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TheImpactOfInternetAndPrintResourcesOn Student Reading Habit

Sushil Kumar Vyas
Dy.Librarian,RNBGlobalUniversity, Bikaner

Abstract

"Manage the books you have. Read them carefully. Swim in them until they bore you. Read and read again...digest them. Let them enter you. Read a good book several times and make notes and analysis on it. The student will findthat his state of mind is more influenced by one well-considered book than by twenty books that he has onlypromised. A little learning and a lot of pride come from speed reading. Some men cannot think because they put aside meditation for reading. When reading, your motto should be "not much". - Charles H. Spurgeon, Lectures to My Students

Thehabitofreadingisthenecessaryandmostimportantqualityinthisworldtocreateagoodreadingsociety.Itgives insight into a person's actions and helps them develop good thinking techniques and generate new information.

ThispapertriestoreflectonthereadinghabitsofstudentsinBikanerCity,Rajasthanandfindoutthetrendsintheir readinghabits.Thepurposeoftheworkistofindouttheresultsofthewidespreaduseoftheinternetandother alternative multimedia resources on reading habits and to obtain a comprehensive overview of current reading habits.

Keyword: Reading Habit, online reading, Internet, University Student, College Student, Digital Reading

Introduction

This National Education Policy 2020 is the first education policy. in the 21st century. NEP 2020 aims to meet the many growing development needs of our country. This NEP policy proposes to review and reform all aspects of the current educational structure, including regulation and governance, to create a new system consistent with the goals that in spared the 21stcentury school and college-level education system. Level. This study was conducted to understand the reading strategy and use of libraries among students and teachers of a university and college in Bikaner, Rajasthan. This study estimated that 50% are male and 50% female. . It was shown that the subjects always prefer to read "Topic books", the reading purpose of most respondents is "For research purposes (seminar/conference/journal publishing)" most of the respondents took less than one hour to read. Most of the respondents were very satisfied with the availability of reading material in the library.

Libraries now provide access to extensive online databases, e-books, digital archives, and multimedia resources. Whether they'reresearching a thesis, a new hobby, or just curious, customers can access a wealth of informationfrom anywhere with an Internet connection.

The presence of the Internet in libraries has gone beyond mere convenience and has become an essential tool that improves research opportunities, expands access to various resources and fosters community engagement. Thanks to Internet connectivity, libraries have become a gateway to a vast digital universe, offering patrons unprecedented access to online databases, e-books, scholarly journals, and multimedia materials. This integration democratized access to information and changed the traditional role of libraries, positioning them as a dynamic center for digital literacy and lifelong learning. In addition, the Internet allows libraries to extend their reach beyond physical boundaries by facilitating virtual programs, remote access to resources, and collaborative projects that enrich the educational experience of patrons of all ages and backgrounds. However, alongside these opportunities come challenges such as addressing issues related to digital equality, ensuring information integrity, and promoting responsible online behavior. Despite these

complexities, the use of the Internet in libraries represents a powerful fusion of tradition and innovation that is poised to shape the future of information dissemination and community enrichment.

Libraries are buildings where books, periodicals, periodicals, microfilm, maps, government documents, and other resources are stored and catalogued. It would be surprising if you attended a college that did not have a library, and it would be equally surprising if your library was not a prominent and important building on campus.

Many universities and colleges have different libraries depending on who usually uses them ("graduate" or "university" libraries) or according to the specific subjects that the library collects (education, social work, law or medicine). Almost all college and university libraries also have" special objects" collections, which include rarebooks, maps, and government documents.

Print Resources

Consists of all written materials, excluding non-print resources that convey the intended course information.Examples of print resources include textbooks, workbooks, reference books, journals, newspapers, and magazines. There are three mechanisms for the selection of printed material:

1. The suitability of the printed material for the planned course
2. The read ability of the text and the suitability of the vocabulary and content of the print to the age/maturity level of the print. Student material is provided.
3. Materials must be checked for content accuracy and free of bias (gender, race, religion, and ethnicity)

Print books.

These are books selected and acquired to support the respective academic programs of the University. Our users are encouraged to make full use of printed books.

"Book" is a big word. It has a lot of power because it is closely related to our intellectual and imaginative history. Books are the identity of the library and the librarians. Books make up a large part of the collection of any library .The size of any library is usually determined by the number of books in the library's inventory. Books usually complement training courses etc. It is important to learn about the important features of a book. A book is defined as a separately published and independent physical existence written or printed literary work, the pages of which are attached on one side between protective covers. In many libraries, books are called monographs. The Oxford dictionary defines a book as "a written or printed work consisting of pages glued or sewn to gather on one side and bound with covers". UNESCO defines a book's" a bound non-periodical publication of at least 49 pages , exclusive of covers ,published in a country and made available to the public". In other words, often the most in-depth analysis of a topic is available ina book. Reference sources present the subject more widely, but the material in books is more concentrated. Booksmay be intended for general audiences or academic/research audiences.

Print Journals

The Journals is a scientific publication that contains articles written by researchers, professors, and other experts. Journals focus on a specific discipline or field of study. Unlike newspapers and magazines, magazines are intendedfor an academic or technical audience, not the general reader. Journals are periodical academic works that areessential for research and therefore most useful for doctoral and graduate students.

1. Journals are published regularly (monthly, quarterly, etc.) and numbered consecutively.
2. Any duplication is a problem; these quince of numbers makes a volume (usually each year's separate volume). Like newspapers and magazines, periodicals are also called periodicals or serials.

Article

Many library databases provide a filter that limits searches to only peer-reviewed or academic articles. They are also called research papers .However, there are other indicators. Research articles can usually bead scribed in the following form:

1. The title of the article and the title of the publication are very specific to the field and Summary (a brief overview of the article).
2. Introduction, which describes the topic or problem and the author's thesis.
3. The main part of the article may include a literature review, discussion, method, and results. If the authors have done research, include graphs and diagrams. to show the results.
2. 4. The abstract summarizes the claims, experiments, or research of the author.
3. 5. The article ends with a list of references, referred to by earlierresearchers.

Theses and Dissertations.

Adissertationorthesisisadocumentsubmittedinsupportofaresearchdegreethatpresentstheauthor'sresearch work and findings. Its purpose is to inform and present scientific information.

Documents in this category are usually collected by academic or special libraries. Today, most theses are

presentednot only in print but also in electronic form.

Reports

A report is a document or statement that presents information in an organized form for a specific audience and purpose. Although summaries of reports may be presented orally, full reports are usually presented as written documents. Usually reports information found or observed.

Reference Books

Reference books are a good place to start your research. They provide you with concise information on a specifictopic that is intended to educate, not persuade. For example, specialized encyclopedias and dictionaries are suitablefor university-level reference materials. This is a book intended only for consultation or reference of some specific information. Reference books help library users find answers to non-questions. They are not issued and taken home. All those books have the letter R in their reference number. You can find these books in a special guide or near the information point. In other words, these books are kept in the library for reference only. Books such as dictionaries, encyclopedias, magazines, yearbooks ,registers, catalogues , concordances ,atlases etc. are designed to provide specific information of varying scope. They are meant to be referenced, not read page by page.

Magazine

A periodical is a publication with a distinctive title that appears at fixed or regular intervals without a predate mined date when the last issue appears. It contains articles, editorials, features, columns, stories ,or other writings bymultiple authors. Magazines are important for our castoff information about anything.

Newspaper

A newspaper is a timed publication that contains current affairs news, informative articles, various features, publications, and advertisements. It is usually printed on relatively cheap, low-quality paper called newsprint. This isa publication that appears regularly, usually daily, or weekly, and contains the latest news. Therefore, newspapers are a great way to keep up with current events. They also play an important role in shaping public opinion.

Non-Printing Material

Non-print material is material related to or consisting of non-print products. They are quickly becoming essential information and educational resources for today's libraries. Non-print materials differ from print materials in several ways. One of the main differences is that the machine must act as an intermediary between the information and the user of the non-print material. In addition, there are many different forms and machines that can confuse users. Non- printed materials are important and popular sources of information worldwide due to their unparalleled advantages.

ElectronicResources Internet

While we usually think of a library as a "place", most people see the Internet as less physically tangible (though still a "place").Basically, the In ternate sainted rnational computer network that enables things like email ,networking, blogs, and online chat In the early1970s, the beginning soft he Internet consisted of about half a dozen computers located in universities and colleges. Today, the Internet consists of tens of millions of computers in almost all parts of the world. The World Wide Web appeared in the mid-1990s and dramatically changed the Internet. The web and web browsers enabled users to view or navigate web pages rich in text, graphics, animations, videos and research.

Almost all universities and colleges in India provide students and faculty with access to the Internet to access-mail and the World Wide Web or even publish web pages. Millions of people, both in and out of school, access the Internet through ISPs. These are both large and small companies that offer online access to customers for a monthly fee. In practice, however, these differences are not always so clear.

First, many libraries use the Internet or Web to provide access to electronic databases, some of which even include "full text" versions of print publications.

Secondly, almost all university and college libraries offer Internet access to their patrons on their campuses. The ability to access almost anything available online on your library's computers blurs the line between the library and other resources. And of course, just because you found your research on a website while physically in the library does not make your online research as reliable as the material in the library.

Third, most libraries allow patrons to search. to your collections via the Internet. As long as you have an adequate Internet connection, you do not need to go to the library to use the library. Print Resources Contains all wrote materials except non-print resources that.

Electronic Materials

The starting point for the development of an online library service is the development of the library on the library's website. The web has opened enormous opportunities for the development and provision of services to library users.A well-designed website can help library users access library resources and services in their own time and place. The World Wide Web is now so widely used that most libraries are trying to

use it to improve communication. Now, librarians use the Web to direct information to both remote and on-site users .In the past, the library website was static and only provided information about the library and links to external resources. Over the years, they have evolved into more dynamic, interactive, and service-oriented web portals. The most important task of developing a library website is to understand the need software he uses resend design it according to.

Their needs. Service-oriented sites were first introduced when the OPACS library was converted to web-based OPACs. It has been further expanded through the online provision of databases and full- text digitized content, both licensed and developed in-house.

The term "electronic document transfer systems" refers to the transfer of an electronic version of a document, which may include reproduction. From the document. an electronic copy of the document, if it is not already available in electronic form. Libraries used computers for immediate delivery of articles via the Internet and computer. The first use of electronic document distribution was based on scanning technology. The availability of most peer reviewed. Scientific journals in electronic format, in expensive articles canning technology, and improved electronic distribution. mechanisms are some of the contributing factors. Created for an electronic document distribution system that is now commercially available. Technological innovations have made it easier to publish electronic resources. Electronic resources are available in our libraries and can be used within the library or outside the IP area of the university.

Remote access is also possible for library users located outside the university's IP area. Electronic resources are broadly divided into open resources and proprietary resources. Open resources are freely available, while the library purchases/orders its electronic resources for the needs of the library's user base. Library users are encouraged to make full use of electronic resources and access the latest information in their subjects. The electronic resources available in the library are classified as follows.

Electronic book

An electronic book , also called an e-book , digital book, or even e-edition, is a book length publication in digital format. It consists of text, images, or both, and is produced, published, and read by computers or other electronic devices. Sometimes the equivalent of a regular printed book is also available as an e-book. E-books are usually read using separate e-book readers.

Electronic Journals

Electronic journals, also known as e-journals, electronic journals or electronic serials, are scientific journals that can be read via electronic transmission. This means that they are usually published online.These are specialized electronic documents intended to provide material for academic research and teaching. E-magazines are formatted in the same way as journal articles in traditional print magazines. Some electronic journals are online journals, some are online versions of print journals, and some consist of the online equivalent of print journals. Most commercial e-magazines are subscription-based or allow paid access. A growing number of journals are now available online as open access journals that do not require a subscription and offer free full-text articles.

The library subscribes to full-text e-journals to support the academic and research activities of universities. and colleges .Activities These journal s are available over the campus network to all of our library user communities. Users can download journal articles related to their research or investigations and access them anytime, anywhere.

E-Databases

An electronic database is an organized collection or collection of information on a specific topic or interdisciplinary subjects. Information in an electronic database can be searched for and found electronically. An e-database can be bibliographic or full-text. Its content includes journal articles, newspaper articles, book reviews and conferencepapers, etc. It is usually updated daily, weekly, monthly, or quarterly.

Institutional Depository (IR)

Institutional Depository (IR) is an electronic collection of all university and university publications, including institutional journals, these and dissertations, research papers and conference proceedings. These resources are available to the library user community.

Online Catalogue Databases

Online catalogue databases are available to the library's user base. Online Public Access Catalog (OPAC) is adatabaseofprintedbooksavailableinthelibrarysystem.Libraryuserscansearchforneededgesoracesin theOPAC and track the book's location on the shelves using the book's category number obtained from the database.

Statistical Electronic Databases

Statistical electronic databases are databases that contain statistical information about general or specific subjects. Most of these databases are freely available and can be used by users who need them in their teaching and research work. Several statistical databases are useful to our library users. Users are encouraged to use statistical databases to improve the quality of their research and academic work. The following are examples of statistical databases where websites have a list of different databases.

Blogger

Blogger is an American web content management system founded in 1999 that allows users to write time-stamped blogs. It was developed by Pyre Labs before being acquired by Google in 2003. Google hosts blogs accessiblethrough the blogspot.com sub domain. Blogs can also be accessed from a user-owned custom domain (e.g., www .example. com) by using DNS service stop in the domain into Google's servers. A single user can have up to 100 blogs or websites per account. Blogger allows users to publish blogs and websites on their web hosting server via FTP until May 1, 2010. All such blogs and websites had to be redirected to the blogspot.com sub domain or pointtheir domain through DNS to Google servers.

Review Of Literature

The studies conducted by various researchers and research organizations in different countries also analyze and predict the impact of the Internet on reading.

Shresth and Siddiqui (2022) studied the impact of internet use on Study habits of academy going. Adolescents. The sample consists of 450 (324 internet user and126 internet non stoner) academy go in adolescents of XI standard. Results of the study revealed that internet non user school going students showed advanced Study habits in comparison to internets t o n e r a c a d e m y g o i n g adolescents.

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Prasad(2021)triedto studytodeterminethe influence ofthe interneton studyhabits. The descriptive research system was followed. The sample of the study constitutes 704 secondary scholars which include 352scholars using the internet and 352 scholarsnot using the internet. The results indicate that internet operation influences study habits because scholars using the internet had better academic' support' but poor on 'interaction' components than scholarsnot using the internet.

Siddiqui, Memon, and Siddiqui (2016) studied the relationship between internet dependence and study habits of university undergraduates. Sample of the study comprised 100 University undergraduates. The results of the study suggested that internet dependence is significantly identifiedwith study habits of university undergraduates.

Joshi and Sharma (2017) presented the study aims to study the effect of using internet on study habits of elderly secondary schools. The purposive sampling system has been used for selection of the elderly secondary seminaries of Alwar quarter. A sample of 140 scholars from senior secondary class was named. The study revealed that internet be mouths have better study habits than internet druggies in respect to dimension wise, coitus wise and stream wise.

Sharma (2020) aimed at comparing the study habits of adolescents using the internet for academic and non-academic purposes. Experimenter conducted this study to know who winter net operation goods thestudies habits of the academy going adolescents. For this purpose, a stratified sample of 200 adolescents from five different seminars of Chandigarh was named by the researcher. Result s of the study revealed that the study habits of the ado leo scents using internet for academic purposes is significantly better as compared to the adolescent's using internet.

Maynard (2010) conducted a study on the impact of e-books on youth full children's reading habits. The crucial setupincluded the f a c t t h a t , o f thesixchildren involved, four rate themselves as 'enthusiastic 'compendiums, one 'average' and one 'reticent'; while still six of the parents enjoy reading. In addition, therewereindicationsthattheonereluctantyoungreaderwasinspiredtoreadbytheKindle.Hisparentswerepleased with this enthusiasm, noting that hearse did gather than watching television., excited by downloading and choosing books and it.

Mokhtari,Reichard and Gardner (2009) conducted a study on the impact of internet and television use on the

reading habit sand practices of college students The result found that the most commonconditioning of internet use were using-mail (90.4), drooling using intent puffing(63,8) ,probing the web(56.2).The scholar hadn'tper ceiled that the time spent watching TV affected the quantum of time they spent on the internet.

Traditional reading and electronic reading

Traditionally, reading is generally defined as an 'active', 'formative', 'meaning- making 'process (Goldsmith,2015; Graesser 2007; Kin The anthology and the exertion are of consommé at significance (Alexander&Jetton,2002, Pearson, 2001). Lately, the exertion of reading has been reshaped by the expansion of screen- grounded technologies and reading bias similar as e- compendiums (e.g., Kindle) and tablets (e.g., i Pad). All These technologies bring new affordances, when compared with traditional print reading. Hence, reading is witnessing a massive change as new digital technologies continue to expand and bring newcharacteristics that seek to go the anthology the ease ofaccess, portability and store house of thousands of books and documents in a small mobile device.

In the last many times, the adding use of electronic devices by university scholars and grown-ups for academic purposes (e.g., explanatory textbook, academic journals, research papers, and websites), as well as for pleasure purposes (e.g., novels, journals, magazines) (Pew Research Center, 2012) is Due to the rapid-fresh fit in reading from paper to ward electronic formats. The time2005 is notable, in the history of knowledge, whereby the one- billionth existent started using digital technologies to read online.(deArgaez,2006;InternetWorld Stats operation and Population Statistics.). tsch & Kintsch, 2005; McNamara, 2012), whereby the textbook,

Text digitization has important good son academic surroundings. That's to say, learning can be impacted by both the format of the textbook, and the medium through which the textbook is Consumed (). Boroughsl., 2001 Morneau et al., 2001Vygotsky,1978). Boroughs (2010),for case, argues that screen-g rounded technologies and digital reading bi a shave the event quality to affect the way (s) council and university scholars perceive and engage with books. This means that scholars reading digital- grounded accoutrements may parade different countries of mind, stations, and comprehension toward the subject matter.

Digital learning

In the field of education,21st century technologies have generated dainty of knowledge, and thus, new terms have surfaced along the way (e.g., digital knowledge, digital learning). Moment's generations are frequently tech-expertise; they're familiar with digital media and generally know. How to navigate, access, and share digital information (Ting, 2015).Anstey and Bull (2006) note that know disposal) a individualities in the 21st century don't only need to be suitable to search, and to Manage digital information, but they also need to have (at their disposal)a large for coif knowledge chops, and strategies that allow them to navigate "the ever- changing geography" of new learnedness. Also, Greene, Yu and Copeland (2014) support the notion that to be digital literate,

One does not just need to know how to use the new technologies to find information on the web, but also to check, integrate and assemble information from different digital and print sources.

According to the European Framework for digital knowledge, digital knowledge is defined as the following.

"Digital knowledge is the mindfulness, station, and capability of individualities to appropriately use digital tools and installations to identify, access, manage, integrate, estimate, dissect and synthesize digital coffers, construct new knowledge, produce media expressions, and communicate with others, in the environment of specific life situations, in order to enable formative social action; and to reflect upon this process."(Martin, 2006135;citedin Tang&Chaw, 2016; 56). The over-cited de script ion shed light on the significant ofindividuals 'capability to construct meaning and connect with one another through digital technologies. It also emphasizes. Individuals' capabilityto search, estimate, and synthesize information using digital coffers. Since

Results

Time allocated on Print and Digital Reading Company drums of the 21stcentury don't solely limit themselves stein the reprint or digital media but use both. The following section seeks to understand the possible differences, advantages, and carbons of print and digital reading.

Digital and print reading advantages and limitations

Publish and digital media have specific advantages; and limitations, as different compendiums use color full reading for mats in different contexts. Perhaps, one major advantage of print reading is that it offers compendiums access to the textbook in its wholeness. This access is erected up on visual. And tactile cues, whereby the anthology can see, as well as "tactilely feel the spatial and physical confines" of the textbook. By discrepancy, compendiums using digital media are confined by the Limited access ,and the non-physical it of the textbook ;they can pierce only one runner ,but not the entire textbook, at any given time of reading (Mangen, 2010; Sellen & Harper, 2002).

The digital revolution has also contributed top article send acne of online reading over traditional print reading in certain situations (but not in all situations) by furnishing important advantages. similar as non - linearity, proximity of searching words in the textbook, proximity of penetrating information, and the confluence of textbook and images (Landow,1992; Lanham,1993; Murray, 1997; Ross, 2003).

Method

This disquisition was conducted in Jan.& Feb.2024, whereby actors were asked to edit or respond to a cluster of questions designed to gather information about screen- grounded as well publish. Ground end reading habits, preferences, and frequency of using print and electronic coffers. The questionnaire was substantially about the following crucial points.

Demographic information the first step in this disquisition was to reveal participants' gender, field of study, and age. Reading time as a coming step, we ask educators of this study about time spent on reading print and digital documents coffers (i.e., further time, lower time, don't know).

Medium us again or dittoes certain scholars' familiarity with digital account resents two types of questions were inquired.

(1) Scholars were asked about which type of reading medium (i.e.,print,or digital) they use for academic and for pleasure reading.

(2) And how constantly they use print and digital coffers for pleasure and academic reading.

Reading habit respondents were also asked some questions about how they would describe their reading process in print and or digitally in relation to brow sing and scanning, sustained attention, in- depth reading, information selection, non-linear reading, and keyword searching, multitasking, and pressing.

Medium preference after completing their adding pattern section, wreaked scholar store proton their favorites reading platform (i.e., print, digital, or both).

These questions were designed with the aim of achieving a deeper understanding of the extent to which undergraduate scholars use and conclude for prints. Digital coffers for academic and pleasure readings and exploring whether this use of print and digital coffers is determined by subject discipline. Also, the specific questionnaire particulars cited above were guided by a need to find out reading habits and preference so reading formats(i.e., prints. Or digital) among college and university scholars in a decreasingly ferocious digital terrain. With this in mind, special attention was paid to the actors' long- term recollections in the design of the questionnaire and answering particulars (i.e. further time, lower time, don't know).This means in case repliers don't flash back specific changes about their overall reading time and reading habits, they can simply elect the 'do not know' answering order for the purpose of this study, actors were informed about the main objects of the disquisition. In this regard, they were asked to fill out the questionnaires beforehand grounded on their own guests with using print and digital coffers for academic reading, as well as for rest reading. For the sake of concreteness, the author provides a dupe of the sample particulars used in this study.

Time allocated on print and digital reading.

Table 1 provides basic summary statistics of the chance of time devoted to reading print and electronic materials across the three disciplines .overall, an average of nearly 54.5 percent of the 66 repliers (61.1 in science and 46.4 in Commerce and Management) reported that they spend "more time" on reading digital materials than those in Law(3.4 %)..Table1 also shows that 77.8 percent of repliers in science and 60 percent in Commerce & Management spend "less time" on print reading compared to 44.8 percent in Law. who spend "lower time" on digital reading. Also related,65.5percent of repliers in Law report that they "don't know" how import ant time they spend on print reading, compared to13.3 percent of repliers in commerce management and 8.3 percent in science who "do not know" how important time they spend on digital reading. In addition, data analysis of this study indicates a positive correlation betweenparticipants'ageandtimedevotedtoprintreading(r=.35,n=95,p<.0005)i.e.,increasedagoisassociated with increased amount of time spent on print reading.

Type of Reading Formats	Science n=36		Commerce&Management n=30		Law n=29	
	Print	Digital	Print	Digital	Print	Digital
More Time	5	22	6	14	3	1
	13.9 %	61.1 %	20 %	46.7 %	10.3 %	3.4 %
Less Time	28	11	18	12	7	13
	77.8 %	30.6 %	60 %	40 %	24.1 %	44.8 %
Donot Know	3	3	6	4	19	15
	8.3 %	8.3 %	20 %	13.3 %	65.5 %	51.7 %

Table 1 Printand Digital Reading Time

The type of reading formats respondents uses for academic and pleasure reading.

In our sample, electronic media are used more than print media for academic and pleasure reading. *Table 2* indicates that 73.6 percent of all respondents use electronic media as a reading format for both academic and pleasure reading, compared to only 21.5 percent who use print media. Moreover, our results show that 4.3 percent claim that they use "both" print and digital.

Media for academic and pleasure reading. To investigate which type of reading format is used for academic and for pleasure reading, our findings suggest that there is a significant difference across respondents of the three disciplines. Put differently, nearly 86.1percent of respondents in science report that they use electronic media for academic reading, compared to 76.7 percent in Commerce & Managementand 82.2 percent in Law who use electronic media for pleasure reading. On the other hand,40.0 percent of respondents in Commerce &Management, and 24.1 percent in Law report that they use print media for academic reading, compared to 25 percent in science who use print media for pleasure reading.

Typeof Reading Formats	cience n=36		Commerce&Management n=30		Law n=29		Total n=95
	demic	asure	demic	asure	demic	asure	
Print Media	1	9	12	7	7	5	21.5 %
	2.8 %	25 %	40 %	24.1 %	24.1 %	17.2 %	
Electronic Media	31	25	16	23	21	24	73.6 %
	86.1 %	69.4 %	53.3 %	76.7 %	72.4 %	82.8 %	
Both	4	2	2	0	1	0	4.3 %
	11.1%	5.6 %	6.7 %	0 %	3.4%	0 %	

Table 2 Typeof Reading Formats

Frequency of using print and digital formats for studying

Digital resources are more frequently used than print resources for studying. *Table3* reveals that 84.2 percent of all respondents use digital materials very often" or "frequently" for studying, compared to only 44.1 percent who "very often" or "frequently" use print resources. The use of print and digital materials for studying varies across disciplines. Simply put, students in science and in commerce & management use digital resources more frequently than those in law and .More specifically, about 83.4 percent of respondents in science, and 90 per cent in commerce & management report that they "very often" or "frequently" use digital resources for studying, compared to only72.4 percent inlaw who "frequently" or "occasionally" use print resources for studying. To investigate the impact of subject- discipline on frequency of using print and digital resources, data analysis of this research indicates that there is a significant difference among different subject disciplines in terms of using print resources ($\chi 2$=16.967, ddl =6, p=0.009), As well this study is concerned, we argue that subject discipline affects students' frequency of using print and digital resources for studying.

Frequency	ience n=36		Commerce&Management n=30		Law n=29		Total n=95	
	Print	Digital	Print	Digital	Print	Digital	Print	Digital
VeryOften	3	20	4	11	2	7	9.4 %	40.0 %
	8.3 %	55.6 %	16.7 %	36.7 %	6.9 %	24.1 %		
Frequently	9	10	13	16	11	13	34.7 %	44.2 %
	25.0 %	27.8 %	43.3 %	53.3 %	37.9 5	44.8 %		
asionally	23	4	12	2	10	3	47.3 %	9.4 %
	63.9 %	11.1%	40.0 %	6.7 %	34.5 %	10.3 %		
Never	1	2	0	1	6	6	7.3 %	9.4 %
	2.8 %	5.6 %	0 %	3.3 %	20.7 %	20.7 %		

Table 3. Print and Digital Platform frequency of use

Participants' electronic reading habits

a) *More browsing/scanning and less keyword searching*. As shown in *table 4*, descriptive statistics of our research indicate that about 52.6 percent of the participants in this study report that a considerable percentage of time is spent on browsing and scanning digital documents. On the other hand, about 46.4 percent claim that they are less likely to search for keywords when they read digital documents.

b) *Increasing selective reading and decreasing non-linear reading*. More than half of the respondents in this study (50.5 %) note that they are selective readers in the digital environment, whereas 45.2 percent report that their non-linear reading (i.e., skipping lines or portions of text while reading) is "decreasing" when reading digitally.

c) *Increasing sustained attention and in-depth reading*. Roughly speaking, 52.6 percent of the participantsin this study indicate increased attention, as well as increased in-depth reading (46.3 %) during electronic reading.

Percentageof time spent on	Increasing	Decreasing	Don't Know
owsingand Scanning	50	30	15
	52.6 %	31.6 %	15.8 %
Keyword Searching	31	44	18
	33.0 %	46.8 %	19.1 %
Reading Selectively	48	17	30
	50.5 %	17.9 %	31.6 %
Non -linear Reading	33	42	18
	35.5 %	45.2 %	19.4 %
SustainedAttention	50	28	17
	52.6 %	29.5 %	17.9 %
In – depth Reading	44	36	15
	46.3 %	37.9 %	15.8 %

Table 4. Digital Reading Habits

Frequencyof multi-tasking in print and digital documents

According to*Table5*, approximately 59 percent of the participants in this survey report that they "very often", or "frequently" multitask when using digital resources, compared to only24.4 percent who "very often", or "frequently" multitask when using print resources. It is also in treating tonotethatabout37percent of their spendings report chitchatted "never" multitask with print materials, while about 16 percent claim that they "never" multitask when reading digitally.

Frequency	Print Materials	Digital Materials
VeryOften	4	21
	4.2 %	21.1 %
Frequently	23	36
	24.2 %	37.6 %
Occasionally	33	23
	34.7 %	24.2 %
Never	35	15
	36.8 %	15.8 %
Total	100	100

T**able 5**. A Comparison of Multitasking in Print and Digital materials

. **Frequency of high lighting print and digital materials**

As indicated in *Table 6*, the pattern of highlighting print and digital resources is quite similar among participants of this study. In other words, our findings suggest that our respondents highlight digital materials (57 %) the same way they highlight print materials (about 59 %).

Frequency	Print Materials	Digital Materials
VeryOften	17	19
	17.9 %	20.0 %
Frequently	39	35
	41.1 %	36.8 %
Occasionally	21	24
	22.1 %	25.3 %
Never	18	17
	18.9 %	17.9 %
Total	100	100

Table 6. A Comparison of Highlighting Printand Digital materials

Frequency of Printing Electronic Materials

Indeed, though 46.3 percent (33.3 in science, 63.3 in commerce & management, and 44.8percentile) report that they "sometimes" publish out digital account remints for reading, the frequency of publishing out varies by discipline. Table7 shows that 47.2 percent of repliers in science note that they "constantly" publish out electronic documents compared to 63.3percentincommerce & management and 44.8 percent in law who note that they "sometimes" publish out electronic documents ,in addition to only 6.9 percent in law who report" veritably frequently" publishing out digital documents. Still, none of the respondents in science reports "veritably frequently" publishes digital documents. Further, anormalofonly17.9 per cent of the actors in this disquisition omentin that they "no way" publish out digital account regents.

Frequency	cience n=36	Commerce&Management n=30	Law n=29	Total n= 95
VeryOften	0	1	2	3
	0 %	3.3 %	6.9 %	3.2 %
Frequently	17	7	7	31
	47.2 %	23.3 %	24.1 %	32.6 %
Occasionally	12	19	13	44
	33.3 %	63.3 %	44.8 %	46.3 %
Never	7	3	7	17
	19.4 %	10.0 %	24.1 %	17.9 %

Table 7. Frequency of Printing Out digital Material

Frequency of Reading Media

According to Table 8, we notice that 43.6 percent of the actors in this study report "electronic media" as their favor it area ding platform, compared to only24.5percent who prefer "print media", and30.5 percent who prefer both readingformats. More specifically, half of the replies in science (50.0) and roughly 59 percent in law mentionthat they favor digital reading formats, whereas, about 38 percent of actors in commerce & management note a preference for print. Reading formats .To examine the significance of subject discipline to choose of reading formats, the analysis of the present study' show's there 'significant relation between scholars 'subject discipline and preference of reading. media(ϕ=0.319,p=0.048).

Reading Formats	cience n=36	Commerce&Management n=30	Law n=29	Total n=95
Print Media	8	11	5	24
	22.2 %	37.9 %	17.2 %	24.5 %
ectronic Media	18	6	17	41
	50.0 %	20.7 %	58.6 %	43.6 %
Both	10	12	7	29
	27.8 %	40.0 %	24.1 %	30.5 %

Table 8. Types of reading media respondents prefer for reading.

Discussion

The present study uses a convenience sample of 95 undergraduate students enrolled in three different majors at Bikaner City, in an attempt to probe the impact of print and digital coffers on scholars' reading habits, preferences and use. Our results indicate that undergraduate scholars. Spend an increased quantum of time on reading digital documents than reading print documents. This finding is harmonious with previous exploration studies similar asLiu's (2005) throughwhich83.2 of the actors (including youth full and grownups) in a check reported that they spend further time one a dingle electronic documents, compared to 67.3 per cent of repliers who spend further time on reading print documents, suggesting a trend toward the ascendance of digital reading. Maybe the main factors that contribute to the increase in digital reading time are (1) information explosion, (2) development of digital technology, and (3) the wide use of electronic bias. Interestingly enough, this study set up that scholars' age position is paper captively notified with the chance of time spent on print reading than on digital reading. It's conceivable thatyoungish. Compendiums prefer to admit in format ion in digital media, compared to grown-ups who still use the old- fashioned way in reading (Streusel, 2004).

Findings of the current study also showed that the maturity of the repliers (73.6) reported using.
Electronic media is more than print media for academic and pleasure reading. Still, choosing between print and digital media for academic and for pleasure reading varies among disciplines. In other
Words, scholars in commerce & management and law report using electronic media for pleasure reading and using print media for academic reading. On the other hand, actors in science report using print media for pleasure reading and using electronic media for academic reading. These inconsistent results among actors of this exploration have been proved in former studies. For case, in surveying undergraduate library druggies at the University of Toronto, Dilevko and Gottlieb (2002) set up that a though undergraduate scholar suede electronic resources for their assignments and essays, traditional print resources (e.g., books and published journals) were integral corridor of their exploration due to their tractability and endless availability (cited in Liu, 2006). In this respect, we can hypothecate that, despite the fact that digital reading of academic textbooks has lately come a common practice among university scholars, reading digitally may be suited only for shall lower reading similar as reading novels and magazines; where as effort full and engaged reading is stylish supported by reading in print. In support of this contention, Forsberg (2014)argued that subject stand edits ousel electronic formats for shorter and non-academic readings; still, they chose print formats when reading for class-related tasks .Despite the for renamed disadvantage so

digital reading, act or soft his study reports a high frequency of using electronic materials than using print materials for studying. This finding is unexpected. Inconsistent with former claims of using print documents more constantly for academic reading.

Then for pleasure reading.This in consistency could be due to generally cited factors similar as ease of access, low cost of electronic documents (compared to print),searching, storage and portability. These benefits have been reported as major impulses for choosing digital textbooks over print textbooks (Lie withal. 2000; Satheetal., 2002; Stephens, 2010; Creel, 2008).

Grounded on the high frequency of using digital textbooks rather of print, this study sought to determine the reading habits and practices of repliers in using these electronic materials. In this respect, the results Indicate that scholars.

Electronic reading is characterized by further browsing, further scanning, and less key word searching. Similar reading habits are likely to do with the adding inflow of digital information, through which compendiums feel unable of keeping pace with the Available literature. In this way, they're forced to browse and skim web runner salsify they were skimming journals (i.e., skimming headlines) (Liu, 2005).

Browsing and scanning might indeed be effective ways to filter and look for demanded information during reading in the hypertext terrain. For case, in 2000, the Poynter Institute conducted a study.

And setup that utmost web druggies "do a lot of brief scanning, rustlings happily through numerous papers, summaries, but when their interests is caught, they will div into a particular content or

Composition in depth" (cited in Liu, 2005). Key word searching, as an online hunt- reading tool, is also popular and extensively espoused in the digital terrain. Unexpectedly, replies of this study report that they're less likely to use keyword searching as a way to detect demanded information. Similar unlikely hood could meant at our participants shave at their dispose a linen ricking se to skill that enables them to manage with the inviting quantum of information in the digital terrain "digital natives" (Prensky, 2004). Furthermore, our repliers are picky compendiums in the digital terrain. With the inordinate use of the Internet and the rapid-fire growth of digital information, scholars of this disquisition are veritably likely to be more alert and more attentive to the responsibility and credibility of the information set up on the web. With the information explosion and the

development of digital technologies in the 21stcentury, non-line a reading, and reading pattern in which the anthology generally scrolls constantly between portions of the textbook, has surfaced among druggies of digital textbooks. Though non-linear reading is a point of digital terrain part.

excellence, actors of this study have reported reading digital textbooks in a direct order (i.e., traditional mode of reading). As we noted before, this unusual reading pattern among our scholars might also be due to their readingchops and familiarity with using digital media. Similar familiarity could also be a crucial factor to their increased sustained attention and increased in depth reading.

When reading digitally. These findings, still, are inconsistent with former workshop similar as Eveland andDunwoody 's (2001), which posit that compendiums using digital media are likely to have difficulties with attentive reading because of multiple textbooks, multiple hyperlinks, as well as frequent scrolling set up in the digital terrain (Liu, 2005).

Also related, multitasking is a reading trait generally associated with digital than with print reading, as the majorityofparticipantsofthisstudyaremorelikelytomultitaskwhenreading digitally than when reading in print. In the same tone, Liu etal. (2009) claimed that compendiums working on a digital device tended to switch conditioningevery 3to 10 twinkles and argued that. Frequent multitasking could lead to lower engagement with the textbook (cited in songster, 2016). It's also conceivable that Internet access combined with multiple information sources and inordinate use of social media may increase cases of multitask in gammon compendiums (Wallis,2010,Rowlandsteal. 2008). Pressing is another reading pattern generally associated with print media more than digital media. To demonstrate, Liu (2005) posits that pressing electronic documents wasn't a Common practice among druggie so feels electronic documents. None the less, this exploration paper shows that pressing digital textbooks is indeed a common practice among actors of this study. Grounded on these results, we hypo the cate that our replier sari "Tec expertise", armed with necessary chops and strategies to manage screen reading.

The question to the frequency of publishing out digital accoutrements for reading has generated anti thetically results among actors of this study, as scholars in science report publishing out digital documents more constantly than their counter parts in commerce & management, and law, who note "sometimes" publishing out electronic accoutrements. These findings are. Supposedly inconsistent with former tone-reports through which actors in science have claimed that they use electronic platforms more constantly than using print for course-related works. Inanely go us study ,Liu(2005)argues that although repliers spent considerable quantum of time on electronic media, they tended to publish digital documents when reading

serious papers. By the same commemorative, repliers in other studies claim that publishing electronic documents not only grease reflections but also make comparisons among all gathered sources. Easier (Dilveko & Gottlieb, 2002; cited in Liu, 2006).

Grounded on our intention to probe the impact of subject discipline on scholars' preference for reading media, 50 percent of repliers in science and 59 percent of repliers in law reported that they favor digital plat form over print plat forms, where as40percentof actors in electrical engineering mention a preference for both platforms (i.e., print, and digital).

Recent studies have also proved that scholars' preference for electronic coffers over print coffers is dependent on subject discipline (Smith,2003;Siebenbergetal.,2004). Forone,Liu(2006) found that a percentage of scholars in libraries and information lore's have a strong preference for library online.

Sources than scholars in business (42.4), computer lore's (37.1) and social lures (52.2). The desire for a mongrel of print and digital media has also been reported in many studies(Dilveko&Gottlieb,2002;Friedlander,2002;Dillon& Hahn, 2002; Liu, 2006).

Conclusion, limitations, and implications

In summary, this disquisition was motivated by the inordinate use of digital reading purposes in the lives of Bikaner city scholars. With the inviting quantum of digital information and ease of Internet access, new reading patterns similar as scanning, browsing, crucial word searching and skimming are likely to crop up among college and university scholars. Despite the fact that agree at deal of previous exploration claim that digital terrain seems not tubes united forint- depth reading(Mange teal., 2013; Rideoutetal., 2010; Wallis, 2010; Levine etal., 2007), this study showed that, anyhow of subject discipline, digital reading is decreasingly espoused by Bikaner city college and university scholars. Inter jestingly enough, the finding soft his research paper imply that increase dangers associated with increased quantum of time allocated on print reading, suggesting that readers' age plays a crucial part in choosing between print and digital reading formats.

Grounded on their own reading practices, this study aimed to examine college and university scholars' reading practices in the digital age through using tone- reported measures. The study beforehand targeted undergraduate scholars of Bikaner city who are enrolled in three different majors specially, science, commerce & management, and law.

Results showed that, anyhow of subject discipline, the majorityofthe actors in this study decided for digital media as the stylish reading platform for both academic and pleasure reading. A mongrel of print and digital a accoutrement sisal so asked by a considerable quantum of actorsinthis study, which could give druggigsan array of multiple information sources and new access openings.

Among the limitation soft his study is that the finding soft his check cannot beginner allied over large group socollege and university scholars, as well as cannot be gene realized to all academic reading situations due to the small size sample. Thus, farther studies are needed to probe larger. Groups in clouding not only undergraduate scholars, but also grown-up and graduate scholars in a variety of disciplines.

This study, consequently, has come up with several recommendations and implications for education, and they're as follows:

1. Follow up exploration is demanded to examine the circumstances that affect students' choice of format so fre sources along with students 'perceived advantages and barrier so fusing digital coffers in academic settings.
2. Unbornexplorationisalsodemandedtoprobetheimpactofnewdigitaltechnologiesonscholars' reading habits in relation to language tutoring.
3. 3 Farther work is also needed to explore the impact of different subject disciplines on scholars' preference for reading media.
4. It's recommended to conduct fresh work on the impact of the reading medium (print or digital) not only on scholars' cognitive processing similar as reading appreciation and recall, but also on motivational and visual factors that may be intertwined.
5. Set guidelines for using and incorporating digital technologies textbooks in reading instruction and tutoring/ literacy surroundings.
6. Developmindfulnessoftheadvantagesanddisadvantagesofusingdigitalreadingaccoutrements.

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