A century ago, more than 80% of people were undereducated or uneducated in normal vision. But today, a large majority is directly or indirectly engaged in intellectual professions, which presupposes ability to read and the need for lifelong self-education. Thus, reading is no more restricted to a small cross-section of a privileged society. However, reading beyond textbooks and fiction are crucial to developing a professional reading habit. Apart from improved academic achievements, reading non-fiction develops an inquisitive attitude in students. In children, it is the years of age necessary to form the golden age of reading. Reading habits or a literacy drive also grow as primary school age children, which are broadly divided into five age groups:

1) Integral-personal, self-centered reading age (1 to 4 years) in which child starts construction of a realistic, rational and psycho-sensorial framework. This phase is characterized by the growth of the child's ego and the beginning of the ego's activity and in mastering the mechanical reading skills. The first motivation is the need to overcome socio-economic barriers affecting reading habits. Some motivations in children to read, as discovered in the past research, are interesting. First and foremost motivation is simplicity. If the child is exposed to more books, he learns to develop a strong liking for reading. For example, good picture books make children love books much before they can read them. Unfortunately, number of such good picture books is declining due to competitive marketing methods and shrinking markets. As each country is trying to develop distinctive style of illustrations.

The second strong factor is the child's language skills. This means, not only books appropriate to the level of language need to be provided but also enough care should be taken to constantly improve the language skills of the child. The third factor is that books affect reading habits as children in the big of the child. Lastly and the least in strength is the occupation of parents (particularly, father), the teachers and parents are the role models for children in cultivating reading habit and with little extra care they can effectively overcome such socio-economic barriers affecting reading habit in children.

Apartment from this, the third motivation is the need to be acquainted with the world, to enrich the intellectual spirit (or the 'literary power of the ideas'). The fourth motivation is the need to discover. Some motivations in children to read, as discovered in the past research, are interesting. First and foremost motivation is simplicity. If the child is exposed to more books, he learns to develop a strong liking for reading. For example, good picture books make children love books much before they can read them. Unfortunately, number of such good picture books is declining due to competitive marketing methods and shrinking markets. As each country is trying to develop distinctive style of illustrations.