). A total of 64 questionnaires were administered among the users and 56 completely filled in questionnaires were received back by the investigator. Thus, the response rate is 87.5%. The investigator visited the Delhi Public Library, Delhi in order to distribute the questionnaires among the users of the library. The filled in questionnaires were collected back for data analysis. The data collected through the questionnaires are organized and tabulated. The data were shown clearly through tables and percentages and a relation was found out by applying the standard deviation and correlation. The collected data are organized and tabulated by using percentages. Statistical methods like standard deviation and correlation have been applied.

6 ANALYSIS

Question like five groups of the respondents were formed as adolescents 6 (11%), College students 18 (32%), Working class 18 (32%), Housewives 6 (11%), Old/retired people 8 (14%) and out of 56 respondents, 44 (78.57%) were male and 12 (21.43%) were female.

Table 1: Frequency of Visit to the Library.

Respondents Group	Daily	Once in a Week	Once in a Fortnight	Once in a Month
Adolescents	-	4 (66.6%)	2 (33.4%)	-
Working Class	-	14 (77.8%)	2 (11.1%)	2 (11.1%)
College Students	10 (55.5%)	6 (33.4%)	2 (11.1%)	
House wives	-	4 (66.6%)	2 (33.4%)	-
Old/retired people	6 (75%)	2 (25%)	-	-

The frequency of user's visits to the library has been classified in to four times gaps as sown in Table 1. From the above table, it can be interpreted that majority of the adolescents, 4 (66.6%) visit the library once in a week, followed by 2 (33.4%) go there once in a fortnight. Around 14 (77.8%) of the working class people go to the library once in a week, followed by 2 (11.1%) of go there once in a fortnight, followed by 2 (11.1%) of go there once in a month. Majority of the college students 10 (55.5%) visit the library daily few among them 6(33.4%) go there once in a week and only 2 (11.1%) visit the library once in a fortnight. None of the college students goes there seldom as once in a month. Around 4 (66.6%) of the house wives go to the library once in a week and 2 (33.4%) among them visit there once in a fortnight none of them go there daily or once in a month. Around 6 (75%) of the old/retired people go to the library daily and 2 (25%) of them visit there once in a week. No respondent in this category go there as infrequently as once in a fortnight or once in a month. It can be concluded from the table that maximum number of people manage to visit the library at least once in a week, and followed by those who go there daily.

Table 2: Reasons for Irregular Visit to the Library.

Respondents Group	Distance	Shortage of Time	Unavailability of Material	Poor Services of the Library	Any Other
Adolescents	4 (66.6%)	2 (33.4%)	-	-	-
Working Class	-	18 (100%)	-	-	-
College Students	8 (44.5%)	4 (22.2%)	4 (22.2%)	-	2 (11.1%)
House wives	4 (66.6%)	2 (33.4%)	-	-	-
Old/retired people	2 (25%)	-	2 (25%)	4 (50%)	-

The Table 2 clearly shows that 4 (66.6%) of the adolescents are unable to go the library daily because of the distance and around 33.4% face shortage of time. All the respondents 56 (100%) in the working class stated the problem of shortage of time for the irregular visits to the library. Around 8 (44.5%) of the college students are unable to visit the library regularly because of the distance whereas 4 (22.2%) said that they do not get much time and 4 (22.2%) did not find relevant material so they do not regularly visit the library. Only 2 (11.1%) did not face any of the above mentioned

problems. Distance was found to be the main reason for the majority of the housewives 4 (66.6%) and shortage of time for the rest of them 2 (33.4%). Another 2 (25%) among the old/retired people gave distance as the reason for their irregular visits, whereas another 2 (25%) among them did not find relevant material. The rest of them 4 (50%) were unsatisfied with the library services.

Table 3: Usage of Non-Print Materials in the Library.

Respondents Group	Always	Often	Sometimes	Rarely	Never
Adolescents	-	-	-	-	6 (100%)
Working Class	6 (33.3%)	-	6 (33.3%)	4 (22.2%)	2 (11.2%)
College Students	-	2 (11.1%)	4 (22.2%)	4 (22.2%)	8 (44.5%)
House wives	-	2 (33.4%)	-	4 (66.6%)	-
Old/retired people	-	-	2 (25%)	2 (25%)	4 (50%)

From the Table 3, we can interpret that 56 (100%) of the adolescents never use non-print materials in the library. Around 6 (33.3%) of the working class always uses the non-print materials and an equal number 6 (33.3%) uses it sometimes whereas 4 (22.2%) rarely uses the non-print materials and 2 (11.2%) never make use of it. 2 (11.1%) of the college students often use non-print materials, around 4 (22.2%) use it sometimes, and an equal number of respondents rarely use non-print materials whereas a 8 (44.5%) percentage of the college students never use it. Around 2 (33.4%) of the housewives often use non-print materials and 4 (66.6%) of them rarely use it. 2 (25%) of the old/retired people say that they sometimes use non-print materials, another 2 (25%) say that rarely use it and 4 (50%) 0f them never use it.

Table 4: Assistance from the Library Staff.

Respondents Group	Assistance from the Library Staff			
	Always	Often	Sometimes	Rarely
Adolescents	4 (66.6%)	2 (33.4%)	-	-
Working Class	6 (33.4%)	2 (11.1%)	8 (44.4%)	2 (11.1%)
College Students	4 (22.2%)	4 (22.3%)	10 (55.5%)	-

House wives	-	2 (33.4%)	2 (33.3%)	2 (33.3%)
Old/retired people	-	4 (50%)	4 (50%)	-

The Table 4 reveals that 2 (33.4%) of the adolescents often get assistance from the library staff and 4 (66.6%) always take their help. Among the working class, 6 (33.4%) always get assistance from the library staff, 2 (11.1%) often take their help, 8 (44.4%) get assisted sometimes and 2 (11.1%) rarely take assistance. 4 (22.2%) college student said they always get help from library staff, 4 (22.3%) often get assistance from tem and around 10 (55.5%) sometimes get assistance from library staff. 2 (33.4%) house wives often gat assistance, another 2 (33.3%) sometimes take there help and yet another 2 (33.3%) rarely seek their assistance. 4 (50%) of the old/retired people get assisted often and another 4 (50%) sometimes get assisted.

Table 5: Library Collection.

Respondents Group	Excellent	Good	Average	Poor
Adolescents		4 (66.6%)	2 (33.4%)	-
Working Class	4 (22.3%)	10 (55.5%)	4 (22.2%)	-
College Students	-	8 (44.5%)	10 (55.5%)	-
House wives	-	4 (66.6%)	2 (33.4%)	-
Old/retired people	-	4 (50%)	4 (50%)	-

From the Table 5, it can understood that 4 (66.6%) of the adolescents find the library collection good and the rest of them 2 (33.4%) find it average. 4 (22.3%) of the working class finds the collection excellent, 10 (55.5%) of them find it good and around 4 (22.2%) of this category finds it average. Among the college students, 8 (44.5%) feel that the library collection is good and the rest 10 (55.5%) say that it is average. 4 (66.6%) of the housewives say that the library as a good collection and 2 (33.4%) of them find it average. 4 (50%) of the old/retired people find it good and another 4 (50%) say that it is average.

Table 6: Purpose of Reading.

Respondents Group	Information	Entertainment	Up-to-Date	Any Other
Adolescents	2 (33.4%)	4 (66.6%)	-	-
Working Class	6 (33.4%)	2 (11.1%)	8 (44.4%)	2 (11.1%)
College Students	12 (66.6%)	2 (11.2%)	4 (22.2%)	-
House wives	2 (33.4%)	-	4 (66.6%)	-
Old/retired people	4 (50%)	4 (50%)	-	-

The Table 6 shows that 1 (33.4%) of the adolescents read for the purpose of gaining information and the rest of them 2 (66.6%) read for entertainment. 3 (33.4%) of the working class say that they read for information, 2 (11.1%) among them read for entertainment, 8 (44.4%) read to update themselves and another 2 (11.1%) for some other purpose. 12 (66.6%) of the college students read in order to seek information, 2 (11.2%) among them read for entertainment and the rest 4 (22.2%) read to keep themselves updated. 2 (33.4%) of the housewives read for information and 4 (66.6%) of them read to update themselves. Among the old/retired people 4 (50%) read to remain informed and another 4 (50%) read to entertain themselves.

Table 7: Kind of Literature Preferred.

Respondents Group	Fiction	Non-Fiction	Magazines	Newspapers	Religious Books
Adolescents	4 (66.6%)	-	2 (33.4%)	-	-
Working Class	2 (11.1%)	2 (11.1%)	6 (33.4%)	8 (44.4%)	-
College Students	2 (11.2%)	-	12 (66.6%)	2 (11.1%)	2 (11.1%)
House wives	2 (33.33%)	2 (33.33%)	-	-	2 (33.33%)
Old/retired people	-	2 (25%)	-	2 (25%)	4 (50%)

The Table 7 shows that 4 (66.6%) of the adolescents prefer to read fiction and 2 (33.4%) take interest in magazines. 2 (11.1%) of the working class likes to read fiction and another 2 (11.1%) of them prefer to read non-fiction, 6 (33.4%) of them prefer to read magazines and the rest 8 (44.4%) take interest in newspapers. Among the college students, 2 (11.2%) prefer to read fiction, 12 (66.6%) among them like to

read magazines, 2 (11.1%) prefer to read newspapers and another 2 (11.1%) are interested in religious books. 2 (33.33%) of the housewives read fiction, another 2 (33.33%) prefer to read non-fiction and the rest of tem 2 (33.3%) read religious books. Among the old/retired people 2 (25%) like to read non-fiction, another 2 (25%) like to read newspapers and the rest of the respondents 4 (50%) take interest in religious books.

Table 8: Language Preferred.

Respondents Group	English	Urdu	Hindi	Any Other
Adolescents	6 (100%)	-	-	-
Working Class	14 (77.7%)	-	4 (22.3%)	-
College Students	14 (77.7%)	-	4 (22.3%)	-
House wives	4 (66.6%)	-	2 (33.4%)	-
Old/retired people	6 (75%)	-	2 (25%)	-

From the Table 8 it can be understood that 6 (100%) of the adolescents prefer to read in English. Around 14 (77.7%) of the working class likes to read in English whereas 4 (22.3%) of them prefer Hindi. Among the college students, 14 (77.7%) prefer to read in English and the rest of them 4 (22.3%) prefer Hindi. 4 (66.6%) of the housewives prefer to read in English and 2 (33.4%) like to read in Hindi. Around 6 (75%) of the old/retired people prefer to read in English and the rest 2 (25%) like to read in Hindi. None of the respondents mentioned any other language. Thus the analysis is that the most preferred language is English.

Table 9: Love for Reading.

Respondents Group	Strongly Agree	Agree	Disagree	Strongly Disagree
Adolescents	2 (33.4%)	4 (66.6%)	-	-
Working Class	4 (22.3%)	14 (77.7%)	-	-
College Students	6 (33.4%)	12 (66.6%)	-	-
House wives	-	6 (100%)	-	-
Old/retired people	6 (75%)	2 (25%)	-	-

The Table 9 clearly shows that 2 (33.4%) of the adolescents strongly agree that they love to read and 4 (66.6%) agree to it. 4 (22.3%) of the working class strongly agrees that they love to read whereas 14 (77.7%) say that they agree to the same. Among the college students, 6 (33.4%) strongly agree that they love to read and the rest 12 (66.6%) agree to it. All of the respondents 6 (100%) in the category of housewives strongly agree that they love to read. 6 (75%) of the old/retired people strongly agree that they love to read while 2 (25%) of them agree to it. Thus it can be analyzed that majority of the respondents agree that they love to read.

Table 10: Reading Habit.

Respondents Group	Every Day	Usually	Sometimes	Rarely
Adolescents	2 (33.4%)	4 (66.6%)	-	-
Working Class	14 (77.7%)	4 (22.3%)	-	-
College Students	12 (66.6%)	2 (11.1%)	4 (33.3%)	-
House wives	4 (66.6%)	-	2 (33.4%)	-
Old/retired people	6 (75%)	-	2 (25%)	-

The Table 10 clearly shows that 2 (33.4%) of the adolescents read every day and 4 (66.6%) among them read usually. 14 (77.7%) of the working class read every day and 4 (22.3%) read usually. Among the college students 12 (66.6%) read every day, 2 (11.1%) read usually and 4 (33.3%) read sometimes. 4 (66.6%) of the housewives read every day and 2 (33.4%) read sometimes. 6 (75%) of the old/retired people read every day and 2 (25%) read sometimes.

7 FINDINGS

The following are some findings revealed by the study.
1. A number of people go to the public library despite their busy schedules at least once in a week;

2. Respondents find the collection of the Delhi Public Library as fairly good which also comprises books in regional languages as Urdu and Punjabi;

3. People are unable to visit the library regularly due to lack or shortage of time;

4. Majority of the people visiting the library go there in order to keep themselves abreast with the activities of the world and to update their knowledge;

5. The kind of literature being mostly read by the users are magazines and newspapers;

6. Mostly the respondents prefer to read in English;

7. Staff of the Delhi Public Library efficiently assists the readers;

8. The reading attitude of the readers of the Delhi Public Library is positive;

9. They enjoy reading and spend at least 2-4 hours in reading.

8 SUGGESTIONS

1. The library must make an endeavor to improve upon its collection and it should try to build a web OPAC and enlist its entire collection on the web thus enabling everyone to know of its great collection.

2. The staff of Delhi Public Library should be well-trained who may understand the needs of the users easily and correctly. They should possess skills accordingly to the changes in the demands of the users and their reading attitude.

3. The library must make an effort toward increased and wide usage of non-print materials. All the users should make aware of these facilities and the infrastructure for this should be improved.

4. The library must pay attention to the needs of the adolescents. They should be made aware of the benefits of the library. A separate section should be crated for the adolescents consisting of special facilities.

CONCLUSION

This survey has been conducted to study the reading habits of the users of the Delhi Public Library, New Delhi. The analysis of the data reveals that quite number of people go to the public libraries even in the digital environment where technology has taken up a large slice of the available time of the people. But still they have healthy reading habits and have a positive attitude toward reading. Almost all the objectives of the study have been fulfilled. It has been found out that more males than females go to the library. The working class and the college students visit the library more since it fulfills their information needs. Adolescents, housewives and old or retired people also go to the library and enjoy reading.

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NOTES

[1] Available: <http://www.dpl.gov.in>.

[2] Source: Brazil Central Bank. Conversion Rupee/India to Dolar/EUA. Rate quote 0.03805 (US$). Value Rs. 2.00 rupees = US$ 0.08. Available: <http://www4.bcb.gov.br/pec/conversao/Resultado.asp?idpai=convmoeda>. Access: Jan. 18, 2013.

[3] Naturopathy is a Science that aims to maintain or restore balance of the organic functions (detoxification/vitalization) through natural agents: food, medicinal herbs, water, clay, among others. Available: <http://medicinaholisticalternativa.jimdo.com/home-portugu%C3%AAs/naturopatia/>. Access: Jan. 18, 2013.

[4] A *Bhajan* is any type of devotional song. It has no fixed form: it may be as simple as a mantra or *kirtan* or as sophisticated as the *dhrupad* or *kriti* with music based on classical *ragas* and *talas*. Available: <http://en.wikipedia.org/wiki/Bhajan>. Access: Jan. 18, 2013.

[5] The *ghazal* was introduced in India by Muslims Persians is a more poetic musical theme of love. The most commercial film ghazal is part of movie soundtracks. The viewpoint is that of man, like the love songs of our medieval literature. However, some of the best interpreters of *ghazal* are women: *Begun Akhtar* and *Shabba Gurtu*, for example. Source: BRAGA, J. E. Músicas do mundo: estado da arte. Coimbra: Universidade de Coimbra, 2009. Available: <http://dspace1.bg.uc.pt/bitstream/123456789/12/6/Musicas%20do%20mundo%20(2009).preview.pdf>. Access: Jan. 18, 2013.

[6] Available: <http://www.delhilive.com>.