

**IMPACT ON READING HABITS OF THE LIBRARY USERS
DURING COVID-19 PANDEMIC ERA**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
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SCIENCE**

BY

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CERTIFICATE

This is to certify that dissertation entitled “**Impact of Reading Habits of the Library users during COVID-19 Pandemic Era**” submitted by **Disha Dilip Naik** in partial fulfillment of the requirement of the degree of Masters of Library And Information Science of Goa University is her own work carried out under the guidance and worthy of examination.

Dr. Shamin Pereira

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Declaration

I state that the present dissertation “**Impact on Reading Habits of the Library users during COVID-19 Pandemic Era**” is my original contribution and the same has not been submitted on any occasion for any other degree or diploma of this university or other university/ institute. To the best of my knowledge, the present study is the first comprehensive work of its kind from the area mentioned. The literature related to the problem investigation has been cited.

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Department of Library and Information Science

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Disha Dilip Naik

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CHAPTER 1

Introduction

1.1. Introduction

COVID-19, a novel corona virus that can cause severe pneumonia with substantial morbidity, was discovered unexpectedly in 2019, resulting in a global pandemic. Since the outbreak of COVID-19, both the general public and the government have focused on preventing the virus from spreading further (Ge, 2021).

COVID-19 was claimed to have passed from human to human in Wuhan, China, in March 2020. The world health organization (WHO) has issued a warning about the virus's potential global spread. Countries all over the world were keeping a close eye on the situation in China, but eyebrows were raised when hundreds of people were infected with COVID-19 in just a few weeks in Wuhan, with a high fatality rate. The virus has been reported in Korea, Japan, the European Union, and the United States. Europe was put on lockdown the second week of March, followed by the United States, which announced a partial lockdown to stem the spread of the virus. COVID-19 is a soft target in India because of its large population and poor medical infrastructure.

As a result of the impending threat, India's government issued a three-week National Lockdown. People were advised to stay at home or wherever they were. For three weeks, all international flights, railways, and public transportation were

suspended. Except for critical and medical services, India was put on lockdown, with schools, colleges, offices, enterprises, factories, shops, construction projects, and libraries all shutting down.

All the sudden, life lost momentum. People gradually became confined to their homes for several days as each week passed. The scenario was ideal for the proliferation of psychological and mental health disorders among the general public. Because awareness of good mental health in India is low in comparison to western countries, the government's health and medical experts began encouraging people to develop a reading habit during the lockdown, which may be one of the most effective ways to counteract the depressing situation with positive and interesting practices.

People of various ages may have distinct reading habits. Adults and seniors may have very different preferences than school/ college students. Students may want to read content in e-Books/ printed books, but adults may prefer to read a range of content, including newspapers, periodicals, and books/ e-Books. However, in addition to reading varied content, people may have a variety of additional activities to engage in such as: - Cooking, watching movies/ T.V shows, playing mobile games with friends/ family remotely, cleaning the house to maintain the healthy hygiene, playing indoor games with family, learning new skills, taking a MOOC course, developing a hobby, spending time on social media, and many other activities are available (Parikh, Vyas, & Parikh, 2020).

The global landscape of education systems has changed as a result of the emergency crises. The companies had no choice but to work remotely in this situation. To satisfy the needs of the academic community, academic libraries upgraded their websites, giving information about library resources. Libraries took few new steps, such as posting material on COVID-19 related topics, creating tutorials and manuals on resource access, and holding awareness events (Awasthi, et al., 2021).

Reading broadens one's horizons, enlightens the mind, and sharpens the brain. Reading is one of the most important abilities for a youngster to master in order to thrive in life. Children's future success depends on their ability to develop strong reading habits not only in school but also in everyday life. Reading boosts one's knowledge. The more a child reads, the more new words will enter his vocabulary. Reading allows one to discover concepts and phrases that one don't use in ordinary conversation (Sahoo, 2020).

1.2. Definitions

- a) Smith & Robinson (1980) defined reading as “an active attempt on the part of reader to understand a writer's message.”
- b) Devarajan (1989) defined reading as “the art interpreting printed and written words.”
- c) Irvin (1998) describes reading as “the interaction of what is the head with what is on the page within a particular context that causes students to comprehend what they read.”

1.3 Objectives

- 1) To study the preferences of reading material (print or non-print) of library users.
- 2) To examine the problems faced by library users in reading during this lockdown.
- 3) To find out whether the library users spend time reading during the lockdown.
- 4) To analyze the reading habits before and during the lockdown period.

1.4 Scope

The study examines the influence of this pandemic on reading habits of the library users of Goa University. The study will be conducted based on the responses of the students studying in various departments of Goa University.

1.5 Hypothesis

- 1) The reading habit among the library users of Goa University Library has been reduced during the COVID-19 situation.
- 2) Students prefer to read online resources more than print sources.

1.6 Research Methodology

The study was conducted on students studying in the various departments at Goa University. The sample size of 100 library users were selected randomly. Survey method was used and the data was collected using the questionnaire method. A questionnaire was constructed in printed form that was distributed to the library users of Goa University Library. The filled in questionnaire were collected back for data analysis. All the 100 respondents responded to the questionnaire. The data collected through the questionnaire is organized and tabulated. The responses are depicted in the form of figures, charts and tables and the statistical analysis is performed.

1.6 Limitations

- 1) Study is limited to the library users of Goa University.
- 2) Only 100 library users are taken as sample for the study.

1.7 Findings:

The following findings are reported after due analysis of the data collected from the students of the Goa University on the topic related to the reading habits.

1. Majority of the 52 students (52%) like reading sometimes, less than that 29 students (29%) enjoy reading a lot and only 19 students (19%) read once in a while.

2. It was found that majority of the 40 students (40%) read to get knowledge, less than that 25 students (25%) read because of exam, other 19 students (19%) read as their hobby, and only 16 students (16%) read to get updated with current affairs.
3. The study states that majority of the 50 students (50%) read once in a while, less than that 31 students (31%) read almost every day, other 10 students (10%) read once a month, and only 9 students (9%) read hardly ever.
4. The study shows that majority of 77 students (77%) choose to read by themselves, other 14 students (14%) choose what their friends read, and only 9 students (9%) read what their teacher recommends.
5. Majority of the 71 students (71%) preferred to read books at home during pandemic as libraries were closed, followed by the 29 students (29%) don't preferred to read at home during pandemic.
6. When the students were asked how much time they spend before pandemic and during pandemic, it was found out that only 5 students (5%) were used to read 3 or more hours in a day before pandemic and it was also found that 11 students (11%) were used to read 3 or more hours in a day during pandemic.
7. It was found out that 52 students (52%) get the books online to read , followed by 23 students (23%) bought them by themselves to read, less than that 16 students (16%) borrowed from friends to read, other 7 students (7%) exchanged

books among friends/family members, and only 2 students (2%) got them as gift to read during the pandemic.

8. The study indicates that most of the 56 students (56%) used both the reading material print as well as non-print to read, other 32 students (32%) preferred printed material to read and out of 100 students 12 students (12%) preferred non-printed reading material to read during the pandemic.
9. The study revealed that the majority of 31 students (31%) preferred newspapers, followed by 27 students (27%) novels, less than that 19 students (19%) preferred general knowledge books, other 11 students (11%) preferred magazines, 4 students (4%) preferred self-help books, 4 students (4%) preferred biographies, and also 4 students (4%) preferred non-fiction as type of printed source to read during pandemic.
10. It was found that the majority of 49 students (49%) preferred e-books, followed by 34 students (34%) preferred e-newspapers, less than that 11 students (11%) preferred journal articles, and only 6 students (6%) preferred amazon kindle as a type of non-printed source to read during the pandemic.
11. In this study it was found that majority of the 44 students (44%) reading affected somewhat, less than that 29 students (29%) reading not at all affected, and other 27 students (27%) reading affected totally considering they preferred only print reading during the pandemic.

12. This study clearly states that the majority of 45 students (45%) faced barriers that libraries were closed to read, less than that 36 students (36%) faced network issues, other 12 students (12%) were not aware about free e-resources, 6 students (6%) could not access the e-resources, and only 1 student (1%) faced the problem of technology illiteracy while reading during pandemic.

1.8 Chapterization:

- ❖ Chapter 1 : Introduction
- ❖ Chapter 2 : Review of Literature
- ❖ Chapter 3 : Explanation of Concepts
- ❖ Chapter 4 : Promoting Reading Habits at National and International
Level
- ❖ Chapter 5 : Data Interpretation and Analysis
- ❖ Chapter 6 : Findings, Suggestions and Conclusion
- ❖ Chapter 7 : References

CHAPTER 2

Review of Literature

- 1) Karim & Hasan (2007) in their study “Reading Habits and Attitude in the Digital Age: Analysis of Gender and Academic program differences in Malaysia” have found that the web site is seen as an increasingly important source of reading. In this study some difference is observed in attitude and reading habits between female and male. The majority of the pupils spent 8 to 9 hours according to the findings.
- 2) Annable (2017) in her study “Reading habits of Adults: What drives the choice to read or not read?” found that knowledge is power, in that she found that adults are active learners and their love for learning never ends. She also included that perceived reading determines the extent to which an adult engages in the reading process. The early support system in reading development influences the purpose of reading is necessary.
- 3) Mikulecky, Shanklin, & Caverly (1979) in their study “Adult Reading Habits, Attitudes and Motivations: A cross sectional study” found that employed women do more job related reading than employed males. They also found reading attitude was high in house wives, and retired people.
- 4) Vyas & Tandel (2020) in their study “The Impact of Lockdown due to COVID-19 in 2020 on Reading Habits of academic staff of State Open Universities: A

Study” found that the majority of the respondents were reading daily during the pandemic. Most of the readers make use of print and non- print resources to read. The majority of the readers gave first priority to get information through books.

- 5) Tyagi, Gaur, & Sharma (2020) in their study “Readership among colleges students during COVID-19 Lockdown: A cross sectional survey in Northern city of India” found that most of the participants were between the age group of 18 to 23 and the majority of the participants were female. In this study, they found that most people spend their time reading books. Also few of them told that they used to read whatever material was available on the internet like articles on COVID-19. They also observed that most of the students do not read books for their peace of mind. Very few of them informed that they did not read at all.
- 6) Thanuskodi (2011) in his study “Reading Habits among Library and Information Science students of Annamalai University: A Survey” found that majority of the students who read, only read material or books of that particular courses. This research shows that students responded that work often interferes with their reading.
- 7) Tveit (2012) in his study “Reading Habits and Library use among Young Adults” investigates about the library and reading habits among teenagers in Oslo, Norway by conducting surveys and interviews. This survey shows the library use of teenagers and literature preferences. It also detects that girls and

boys vary in preferences of reading media. This survey indicated different patterns in reading materials so that students from schools with the closest connection to the public library read more.

- 8) Parikh, Vyas, & Parikh (2020) in their study “A survey on Reading Habits of Library users during COVID-19 Lockdown” carried out a survey to study the reading habits of the Library users during the pandemic. This study shows that most of the library users use their leisure time in reading at home.
- 9) Pal & Singh (2019) in their study “Reading Habits of Postgraduate students at Khalsa college Amritsar : Survey” found that the majority of college students enjoy or love to read books and these college students still prefer books as reading material. In this study, students feel that Information Technologies have a great impact on reading and they use both print and non-print. This study also shows that watching movies, listening to music, use of social media are obstacles to reading habits.
- 10) Sandhu (2016) in his study “Reading Habits of public Library users: A Survey” shows a study on the reading habits of public library users in the Amritsar Public Library. In this study, he found that the majority of the users read every day. He also found that people in the library read to improve their knowledge. This study shows that most library users prefer reading newspapers. Also because of a lack of time people hinder from reading.
- 11) Saaid & Wahab (2014) in their study “The Impact of Digital-Based materials on Undergraduates’ Reading Habits” examined the impact of digital-based on

undergraduates reading habits among faculty of communication. In this study, found that the majority of the students prefer to read magazines and less than half of the students prefer reading books. Very few students prefer to read journals. The majority of the pupils like to read for at least 1 to 2 hours every day, according to the findings. According to this survey, some students read for pleasure, while others read for research, and only few read for study.

12) Gurikar & Hadagali (2018) in their study “Reading Habits and leisure use of library: A study” investigated the reading culture and leisure use of public library. IN this study they found that students and competitive job aspirants are the major users of city central library. They also observed that people visit library to gain extra knowledge and also to read newspapers and magazines. They also found that competitive books, reading books and newspapers are the major source of information used by the people.

13) Packialakshmi & Varghese (2021) in their study “Reading habits in digital era during lockdown among adolescents” have examined that majority of the people were reading newspapers during the lockdown. Many of them using Google classroom for their academic study or any other activity. This study also shows that many of them spend 1 to 3 hours for academic work rather half of the students spend their time in reading. They have accepted that reading online increases access to information sources. They spend their most of the time in digital reading.

- 14) Adeyemi (2020) found that during the pandemic, Nigerians' reading habits improved, according to his study "Influence of COVID 19 lockdown on reading habits of Nigerians: A case study of Lagos State inhabitants." According to this report, the majority of Nigerians read on their phones during the Pandemic. It was also discovered that most people had a lot of difficulties reading in lockdown, including a lack of resources, a high cost of resources, and excessive use of social media.
- 15) In their study "Reading Habits and Attitude among University Students: A Review," stated that reading is a critical part of learning. This research was based on a review of the most recent literature on university students' reading habits and attitudes. They discovered that the majority of pupils dislike reading and are solely interested in passing exams. The majority of pupils enjoy reading publications and novels. Students' preferred reading resource is electronic materials. They also discovered that social networking sites had an impact on students' reading habits (Alsaedi, Nagadiran, Kadir, Altowayti, & Al-Rahmi, 2021).
- 16) Chettri & Rout (2013) in their study "Reading habits – An overview" found that for reading success pupils seem to want to read in their very own time. They discovered that recreational reading decreases significantly during the middle school years. The researchers are mostly interested in questions about reading habits in middle school.

17) Iftanti (2012) examine the English reading habits of EFL Indonesian students in her study "A survey of the English reading habits of EFL students in Indonesia." She discovered in her study that many EFL Indonesian students do not have good English reading habits while learning it from elementary school to university. It has been discovered that even if children have a favorable belief in their ability to read English, it is primarily due to school assignments.

18) Vendenhoek (2013) in his study "Screen reading habits among university students" investigates the screen reading habits of the University of Limerick Ireland. This study was conducted online and the opinion of 630 students was analyzed. This study shows that 71% of the students prefer paper reading. 62% of the respondents print less than 30% of the articles to read. 17% of the respondents print more than 80% articles to read. In technical knowledge or screen reading, 49% of the students know how to use a digital underlying the ng out of that 29% students use digital underlying/ highlighting. 70% of the respondents take notes on paper when screen reading.

19) Karadeniz & Can (2015) in their study "A research on book reading habits and media literacy of students at the faculty of Education" investigates about the book reading habits and media literacy of students at the faculty of education. The research was carried out to see whether there is any relation between book reading habits and media literacy of students. This study shows that attitude of female students are higher than that of male students towards reading. The study examines that there is positive correlation between reading habits and media

literacy. While there is negative correlation between reading habits and social media habits.

CHAPTER 3

Explanation of Concepts

3.1 Goa University

Under the Act of 1934, Goa University was founded in 1985 (36 years ago) (Act no. 7 of 1984).Goa University is located in the Indian state of Goa and offers higher education. The Taleigao Plateau in Goa, India, is home to the Goa University campus, which is located 7 kilometers from the state capital.

On the main campus, Goa University offers a variety of courses for graduates and postgraduate studies, as well as a research programme geared at postgraduate study. Western languages like as French, Portuguese, and others are also offered at Goa University.

The National Assessment and Accreditation Council of India has given Goa University an A grade for the academic year (2014-2019). Satish Gujral, a well-known pair, sculptor, muralist, graphic designer, and architect, designed the main campus of Goa University.

P. S.Sreedharan Pillai is the current chancellor of Goa University, with Harilal B. Menon serving as vice-chancellor (Wikipedia, 2022).

3.1.1 Goa University Library

Goa university library is the best source to get external information. The university library provides information to users in the form of print and digital forms. The university library had subscribed digital resources which have online access and which can be accessed anywhere from the university campus.

The university library has several online resources like journals, knowledge, and database, federated search engines, etc. available for the library users and also provided links for all those resources via the knowledge portal.

The University has many collections of literature in Konkani - the state language of Goa. Many people have donated books to the university library. The University library has a rare collection of Indo-Portuguese history and culture by the late Dr. P. S. S. Pissurlekar.

The University library is open on weekdays from 9:00 am to 6:30 pm and on Saturday from 10:00 to 5:00 pm. The library is closed on all holidays.

The University library has a collection of over 208519 textbooks, 335287 reference books, 214 e-journals, 2 digital databases, and 3401 CDs and videos (IQAC, 2022)

3.2 Coronavirus

A coronavirus is a type of virus that causes infections in the nose, sinuses, and upper throat. Most coronaviruses aren't destructive. SARS-CoV-2 was identified as a new sort coronavirus by the World Health Organization in early 2020, following a December 2019 epidemic in China. The epidemic soon spread all over the

world.COVID-19 is a disorder generated by the SARS-CoV-2 virus that can cause a respiratory disease, according to experts. It can affect both your upper or lower respiratory tract i.e. sinuses, nose, and throat and windpipe and lungs. (WebMD, 2022).

The SARS-CoV-2 virus causes Coronavirus Disease (COVID-19), an infectious disease. The majority of those carrying the virus will have mild to moderate respiratory problems and will recover without the need for proper medical care. Some, on the other hand, will become critically unwell and require medical assistance. Serious conditions are more likely to strike the aged and those with underlying medical conditions such as cardiovascular disease, asthma, severe lung illness, and disease. COVID-19 can make anyone sick and cause them to get very ill or die at any age.

Coronavirus Disorder (COVID-19) is a contagious disease by the SARS-CoV-2 virus. The majority of persons infected with the virus will experience mild to moderate respiratory symptoms and will recover without the need for medical attention. On the other hand, some individuals will become extremely ill and require treatment. The elderly and those with underlying medical disorders such as cardiovascular disease, asthma, severe lung illness, or disease are more likely to develop severe symptoms. COVID-19 can make anyone sick, make them very sick, or cause them to die at any age.

When an infected individual coughs, sneezes, speaks, chants, or gasps, the virus infects in microscopic liquid particles from their left nostril. Larger respiratory droplets to smaller aerosols are among the particles. If you are sick, it is critical to adopt respiratory hygiene, such as coughing into a flexed elbow, and to stay in the house and self-isolate until you cure (WHO, 2020).

3.2.1 Symptoms of Coronavirus

COVID-19 has a variety of impacts on different individuals. The majority of infected people will experience mild to moderate symptoms and recover without the need for hospital treatment. Fever, cough, fatigue, and a loss of smell or taste are the most numerous examples.

❖ Symptoms that are less common:

1. a rash on the skin, or discoloration of fingers or toes
2. diarrhea
3. a sore throat
4. headache
5. aches and pains

❖ Symptoms that are serious:

1. shortness of breath or difficulty breathing
2. a lack of speech or mobility, as well as confusion
3. Pain and swelling in the chest.

If you are experiencing extreme symptoms, seek medical help right away. Always call advance before going to the doctor or a health center. Mild symptoms should be managed at home by people who are otherwise fit and active. Symptoms usually occur 5–6 days after a person has been infected with the virus (WHO, 2020).

3.2.2 Prevention of Coronavirus

Follow these steps to avoid infection and decrease the spread of COVID-19:

Get immunized as soon as a vaccine is available. Stay at least 1 meter apart from every other, even if they don't seem to be sick. Wear a correctly sized mask when physical separation is not possible or when in unsanitary conditions setup. Open, well-ventilated environments are preferable to closed ones. If you're home, open a window. Wash your thoroughly with soap and water on a regular basis, or clean them with an acetone palm lotion. If you're sick, stay at home and isolate yourself until you feel better (WHO, 2020).

3.3 Reading Habit

Reading is a fascinating and important pastime in today's culture. The title "reading habit" is classified into two parts: "reading" and "habit." Reading is a people's pattern of behavior, and habit is the outcome of that effort or understanding. (Mandal, 2008).

Reading entails language learning, communication, and the exchange of information and ideas. It is, like other languages, a complex interaction between text and reader, moulded by prior knowledge, experiences, attitude, and the

culturally and socially positioned linguistic community. Continuous practice, progress, and refinement are required in the reading process. Reading necessitates both creativity and critical thinking (Nithya & Kalaiarasan, 2020).

The emotional vocabulary of adolescents is directly linked to their reading habits. Learners who read frequently are able to develop more emotional words than those who do not. Females read more digitally according to adolescent reading habits and interests. Academicians and parents will be better able to guide teens' reading habits if they are more aware of the reading patterns of adolescents (Packialakshmi & Varghese, 2021).

Many people believe reading to be a fun pastime, but it is the foundation of all talents. Reading can help you enhance your vocabulary and language abilities in a positive way. The desire to read and the widespread distribution of books are indicators of global growth (Karim & Hasan, 2007).

Reading ability is at the foundation of self-education and lifelong learning, and it is a skill that has the power to transform lives and societies (Tella & Akande, 2007)

Thinking, assessing, judging, envisioning, reasoning, and problem solving are all part of the reading process. According to Thorndike, reading a paragraph values the same kind of organization that analysis appreciates in thinking. Learning, thought, judgement, investigation, summaries, and solving problems are all part of it. Attention association, abstract thinking, generalization, conceptual understanding, mental focus, and dedication are all part of this process. Reading is usually more about bringing meaning to the written page than it is about receiving meaning from

the printed page. Gray stated that recognition, understanding, reaction, and integration are all aspects of the reading process. Reading, according to Shaw, is the act of seeing or perceiving separate items and observing and assimilating their interrelationships (Palani, 2012).

Hoover & Gough describes the process of decoding and interpreting printed and written texts are known as reading. Reading, in other words, necessitates the recognition of words as well as the formation of meanings. A person's comprehension grows as he or she reads more. This emphasizes the importance of reading in building a strong reading competence, which leads to increased vocabulary, inferences, and conclusions. Reading is a "developmental process," according to several researchers. It should begin early in a student's life and continue throughout their lives says Butler Karageorge's, Richter, Huffman, Schindler, & Neumann. Early-stage reading, for example, relies solely on detecting written words and their explicit meaning, but advanced reading necessitates advanced cognitive capacities, coherence, grammar, and semantic integration (Alsaeedi, Nagadiran, Kadir, Altowayti, & Al-Rahmi, 2021)

3.3.1 Benefits of Reading

Reading is the most common way to acquire knowledge and information. The majority of knowledge in many subjects and areas can only be learned by reading. Reading, according to (Woudenberg, 2018) is about more than just seeing words; it is also about establishing beliefs and gaining knowledge. Reading can help people acquire opinions, views, and visions about a variety of issues. Reading, too, brings us up to speed with information and knowledge about everything in the world

(Sallabas, 2008). Reading, he believes, improves pupils' academic reading because it improves their learning skills, extends their vocabulary, and broadens their general knowledge. According to (Veerabasavaiah & Shivappa, 2018), reading improves students' self-esteem and self-efficacy, which is why students should stick to reading and make it a daily practice (Alsaedi, Nagadiran, Kadir, Altowayti, & Al-Rahmi, 2021).

3.3.2 Importance of Reading Habits

Reading is a very good habit. Individuals need to develop the habit of reading in their life. Reading books, newspapers, and encyclopedia helps in gaining knowledge. By reading newspapers and other material you get to know what is happening around us what is happening in the world.

1. Self-improvement:- Reading may help individuals to think positively.
Reading is important because it develops one's mind and helps an individual to gain exclusive knowledge and lessons from boost.
2. Communication skills: - Reading helps an individual to improve his/her vocabulary and helps in the creative use of one's language and also makes an individual a better writer.
3. Increase knowledge: - Reading helps one to have a glimpse into different cultures, traditions, art, history, geography, health, and aspects of life.
4. Reduces stress: - Reading helps one to relieve their day-to-day stress.
Reading gives an individual peace of mind. By reading books an individual feels relaxed.

5. Boosts one's imagination and creativity: - Reading enhances the creativity of an individual. It helps one to explore life from different perspectives. It makes one think differently (Toppr, 2020)

3.3.3 Types of Reading

There seem to be numerous types of reading. Skimming, scanning, substantial reading, and intensive reading are the four basic methods to categorize reading, according to (Grellet, 1981) albeit these categories are not mutually restrictive. Students are encouraged to choose what they want to read for pleasure and general language progress in extensive reading, whereas teachers choose and direct the reading process in intensive reading, which is aimed to help students acquire specific abilities. Skimming and scanning are both skills and reading methods that will be discussed alongside the skills. For good reading, both intensive and comprehensive reading are crucial and necessary. Students must have both focused and casual reading experiences in order to profit from their reading.

1. Intensive Reading

Intensive reading is a technique for extracting precise information from brief texts. It is characterized by (Grellet, 1981) as "a quality exercise" that entails seek information and advice. Intensive reading focuses on lexical and syntactic understanding. The aim of intensive reading, according to (Nuttall, 1982) is to "arrive at a comprehension, not merely of what the book says, but also of how the interpretation is generated." This necessitates competent readers.

2. Extensive Reading

There are two reasons for intensive reading, according to (Nuttall, 1982). The first argument is that "the quickest and most successful technique of enhancing reading skills" is intensive reading. The second argument is that, as "an educational instrument," prolonged reading not only creates "a conducive environment" for pupils, but it also gives "a source of delight." As a result, pupils become more interested in reading, allowing them to make the necessary progress in their reading skills development. (Yamashita, 2013) found that extensive reading improves EFL students' reading attitudes. (Keene & Ziimmermann, 1997) on the other hand, feel that teachers should read extensively in order to effectively teach reading comprehension and improve comprehension instruction. Reading is a valuable resource for language teachers who want to learn more about the subject.

CHAPTER 4

Promoting Reading Habits at the National & International level during Pandemic

4.1 Introduction

Reading is a crucial part of the learning process. It has been given increased importance in the movement of human society, and it has become one of the most important parts of the functioning of human beings who are collectively active in the control of society, the exposure of information, and the disclosure of literate society. Reading encourages people to participate in the development of a literate society. AS a result, reading helps to develop a positive personality, ideas, correct thinking, and a shift in attitude. AS a result, people who have a reading habit are helping to establish a literate society in our country (Palani, 2012).

4.2 Reading habits at the International Level during Pandemic

1. China

Faculty members and students were encouraged to use the internet facilities available to promote reading and ensure effective use of current resources. The library's subject service based on instant messengers has also been expanded. To reach end consumers, apps like QQ and WeChat were used. The two organizations provided free document delivery of all types of literature, free subject selection, and free guidance on periodical selection

and submission, all of which assisted users in making the best use of the library's online resources and identifying key literature that needed to be read in depth.

From the beginning of the pandemic to the end of the winter vacation on March the subject services of two groups QQ We chat responded to 427 documents. Among them there were about 224 articles which came from 97 journals 44 books and dissertations and 62 other document. During this period 128 new users were added to the We chat and 207 new users to QQ group.

The library's special "themed series," along with materials access and pandemic information, obtained constant impact through online PR activity, alerting the staff that hosting special online events around World Book Day added weight to this conventional reading promotion service. As a result, a variety of activities have been introduced via WeChat and the library's website. They were able to reach out to customers via their mobile devices, gain rapid feedback, and become closer to users thanks to the new reading promotion platform, which broke down the distance barriers. They held online events to promote reading, allowing users to make better use of their time (Ge, 2021)

4.3 Reading Habits at National Level during Pandemic

1. Delhi

To encourage library customers to read and to provide high-quality reading material to persons who are isolated due to the pandemic. Library staff held awareness seminars to keep the public up to date on the pandemic. To meet the requirements of their patrons, libraries have encouraged online reading. During the crises, people made extensive use of the online library resources. Libraries that subscribed to online resources were better positioned to meet the needs of their patrons. Libraries had provided digitized information to meet the needs of users. By making content readily accessible to users, publishers and distributors have aided libraries. The document delivery service, according to the librarian, required scanned chapters to be sent through email. The use of resources increased rapidly during the pandemic (Awasthi, et al., 2021).

2. Maharashtra

Libraries in Maharashtra held online programs to boost reading habits throughout the outbreak. Developing excellent reading habits, insulating reading as a healthy habit, creativity, and innovation in marketing; marketing of reading and empty libraries innovative solution, too much information promoting reading among communities through public libraries.

Improved access to scholarly content and services; authorization and authentication for library subscriptions, journals, and library services for

faculty and students in an academic online environment; smart libraries: a practical approach; libraries towards excellence and shodhganga and shodhgangotri (Bilawar, 2020).

3. Panjab

They provided readers with digital reading platforms such as story weaver to promote reading habits in the event of a pandemic. Story weaver is a platform that provides free access to an enormous number of open source children's stories. Stories that pick children's imagination provoke their curiosity and transport them too far of places. A child can read today as well as retrieve to read offline. Readers can also save the stories to their offline libraries for later use. Web resolution, PDF, A4 print ready PDF, and digital friendly E Pub are the multiple assets utilized. The main feature of this website is its hassle-free translation, which allows users to transform stories into a language that youngsters understand. It's a public resource, and it's free to use (Azad & Chakravarty, 2022).

CHAPTER 5

Data Interpretation and Analysis

5.1 Data Interpretation

The data collected from the Goa University students is based on the responses received from 100 students and this data is appropriately analyzed in this chapter using tables, charts and graphs.

5.1.1 Like Reading

The purpose of this question is to know how much the students like reading.

Figure 5.1 like Reading

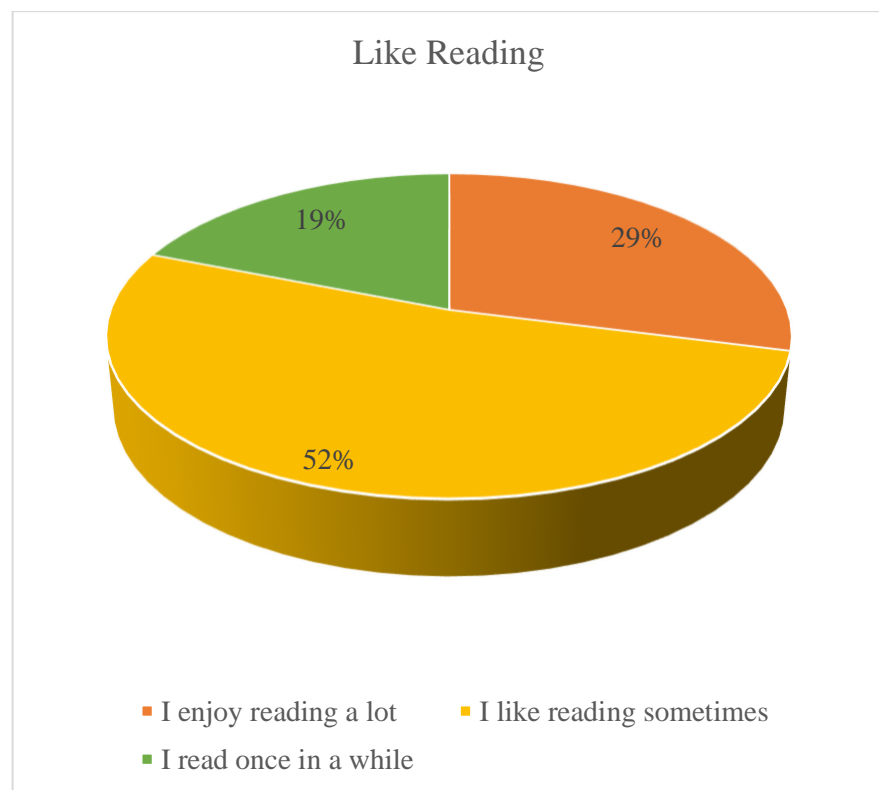
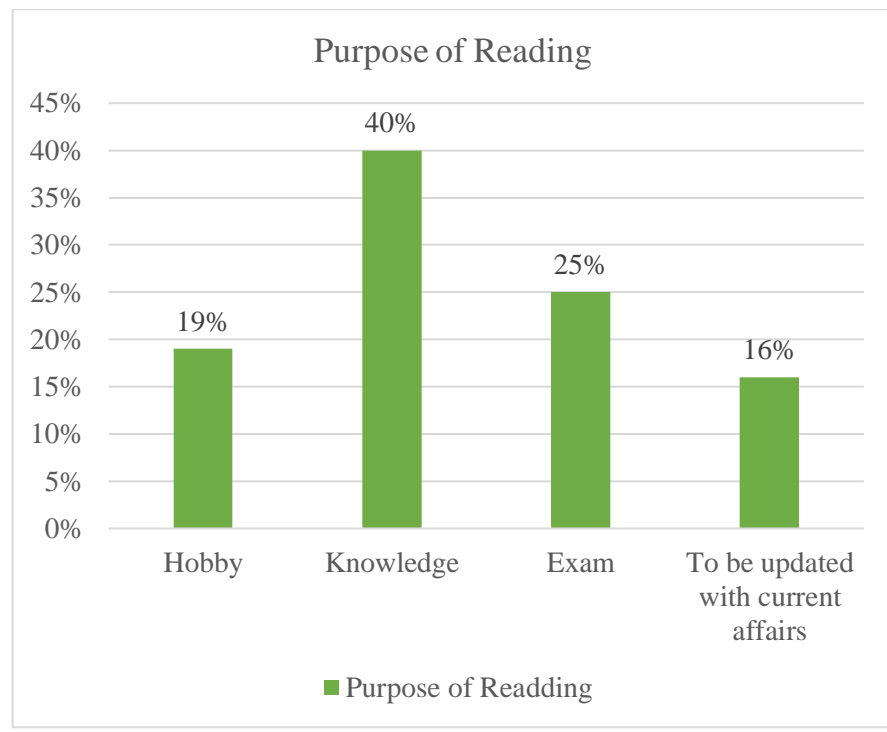


Figure 5.1 indicates that 29% of the users enjoy reading a lot, the majority of 52% of the users like reading sometimes, while 19% of the users read once in a while.

5.1.2 Purpose of reading

The purpose of this question is to examine why they read?

Figure 5.2 Purpose of reading

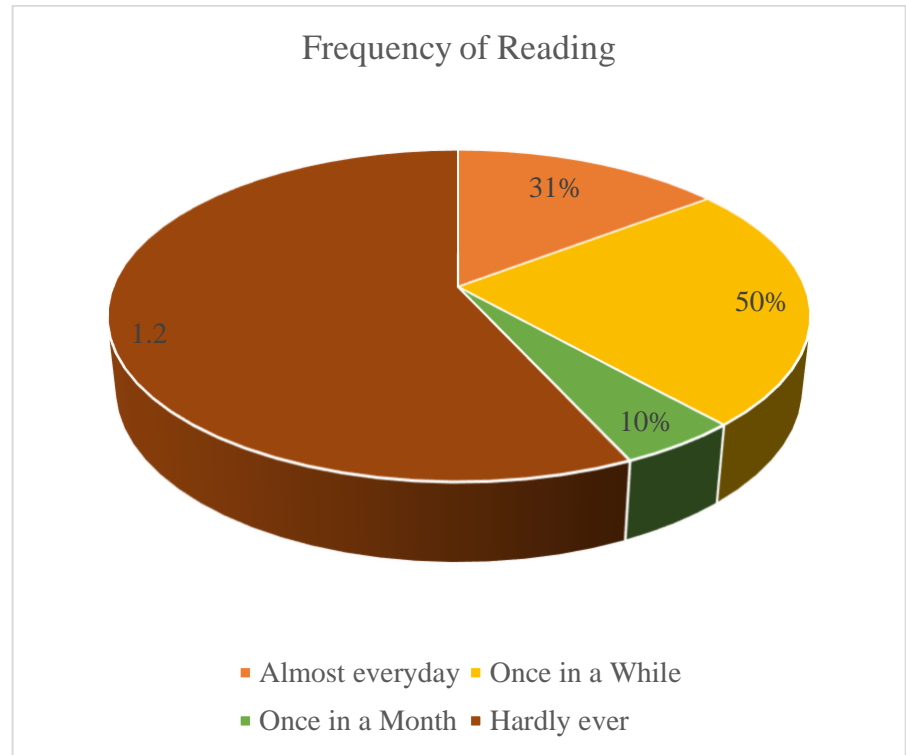


The above figure 5.2 depicts that 19% of the users read as their hobby, the majority of 40% of the users read to get knowledge, while 25% of the users read because of exam, and only 16% of the users read to get updated with current affairs.

5.1.3 Frequency of Reading

The purpose of this question is to know how often they read.

Figure 5.3 Frequency of Reading

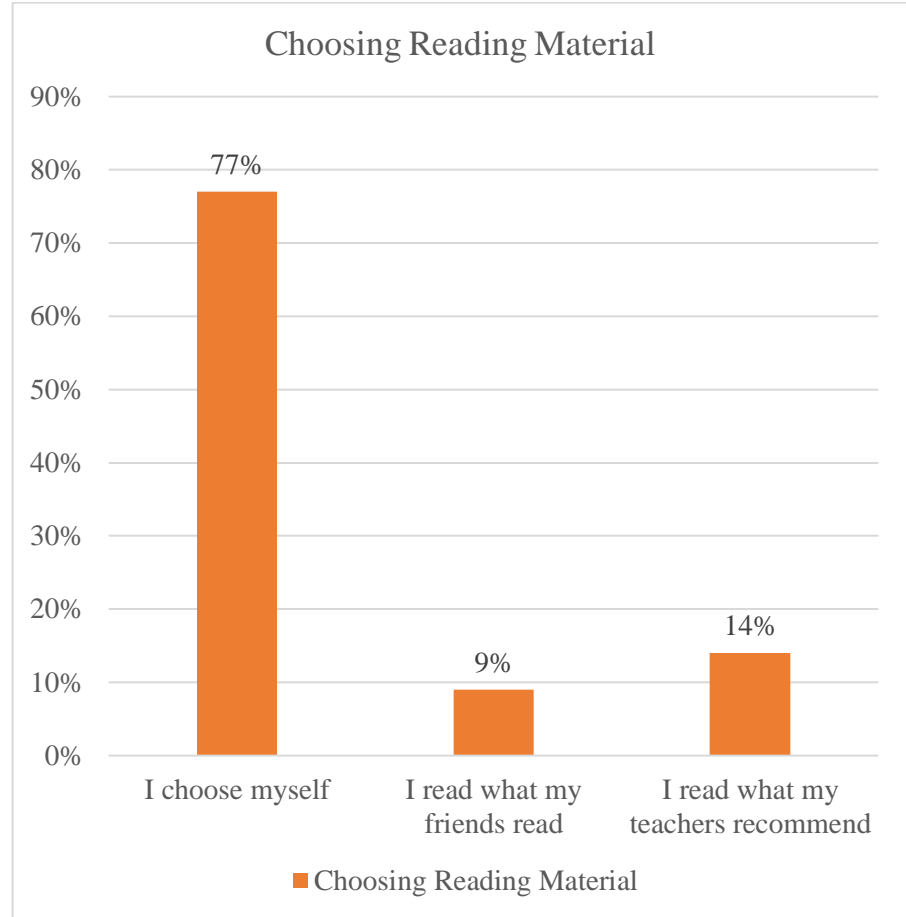


The above figure 5.3 indicates that 31% of the users read almost every day, the majority of the 50% of the users read once in a while, whereas 10% of the users read once in a month, and only 9% of the users read hardly ever.

5.1.4 Choosing reading material

The purpose of this question is to examine how library users choose what to read.

Figure 5.4 Choosing reading material



The above figure 5.4 shows that the majority of the 77% of the users choose by themselves to read, out of 100% only 9% of the users read what their friends read, and 14% of the users read what their teacher recommends.

5.1.5 Preference of Library users to read books at home during Pandemic

The purpose of this question is to examine if the library users preferred to read at home during pandemic as the libraries were closed i.e. to know users read or not during the pandemic. This will help us to know how many respondents were reading at home during the pandemic.

Table:-5.1 Library users preferred reading at home during pandemic

Preferred Reading at Home	Frequency	Percentage%
yes	71	71%
No	29	29%
Total	100	100%

The library users preferred to read at home during the pandemic that is shown in the above table 5.1. The results shows that majority of the library users preferred to read at home during the pandemic as libraries were closed because of the pandemic i.e. with the highest percentage of 71% while 29% users didn't prefer to read at home during pandemic.

5.1.6 Time spent in a day to read before and during Pandemic

The purpose of this question was to know the time spend by library users in a day to read before the beginning of pandemic and during the pandemic.

Table: - 5.2.1 Time spent in a day to read before pandemic

Before Pandemic	Frequency	Percentage%
Less than 1 hour	45	45%
1 hour	33	33%
2 hours	17	17%
3 hours or more	5	5%
Total	100	100%

The above table 5.2.1 shows the time spend in a day by the library users before pandemic. 45% of the library users spend less than 1 hour in a day to read before pandemic. While 33% of the users spend their time in reading 1 hour in a day. 17% of users spend 2 hours in a day to read before pandemic and only 5% of the uses spend 4 hours in a day to read.

Table: - 5.2.2 Time spend in day to read During Pandemic

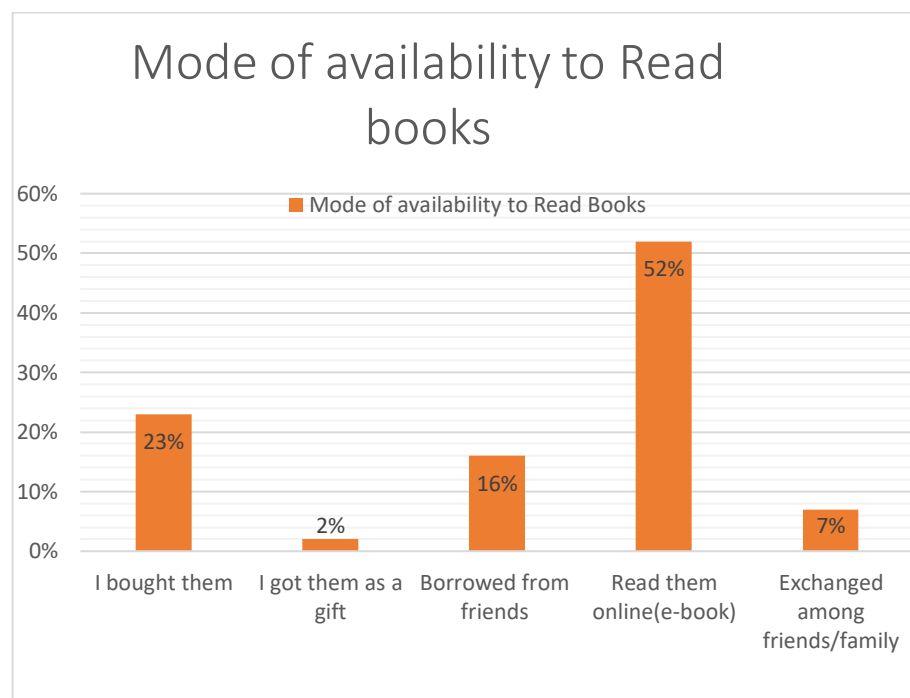
During Pandemic	Frequency	Percentage%
Less than 1 hour	36	36%
1 hour	36	36%
2 hours	17	17%
3 hours or more	11	11%
Total	100	100%

The above table 5.2.2 shows that 36% of the library users spend less than 1 hour in a day to read during pandemic, another 36% of the library users spent 1 hour in a day to read during pandemic. While 17% of the library users spend 2 hours in a day to read during pandemic. Out of 100 library users only 11% of the users spend 3 hours or more in a day to read during this pandemic.

5.1.7 Mode of availability to read books

The purpose of this question is to investigate how the library users got the books to read during pandemic as the libraries were closed.

Figure: - 5.5 Mode of availability to Read Books during Pandemic



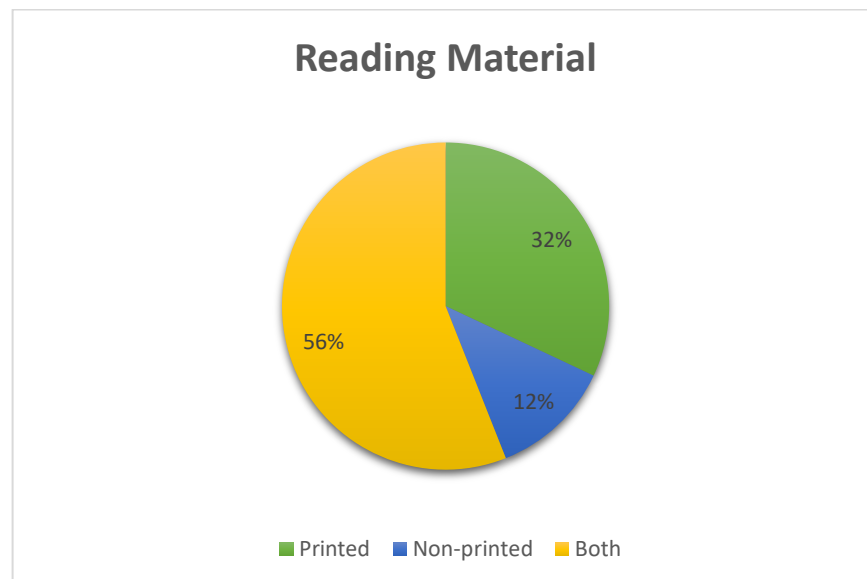
The above figure 5.5 depicts that library users used different modes to read during pandemic. 23% of the library users have bought books by themselves to read during the pandemic. Only 2% of the users got them

as gift to read during the pandemic. While 16% of the users borrowed them from friend to read during pandemic. Majority of 52% of the library users read them online during this pandemic. Whereas 7% of the library users have exchanged books among friends and family. Students stated that majority of them were reading online during the pandemic.

5.1.8 Types of reading material preferred to read during Pandemic

The purpose of this question is to find out whether the library users preferred print material, non-print material or both to read during the pandemic

Figure 5.6 Types of reading material preferred during Pandemic



The above figure 5.6 shows that 32% of the library users preferred printed reading material to read during the pandemic. While 12% of the library users preferred to read non-printed reading material to read during pandemic. Majority of 56% of the library users preferred to read

both reading materials during the pandemic, which indicates that most of the students preferred both printed and non-printed reading materials.

5.1.9 Types of printed source preferred during Pandemic

The purpose of this question is to examine which types of printed source preferred by the library users during the pandemic.

Table:-5.3 Types of printed source preferred during pandemic

Printed source preferred	Frequency	Percentage%
Newspapers	31	31%
Self-help Books	4	4%
Magazines	11	11%
Novels	27	27%
Biography	4	4%
Non-Fiction	4	4%
General Knowledge	19	19%
Total	100	100%

The above table 5.3 shows that the majority of 31% the library users preferred reading newspapers, 4% of the users preferred self-help books to read, 11% of the users preferred reading magazines, 27% of the users preferred reading novels, other 4% of the students preferred reading biographies, and another 4% of the users preferred reading non-fiction, and only 19% of the users preferred to read General Knowledge books

which indicates that majority of the users preferred reading newspaper as printed source during pandemic.

5.1.10 Types of Non-printed source preferred during Pandemic

The purpose of this question is to examine what type of non-printed sources were preferred by the library users of Goa University Library during the pandemic.

Table:-5.4 Type of non-printed source preferred during pandemic

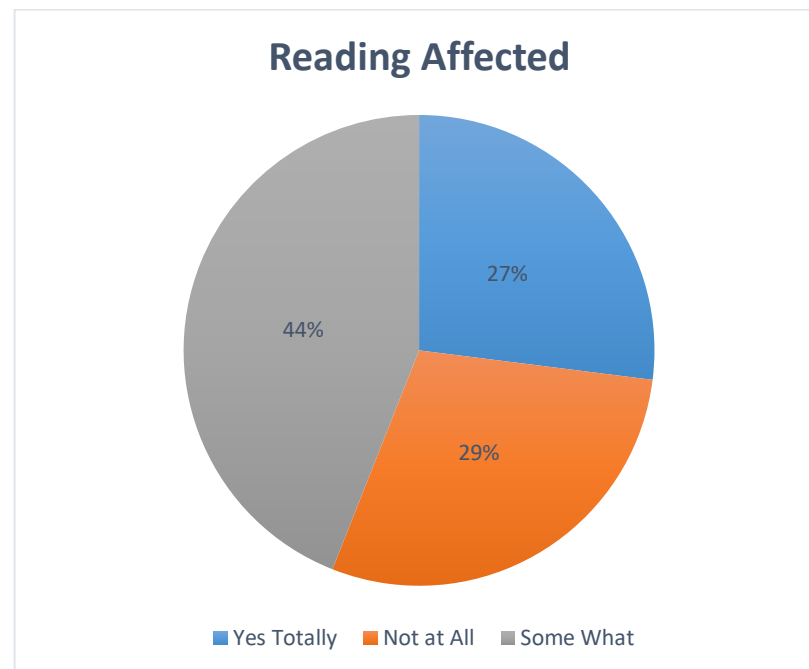
Non-printed source preferred	Frequency	Percentage%
E-books	49	49%
Journal article	11	11%
Amazon Kindle	6	6%
E-newspaper	34	34%
Total	100	100%

This table 5.4 shows that majority of 49% of the users preferred E-books to read during pandemic. 11% of the users preferred journal articles, only 6% of the users preferred to read Amazon Kindle and other 34% of the users preferred reading E-newspapers. Students stated that E-books were mostly used by the students during the pandemic.

5.1.11 Effect on reading habit

The purpose of this question is to know whether the reading habit of the library users were affected considering the preference to read only print material during the pandemic.

Figure 5.7 Reading affected considering only print reading as preference

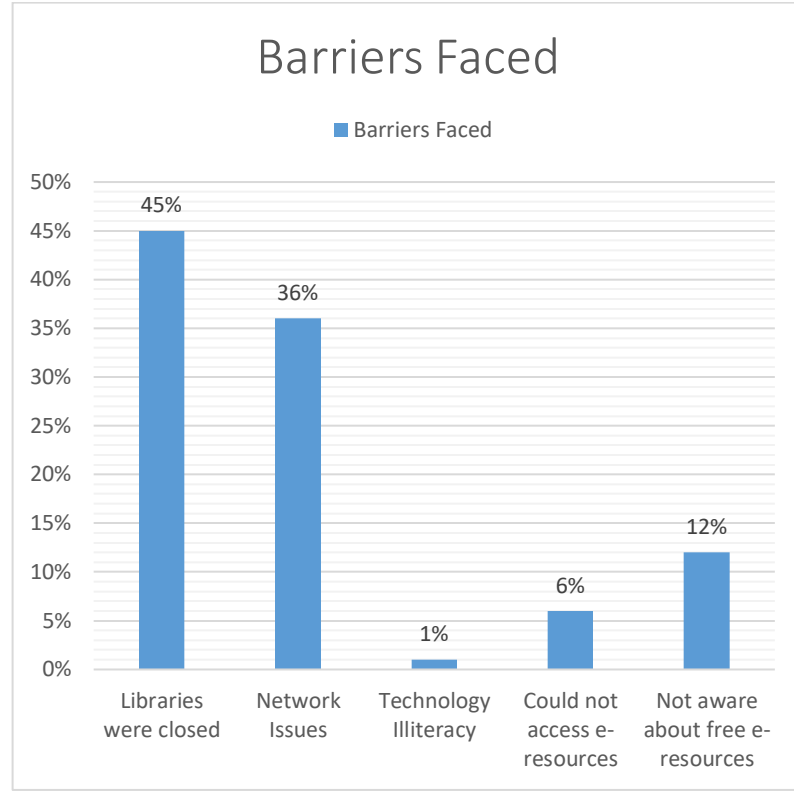


This figure 5.7 depicts that 27% of the library user's reading was affected totally. While 29% of the user's reading was not at all affected. Whereas majority of 44% of the users reading was somewhat affected considering only print reading as their preference during pandemic

5.1.12 Barriers faced while reading during Lockdown

The purpose of this question is to find out what were the barriers faced by the library users while reading during the pandemic.

Figure 5.8 Barriers faced while Reading during Pandemic



The above figure 5.8 indicates that majority of 45% of the users faced barrier that libraries were closed, less than that 36% of the users faced network issues when attempting to read, out of 100 only 1% of the user was technology illiterate, few of them like 6% of the users could not access e-resources, and only 12% of the users were not aware about free e-resources during the pandemic.

5.2 Hypothesis Testing

The following are the hypothesis of the study:-

1. The reading habits among library users of Goa University Library has been reduced during the COVID-19 situation.

2. Students prefer to read online resources more than print resources.

Hypothesis 1:- The Reading Habits among library users of Goa University Library has been reduced during the COVID-19 situation.

Testing: - The Reading Habits among library users of Goa University Library has been reduced during the COVID-19 situation. This hypothesis proved incorrect. The students were not able to visit the library as the libraries were closed due to the pandemic. But students somehow managed to read some literature at home. Most of the library users of Goa University Library preferred to read online during the pandemic.

Table 5.1 depicts that the majority of 71% of the library users preferred to read at home during pandemic as the libraries were closed. Further table 5.2.1 and table 5.2.2 shows that the 5% of the library users used to read 3 hours or more in a day before pandemic and during pandemic it has been increased to 11% wherein the users read 3 hours or more in day. Figure 5.5 shows that as the libraries were closed, some of the users bought books to read, some got them as gift, some borrowed from friends, some have exchanged books among friends and family members and some used to read them online.

Hypothesis: - Students prefer to read online resources more than print resources.

Testing: - Due to the pandemic government imposed lockdown in the country, everything was shut including educational institutions, industries, libraries etc.

As the libraries were closed students started reading from home. Figure 5.5 depicts that the most of the 52% of library users started reading online. The library users preferred to read electronic sources like e-books, e-journals, e-newspapers, Amazon kindle etc. during the pandemic. Hence, it is proved that students prefer to read online resources more than print resources. Therefore the second hypothesis proved correct.

CHAPTER 6

Findings, Suggestions and Conclusion

This chapter details the major findings of the study, provides suggestions and conclusion drawn from the present study.

6.1 Findings:

The following findings are reported after due analysis of the data collected from the students of the Goa University on the topic related to the reading habits.

1. Majority of the 52 students (52%) like reading sometimes, less than that 29 students (29%) enjoy reading a lot and only 19 students (19%) read once in a while.
2. It was found that majority of the 40 students (40%) read to get knowledge, less than that 25 students (25%) read because of exam, other 19 students (19%) read as their hobby, and only 16 students (16%) read to get updated with current affairs.
3. The study states that majority of the 50 students (50%) read once in a while, less than that 31 students (31%) read almost every day, other 10 students (10%) read once a month, and only 9 students (9%) read hardly ever.
4. The study shows that majority of 77 students (77%) choose to read by themselves, other 14 students (14%) choose what their friends read, and only 9 students (9%) read what their teacher recommends.

5. Majority of the 71 students (71%) preferred to read books at home during pandemic as libraries were closed, followed by the 29 students (29%) don't preferred to read at home during pandemic.
6. When the students were asked how much time they spend before pandemic and during pandemic, it was found out that only 5 students (5%) were used to read 3 or more hours in a day before pandemic and it was also found that 11 students (11%) were used to read 3 or more hours in a day during pandemic.
7. It was found out that 52 students (52%) get the books online to read , followed by 23 students (23%) bought them by themselves to read, less than that 16 students (16%) borrowed from friends to read, other 7 students (7%) exchanged books among friends/family members, and only 2 students (2%) got them as gift to read during the pandemic.
8. The study indicates that most of the 56 students (56%) used both the reading material print as well as non-print to read, other 32 students (32%) preferred printed material to read and out of 100 students 12 students (12%) preferred non-printed reading material to read during the pandemic.
9. The study revealed that the majority of 31 students (31%) preferred newspapers, followed by 27 students (27%) novels, less than that 19 students (19%) preferred general knowledge books, other 11 students (11%) preferred magazines, 4 students (4%) preferred self-help books,

- 4 students (4%) preferred biographies, and also 4 students (4%) preferred non-fiction as type of printed source to read during pandemic.
10. It was found that the majority of 49 students (49%) preferred e-books, followed by 34 students (34%) preferred e-newspapers, less than that 11 students (11%) preferred journal articles, and only 6 students (6%) preferred amazon kindle as a type of non-printed source to read during the pandemic.
11. In this study it was found that majority of the 44 students (44%) reading affected somewhat, less than that 29 students (29%) reading not at all affected, and other 27 students (27%) reading affected totally considering they preferred only print reading during the pandemic.
12. This study clearly states that the majority of 45 students (45%) faced barriers that libraries were closed to read, less than that 36 students (36%) faced network issues, other 12 students (12%) were not aware about free e-resources, 6 students (6%) could not access the e-resources, and only 1 student (1%) faced the problem of technology illiteracy while reading during pandemic.

6.2 Suggestions:

- More awareness should be made on e-resources like e-books, e-newspapers, e-journals, databases etc. so that more public will be engaged in reading.

- Most of the public is only aware of e-books other resources like e-newspapers, e-journals, databases etc. should also be referred to retrieve information.
- Reading habits should be inculcated among the students as it helps to gain knowledge, to be updated with current affairs.
- Librarians should conduct seminars and webinars on Technology Illiteracy through zoom meetings and other platforms.
- Librarians should provide a platform where the user can login through an ID and his/her prior accessed material will be easily available for his/her future reference.
- Heavy costs on electronic publications can restrain users from reading. Therefore, free access to e-resources should be provided as much as possible.
- Smart libraries should be given more importance in today's world, it helps interoperability and interconnection with other information services. Thus it will enable the users to get better and advanced services.
- Cyber security needs to be taken care of while the user is accessing e-resources.

- Good infrastructure and facilities are the need of the hour for readers. Librarians should focus on well ventilated, healthy environment, good lighting and other such factors.
- The library staff should update themselves with advanced technologies of the libraries through various updating programs.

6.3 Conclusion:

From the above study it has been identified that reading habit plays a very important role in the developing country like India. It is an important activity for people. Reading is the most significant component of our lifelong learning process. Reading habit is good for individual. By reading daily or weekly one can develop language skill and vocabulary. Reading habit can also give individual peace of mind. It helps to release stress.

The above study clearly states that as lockdown was imposed in country because of the crises most of the people remained in home. Everything was closed including educational institutions, industries etc. Due to which people were free at home, so they engaged their free time in reading at home. Most of the people started reading at home. The above study also states that during pandemic more people were engaged in reading as compared to before pandemic. As the libraries were closed they started using electronic sources like e-books, e-newspapers, e-journals Amazon kindle etc. Some of the users borrowed books from friends & family.

Many libraries took initiatives to help the users to read at home. In Delhi the library professionals hosted awareness sessions to update the information about the pandemic. Libraries have supported online reading to cater the needs of the users. In Punjab to promote reading habits in pandemic they provided readers a digital platform such as story weaver. In Maharashtra to promote reading habits during pandemic they had conducted online events on information literacy to fight epidemics, importance of information literacy skills during pandemic. These were the initiatives taken by the libraries during the pandemic.

CHAPTER 7

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