

**READING HABITS IN ELECTRONIC ENVIRONMENT:
A STUDY OF SELECTED COLLEGES IN MIZORAM**

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ZORINPUIA

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE**

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**ZORINPUIA
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**SUPERVISOR
Dr. LALNGAIZUALI
JOINT SUPERVISOR
PROF. R. K. NGURTINKHUMA**

Submitted

**In partial fulfillment of the requirements for the Degree of
Doctor of Philosophy in Library and Information Science
Mizoram University, Aizawl**



(A Central University)

Department of Library and Information Science

Tanhril, Aizawl – 796004

Gram – MZU, P.O. Box – 190, Phone (0389) – 2331608

Email: lnzc27@gmail.com

CERTIFICATE

This is to certify that the thesis entitled '**READING HABITS IN ELECTRONIC ENVIRONMENT: A STUDY OF SELECTED COLLEGES IN MIZORAM**' submitted by ZORINPUIA for the award of the Degree of Doctor of Philosophy in Library and Information Science is carried out under my supervision and incorporates the students bona-fide research and this has not been submitted for award of any degree in this or any other university or institute of learning.

(Dr. LALNGAIZUALI)

Supervisor

Place: Aizawl, Mizoram

(Prof. R. K. NGURTINKHUMA)

Date:

Joint Supervisor

MIZORAM UNIVERSITY

AIZAWL, MIZORAM – 796004

Month:

Year:

DECLARATION

I Zorinpuia, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Library & Information Science.

(ZORINPUIA)

Research Scholar

Head of Department

(Dr. LALNGAIZUALI)

Supervisor

DEDICATION

To the memory of my father.

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
ALA	American Library Association
CCTV	Closed-Circuit Television
CDC	College Development Council
DELNET	Developing Library Network
DPLA	Digital Public Library of America
e-Book	Electronic Book
e-Journal	Electronic Journal
ePIRLS	Electronic-Progress in International Reading Literacy Study
e-Reader	Electronic Reader
e-Reading	Electronic Reading
e-service	Electronic Service
FPC	Finite Population Correction
GAC	Government Aizawl College
GANC	Government Aizawl North College
GCC	Government Champhai College
GHBC	Government Hrangbana College
GKC	Government Kolasib College
GLC	Government Lawngtlai College
GMC	Government Mamit College
GPA	Grade Point Average
GSC	Government Serchhip College
GSHC	Government Saiha College
GU	Gauhati University
HPE	Health Professional Education
HRD	Human Resource Development
ICT	Information and Communication Technologies
IEA	International Association for the Evaluation of Educational Achievement

INFLIBNET	Information and Library Network
JAWS	Job Access With Speech
LCD	Liquid Crystal Display
LGC	Lunglei Government College
MZU	Mizoram University
NAAC	National Assessment and Accreditation Council
NDLI	National Digital Library of India
NEHU	North Eastern Hill University
NEP	National Education Policy
NLIST	National Library and Information Services Infrastructure for Scholarly Content
NROER	National Repository of Open Educational Resources
OECD	Organisation for Economic Co-operation and Development
ONOS	One Nation One Subscription
OPAC	Online Public Access Catalogue
PGs	Paying Guests
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PUC	Pachhunga University College
RFID	Radio-Frequency Identification
RSS	Really Simple Syndication
SOUL 2.0	Software for University Libraries, Version 2.0
TU	Tripura University
UGC	University Grants Commission
USA	United States of America
VCP	Village Council President

CHAPTER 1
INTRODUCTION

1.1 Introduction

“To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life”. The simple yet compelling statement by W. Somerset Maugham on the importance of developing a good reading habit reveals the power and influence good reading habits have in one’s daily life. As Alan Jacobs (2011) suggests, "It is what you're reading that matters, and how you're reading it, not the speed with which you're getting through it. Reading is supposed to be about the encounter with other minds, not an opportunity to return to the endlessly appealing subject of Me." This implies the importance of personal preference and interests in reading, not necessarily to be reading for the consumption of information and knowledge. On the other hand, the act of reading does involve the process of deriving meaning, information and knowledge from reading materials, the extent to which these information and meanings are derived may depend on the reader. Reading is simply an act of looking at and understanding point according to Collins English Learner’s Dictionary. This implies that reading uses the sense of sight to interpret and understand the words forming the sentences. These words forming sentences, when structured in a meaningful manner, produce and provide a whole array of entertainment, knowledge, information and understanding of various concepts.

Jack Canfield declares, “Almost by force of habit, successful people simply do more”, attributing the act of getting more things done by successful people to a trait of habit. Aristotle have also listed habit as one of the seven causes which determine human action. Habits are settled or regular tendencies or practice which is hard to give up as mentioned in Oxford English Dictionary. Habits can either be good and helpful to a person, and they can be bad and detrimental to one’s present and future. While habits can be acquired at any point in life, it is easier to develop habits during childhood and adolescence. A good habit can be of great help to the education and learning processes of students at any level. The habits acquired by students can determine their academic performance. Habits take years to develop and are just as hard to let go.

1.2 Reading Habits

Reading habits are essential to develop a person in order to excel in their studies and be well-informed of current events and situations in their environment. These habits, attained through years of practice, can become natural to a person once the habit is rooted deep in the person's daily mannerisms, character, and personality. Having a good reading habit can give a person good perception and cognition, easily understanding what is being read. This can become a great factor that separates the person from other individuals in terms of learning and gaining new knowledge. Reading habits are an essential aspect of reading proficiency and cognitive development. Good reading habits, such as reading for pleasure, active reading, and deep reading, can enhance comprehension and critical thinking skills. Reading for pleasure is significantly associated with academic achievement, self-confidence, and social and emotional well-being in children and adolescents (Scholastic, 2019). This is also reflected in the faster development and progress in vocabulary and mathematics among children and teens who engage in reading for pleasure (Sullivan and Brown, 2015).

1.2.1 Active Reading

Active reading involves engaging with the texts by making connections, asking questions, and summarizing key points. This type of reading helps to build comprehension and retention of information. In a study by Guthrie and Davis (2003), students who engaged in active reading showed significant improvement in their reading achievement compared to those who read passively. Reading strategically, with good interaction with the materials by way of clarification and questioning can create higher comprehension of texts, increase engagement, and create a better reading habit especially with studies (Duke and Pearson, 2022).

1.2.2 Deep Reading

Deep reading, or close reading, involves analyzing the text for meaning beyond the surface level. This type of reading requires concentration and attention to detail. In a report by the National Endowment for the Arts (2007), deep reading was found to be on the decline in the United States, especially among adolescents. The report cited

various reasons for this decline, including the rise of digital media and a culture of multitasking. The use of digital media creates a practice of skimming through content, while giving partial attention to the reading materials which makes deep engagement with reading difficult especially for students (Wolf and Barzillai, 2009).

1.2.3 Developing Reading Habits

In order to foster good reading habits, it is important to create a reading culture that encourages and supports reading for pleasure. A study by the National Literacy Trust (2019) found that children who have a positive attitude towards reading and access to a wide range of reading materials are more likely to read for pleasure. Teachers and parents can also encourage active and deep reading by modeling these reading practices and providing opportunities for discussion and reflection on the text. The school environment of students plays a huge part in developing good reading habits by making reading an enjoyable activity with meaningful outcome, which can increase the motivation of children to read more (Cremin et al., 2014).

Developing good reading habits is crucial for academic success, cognitive development, and personal growth. Students reading on a regular basis tend to perform better in academics. This is reflected not just in language related subjects, but across all other subjects as well (Organisation for Economic Co-operation and Development [OECD], 2010). Reading for pleasure, active reading, and deep reading are all important habits to cultivate in adolescents. By creating a reading culture that values and supports these habits, we can help our youth become proficient readers and critical thinkers.

1.3 Reading Habits of Adolescents

Adolescence is a crucial period of development for individuals, marked by significant physical, emotional, and cognitive changes. One of the key cognitive skills that adolescents develop during this period is reading comprehension. Reading comprehension is not only important for academic success but also for lifelong learning and personal growth. However, the reading habits and preferences of adolescents have undergone a significant shift in recent years due to the rise of electronic media and technology. While adolescents are still reading, a lot of the time

they dedicate to reading has now been shifted to the use of digital devices. Even the use of these digital devices when used for reading leads to the readers prioritizing speed reading and entertainment over in-depth reading and reflective reading (Delgado et al., 2018).

1.3.1 Electronic Influence on Adolescents' Reading Habits

While many adolescents still enjoy reading books in print, electronic reading has become increasingly popular among this demographic. Electronic reading refers to the use of electronic devices such as e-readers, tablets, and smartphones to access and read digital text. Electronic reading has several advantages over traditional print reading, such as portability, accessibility, and convenience. Digital content has made a diverse collection of materials available to the public, drawing in more readers and reading opportunities, where even individuals who are reluctant to read and have limited access to books have access and are able to read (Kucirkova & Littleton, 2017). Adolescents can access a wide range of reading materials on their electronic devices, from books and articles to blogs and social media posts.

However, electronic reading also presents some challenges for adolescent readers. The use of electronic devices can be distracting, leading to decreased attention span and comprehension. In addition, electronic reading often involves multitasking, such as checking social media or responding to messages while reading, which can further decrease comprehension and retention of information. Reading on screen leads to easily switching between several tasks decreasing reading duration, which negatively effects the reading process and focus of readers (Radesky, Schumacher, & Zuckerman, 2015).

To ensure that adolescents continue to develop their reading skills and habits in the electronic environment, it is important to consider both the benefits and challenges of electronic reading. In order to develop good reading skills using digital resources, specific reading strategies must be put in place such as setting goals, finding ways to decrease distraction within the digital space, and continuously and actively interacting with and reflecting on the materials to increase productivity and comprehension (Singer and Alexander, 2017). Encouraging adolescents to use electronic reading

devices for educational and informational purposes, limiting multitasking while reading, and providing guidance on how to effectively navigate digital text can help promote effective reading habits and skills among this demographic.

1.4 Significance of the Study

The increase in the use of digital resources in education has shifted the access and utilisation of reading materials by students. Addressing this development in reading resources, the National Education Policy (NEP) 2020 has laid emphasis on the need for integration of digital pedagogy, online learning, and a need for developing digital libraries. The ability for students to benefit from the developing electronic learning environment is an important aspect of the policy (Ministry of Education, 2020).

In modern days where there is an abundance of multimedia resources available, studies show that many individuals, especially the younger generation, are inclined to spend their time browsing through entertainment in the forms of videos and audio (Rideout and Robb, 2019). While some of this content can be informative, the majority of it serves no real purpose except to entertain the audience. This shift away from valuable information and knowledge can be concerning, especially for college students who need to develop critical thinking and analytical skills. Therefore, this study on the reading habits of college students in Mizoram in an electronic environment is of significant importance.

The study aims to help in gaining a better understanding of the reading practices and habits of college students in Mizoram. By examining their standpoint towards electronic and digital resources, we can assess the need and interests of the youth in terms of promoting reading habits among students. Additionally, the study aims to reveal the extent to which college students in Mizoram utilize internet facilities in their daily lives and academics. With the rapid rise in the use of high-speed internet across the country, this study seeks to provide insight into the growth of the youth in their use of electronic and digital developments.

Furthermore, the study explores how the growth of an electronic environment has influenced and affected the reading habits of college students in Mizoram. This knowledge is crucial in determining the role of digital and electronic automation in

promoting reading habits among students. By examining the reading habits of college students in Mizoram in an electronic environment, the study can provide a comprehensive understanding of the reading practices of the youth and their relationship with digital and electronic environments.

1.5 Scope of the Study

The scope of this study will be limited to 10 selected colleges affiliated with Mizoram University (MZU), with a focus on understanding the reading habits and practices of college students in an electronic environment. As per the MZU Annual Report (2022-2023), there are currently 28 permanent constituent/affiliated colleges under the university, offering a variety of disciplines in Arts, Science, Commerce, and BCA. The study will concentrate on 10 colleges, with three of them located in Aizawl, namely - Pachhunga University College (PUC), Govt. Hrangbana College (GHBC), and Govt. Aizawl North College (GANC) to represent the higher population of colleges and college students in Aizawl. One college from each of 7 other districts, namely Lunglei Govt. College (LGC), Govt. Champhai College (GCC), Govt. Serchhip College (GSC), Govt. Saiha College (GSHC), Govt. Kolasib College (GKC), Govt. Lawngtlai College (GLC), and Govt. Mamit College (GMC), will also be included in the study (Table 1.1).

Table 1.1 List of Selected Colleges

College	District	Year of Establishment
Pachhunga University College	Aizawl	1958
Govt. Hrangbana College	Aizawl	1980
Govt. Aizawl North College	Aizawl	1988
Lunglei Govt. College	Lunglei	1964
Govt. Champhai College	Champhai	1971
Govt. Serchhip College	Serchhip	1973
Govt. Saiha College	Saiha	1978
Govt. Kolasib College	Kolasib	1978

Govt. Lawngtlai College	Lawngtlai	1982
Govt. Mamit College	Mamit	1983

(Source: MZU Annual Report 2022-2023)

The selection of these colleges is based on a number of factors including geographic representation - within both the state and the capital of Aizawl, academic relevance, student enrollment – both high and low. Hence, 3 colleges from Aizawl to represent the higher student population as compared to other districts is justified. Within Aizawl, the 3 colleges are meant to represent as wide a range as possible region-wise where PUC is located at the southeastern region of Aizawl, GHBC at the central region of Aizawl, and GANC at the northern region of Aizawl. Likewise, the colleges selected from rural regions represent 7 other districts of the state, representing some of the most reputed institutions, regionally ranging from the south to the north, and west to east.

The study lays emphasis on understanding the reading habits of college students in Mizoram and how the electronic environment has influenced and affected their reading practices. By examining the reading habits of college students, this study aims to provide insights into the need and interests of the youth in electronic and digital resources, and how they can be utilized to promote reading habits among students. Additionally, the study aims to reveal the extent to which electronic resources are being utilized by college students in their daily lives and in academia.

1.6 Statement of the Problem

Despite the widespread availability of electronic resources, the reading habits of college students in Mizoram have not been extensively studied. With the rise of digital technologies and the increasing use of the internet, there is a concern that traditional print-based reading practices are being displaced, potentially leading to a decline in critical reading skills and academic achievement. Moreover, there is a lack of knowledge about how college students in Mizoram use electronic resources for reading and whether they are aware of the potential benefits and drawbacks of these resources. Therefore, there is a need to investigate the reading habits of college students in Mizoram in an electronic environment to understand the extent to which electronic resources are being utilized, the factors influencing their use, and the impact of this

use on reading practices and academic achievement. Such knowledge is crucial in understanding the position of the college students' current standing in the rising digital landscape.

1.7 Objectives of the Study

The objectives of the study are -

1. To study the purpose of reading by college students.
2. To analyse the proficiency of college students in using electronic resources for educational purpose.
3. To find out the time students spend for reading and to understand the factors influencing their reading habits.
4. To understand the influence of electronic resources in their reading habits.
5. To analyse and compare the use of traditional reading materials such as books, newspapers and magazines to the use of electronic resources by college students.
6. To analyse and compare the reading habits and library use of college students among urban and rural colleges.

1.8 Hypotheses of the Study

Based on the objectives of the study, the following hypotheses have been formulated for statistical testing:

Hypothesis 1: Urban college students use electronic resources (including online reading materials and social media posts) more frequently than rural college students.

Hypothesis 2: There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

1.9 Research Methodology

1.9.1 Data Collection

Primary Data collection for the study is done using questionnaire method. A meticulously structured questionnaire was developed to gather data from selected students among the selected colleges in Mizoram. The questionnaire was structured into 4 sections to gather data on several areas of interests for the study. These sections aimed to collect data on the respondents' general information such as their residence, school education background, their reading practices – both leisure and academic, use of college library and their perceptions of their college library's capacity to aid their academic reading, and their electronic use for reading.

To gather information on the college libraries of each selected college, a personal interview was conducted with each college Librarian, or Library Professional in-charge of the college library. Data was gathered through a thorough line of questioning where information on the current status of the library. Comprehensive data was collected through this method to better understand what each college library has to offer its users in terms of print materials, e-services, online resources, digital space, and any other available services and resources.

Secondary data to supplement several components necessary for this study have been collected through references to numerous existing works found through books, journal publications, international and national reports, MZU annual reports, and college websites. Through the acquisition of this secondary data, the gap left on various limiting factors which could not be acquired through surveys of students and interviews with librarians were closed.

1.9.2 Sample Selection

Sampling Method: The respondents for this study were selected using a non-probability Convenience Sampling method. This method was utilised due to practical accessibility across the different colleges. The questionnaire was distributed to students in their respective classrooms or to their class group chat online through various means depending on the college. In some colleges, the questionnaire was handed over to members of the students' council, in others to teachers or librarians.

The questionnaire was then distributed to the students. Both printed questionnaires and online forms (Google Forms) were used, depending on the method through which the questionnaires were administered. Efforts were made to gather a balanced number of responses from each selected college in line with the calculated sample size. For each college, the required number of responses was determined using Cochran's formula, and the first required number of complete responses received was taken as the final data set for that college. For instance, if 98 responses were needed from PUC, the first 98 valid responses received were included for data set of PUC.

Due to the method applied for sample selection, the various streams or disciplines offered by the colleges such as Bachelor of Arts, Commerce, or Science will not be taken into consideration. Any over-representation or limited representation of streams or disciplines due to factors such as availability of respondents and institutional cooperation reflected in the overall sample may be considered a product of the sampling method.

Sample Size: As per the MZU Annual Report of 2022-2023, there are 28 permanent constituent/affiliated colleges with MZU in Mizoram. The total student population of these 28 colleges is 23,385. Out of the 10 selected colleges, the total population was 10,790. To determine the appropriate sample size for the study, Cochran's formula was applied. The formula for calculation of a large populations is-

$$n_0 = \frac{Z^2 \times p \times (1 - p)}{e^2}$$

Here –

- n = the required sample size for an infinite population
- Z = the z-score associated with the desired confidence level (1.96 for 95% confidence)
- p = the estimated proportion of the population (0.5 for maximum variability)
- e = the desired margin of error (0.05)

Using the available values we substitute the values as –

$$n_0 = \frac{(1.96)^2 \times 0.5 \times (1 - 0.5)}{(0.05)^2} = 384.16$$

Since the total population of the 28 colleges is finite ($N = 23,385$), the sample size was adjusted using the Finite Population Correction (FPC) formula:

$$n = n_0 / [1 + (n_0 - 1) / N]$$

Substituting the values of the FPC formula using the values of the population of the colleges we have –

$$\begin{aligned} n &= 384.16 / [1 + (384.16 - 1) / 23,385] \\ &= 384.16 / [1 + 383.16 / 23,385] \\ &= 384.16 / 1.0164 \\ &= 377.97 \end{aligned}$$

Rounding up the fraction, the final sample size is 378 respondents. To calculate the sample size from each college from the desired sample size of 378, we use proportional allocation based on the total population of each of the 10 selected colleges –

Sample size for a college =

$$(\text{Total population of college} / \text{Population of 10 colleges}) \times \text{Total Sample Size}$$

With a total population of 23,385, and population of the 10 selected colleges being 10,790, we apply the formula to each of the 10 colleges where we have the final required sample size from each of the 10 colleges (Table 1.2).

Table 1.2 Sample Size for each Selected College

College	Population	Sample Size
PUC	2791	98
GHBC	2179	76
GANC	1492	52
LGC	1251	44
GCC	836	29
GKC	738	26
GSC	467	16
GLC	389	14
GSHC	497	17
GMC	160	6
	Total	378

(Source: Sample Calculation)

1.9.3 Data Analysis and Interpretation

The data collected through the questionnaire administered to the respondents across the selected colleges was compiled and organised in Microsoft Excel. The responses were checked individually for any incomplete or unusable responses. Only the first valid set of required quantity from each college were selected for the study. The data of all 378 respondents were then categorised and organised using Pivot Tables in Microsoft Excel. These organised data were then laid out carefully for further analysis.

The data of respondents were carefully analysed using Microsoft Excel tools and Python software. Descriptive statistics such as frequency and percentage were used to analyse responses containing multiple choice questions. For Likert Scale based responses, mean scores and variances were calculated to assess the trends and shifts in usage and preferences of the respondents on their reading habits and practices. Tables and suitable charts are used to present the analysed data.

1.10 Chapterisation

Chapter 1: Introduction

This chapter gives a brief insight into the main title of the study by highlighting significant aspects such as the concept of reading, reading habits and its types, the ways in which reading habits change in adolescents, the growth of electronic environment and how it shapes the reading habits of the youth. These brief introductory notes on the topics pave way for the later chapters of this research, by setting up the expectancy of various topics to be covered.

Chapter 1 also includes key components of the research by laying out various aspects which were determined prior to the commencement of on-field and analytical study. These components include the significance and scope of the study which, through arduous effort and review of existing literature, took place as the heart of the study. The significance and scope of the study, through mentioned effort, were derived through the statement of the problem which follows in this chapter.

This chapter also includes the 6 objectives which laid the foundation of the study. From these objectives, 2 relevant and related hypotheses were formulated for further statistical testing. The following section of this chapter includes the research methodology which comprises of the data collection methods utilised, sampling method and sample size calculation, followed by the projected methods for data analysis and interpretation of the study's data.

Chapter 2: Review of Literature

A wide array of existing literature on related subjects were strenuously studied to detect patterns and trends which are compiled in this chapter. The review of literature has been divided into numerous sections for deeper and narrower categorisation of the subjects. This makes the literature reviewed for easier dissection. The review of the literature has been grouped to best match the title of this study by placing them in various sections such as reading, reading habits, reading habits in higher educational institutions, electronic environment, the impact of electronic environment in higher institutions, comparisons of print and digital resources.

Through the analysis of the existing literature, a gap in the literature was observed which strengthens the relevance of this study which has been presented in the closing section of this chapter.

Chapter 3: Reading Habits in Electronic Environment

Chapter 3 goes into detail on the trends and practices of reading habits, with a specific context on the reading habits of students in an electronic environment. The chapter gives studies on the reading habits of students and youth, the mediums of reading and reading resources, the influence and importance of libraries as reading resource and resource centres, and students' perspectives on the college libraries of Mizoram.

This chapter describes the various factors which affects the reading practices of individuals, the electronic environment and its growth, the impact of digital resources and electronic settings in developing and shifting reading habits, their benefits and drawbacks. Reading on digital devices are addressed detailing any benefit and disadvantages they may possess. In order to better understand the electronic environment, various types of electronic resources are explained and how their availability and accessibility impact reading culture. Analysing the trends and patterns associated with digitisation of reading resources, the various challenges and ways to sustain good reading practices are highlighted.

Chapter 4: College Scenario in Mizoram

In order to better comprehend the college landscape of Mizoram which is under study, an overview of the college scenario in Mizoram has been detailed in this chapter. The various colleges affiliated with MZU have been listed. Furthermore, a more detailed look at the various colleges selected for this study have been outlined in this chapter, detailing the history and relevance of the colleges in the context of the state of Mizoram, the current status and standing of the college, the courses they offer, and the details of their college libraries; which serve as the cornerstone of the reading environment for any educational institution.

Chapter 5: Data Analysis, Interpretation, and Findings

This chapter presents the analysis of the data collected throughout the course of the study. The data collected for the study are laid out through the use of tables and figures which are interpreted, highlighting significant points.

Through the analysis and interpretation of the collected data, the findings of the study have been presented in this chapter, while acknowledging and addressing the main objectives of the study.

To complement the findings based on the objectives of the study, the hypotheses of the study have been put forward in this chapter with statistical testing through the use of Microsoft Excel analysis tools and Python software.

Chapter 6: Conclusion and Suggestions

Chapter 6 summarises this study, through careful observation of the research findings, with various suggestions for improving, sustaining, and developing good reading habits within the electronic environment setting. This chapter also presents the scope for further research.

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CHAPTER 2
REVIEW OF LITERATURE

2.1 Introduction

A comprehensive understanding of existing literature on appropriately related and relevant subjects and topics are required in order to address the lengths to which such studies were conducted, as well as to understand the areas which demand further or more in-depth studies. Reviewing existing literature on the topics and subtopics of any study also enables both the researcher and the readers on what to expect through studied data, observable trends and patterns, and to determine the efficacy of the current research.

A review of literature has been presented in the following sections which have been categorized into 7 groups. The review of literature is presented in ascending chronological order within each section. The categories are:

- i) Habit Formation and Reading Habits
- ii) Reading Motivation and Engagement
- iii) Digital Reading Behaviour
- iv) Print vs Digital Reading
- v) Libraries and Reading Habits
- vi) Reading in Higher Education
- vii) In the Context of Mizoram

2.1.1 Habit Formation and Reading Habits

Carnovsky (1934) studies the relationship between reading interest and the actual practice of reading among high school students. The study found that readability, author reputation, and accessibility were important factors to impart interest to readers. The factors influenced the reading interest of students on topics which they were not likely to be interested. While topics and genres of books do play a crucial role in what students select as their interest for reading, the factors of author reputation and accessibility plays a big role in influencing the students to select books they were not initially interested to read.

Briggs (1987) explores how students' attitudes toward reading can influence their reading development and literacy progress. The study addresses negative attitudes as

a major barrier that students face from improving their reading especially among students who are in school. The study emphasised the importance of a shift in mindset, without which efforts to enhance their reading skills may be ineffective. The need for a supportive reading environment is also highlighted which can encourage students to have positive engagement with reading practice. Although the study is dated, its findings remain relevant, especially in understanding motivational and psychological factors among school students where many do not engage in reading for pleasure, but rather with a focus on academic progress alone.

Baumann and Duffy (1997) conducted a research to understand appropriate instructions for reading among pre-kindergarten to 12th grade students. The research found that children with parents who exhibit good reading habits and practices tend to simulate their parents, where they see their parents or family members read, and as a result mimic their actions by pretending to read. This in turn leads to the children to develop good reading practices and develop a habit for reading. The importance of communication with family members, and the examples of knowledge-driven interactions are essential for children in their developing years. The study lays emphasis of the importance of the home, as well as the caregivers or parents of children, in how they interact with them, what they interact with, and what they see the most, in order to develop good reading habits.

Carden and Wood (1998) examined the processes of habit change for understanding how new reading routines can replace older, less productive practices. Their findings emphasise the role of setting specific goals, environmental change, and immediate rewards in reinforcing positive habits. In the context of digital reading, the use of smartphones and big data are found to be revolutionising the methods of studying and reading habits.

The study by Lally and Gardner (2013) revealed evidence showing that habit formation varies across individuals and tasks. It was shown that formation of new habits typically require a minimum of 66 days for a new routine to become automatic behaviour or practice. The study highlights the importance of a rigid support system and a persistent

follow up on the practice when encouraging students to adopt consistent reading habits, particularly in digital environments filled with distractions.

Wood and Runger (2016) studied the psychological requisites on the formation of habit with implications for reading practices and habits. The study identified the importance of context repetition such as reading at the same time or place as a core factor in developing automatic behaviours which is the core element to development of habits. Application of the study to student reading habits suggests that consistency in study environments with special consideration for consistent and disciplined reading time, comfortable and positive reading space are critical. These factors could lead to more sustainable academic reading cultures and habits over time.

The OECD's Programme for International Student Assessment (PISA) of 2018 survey examines the reading proficiency of 15 year-old students. The result shows that among the OECD countries, 77% of students had decent levels of reading proficiency where they were able to contextualise the core concept of texts they were instructed to read. The study shows that out of the total population of participants, 8.7% were considered to be at the top of the pool, where they are able to form complex ideas, and understand abstract concepts.

2.1.2 Reading Motivation and Engagement

Gambrell's (1996) study focused on how classroom environments can bring about intrinsic reading motivation among students. This intrinsic motivation to read creates a support system for readers which can foster positive reading habits. According to the research, students who feel a sense of autonomy in reading, relevance in what they are reading, and students who feel a sense of personal achievement in their reading tasks are more likely to continue reading outside of academic requirements. Consistent and motivated reading is most likely to emerge from environments where students feel they have the choice of reading and are supported in their choice to read.

Schraw, Flowerday, and Reisetter (1998) studies how providing students with choices in reading material impacts their level of engagement with the materials and how it effects their reading behaviour. The study found that when students were allowed to select their own reading materials in the form of topic, format or level of reading

material, the students were more interested in the materials, they were eager to read more, and had better comprehension of the texts. The freedom in being able to choose reading materials promotes deeper cognitive abilities and increases the likelihood of forming good reading habits among the students.

Mazzoni, Gambrell, and Korkeamaki (1999) studied the changes in reading behaviour and motivation between first and second grade students of two countries – the United States of America (USA) and Finland. Students in USA generally start first grade at the age of 6 and students in Finland start their first grade at the age of 7. However, even with the age difference, the study finds that during first grade, students of both countries had an increase in their motivation to read, while this motivation decreased during second grade in both countries. This suggests that age and culture did not factor in to the motivation to read among children, but rather how the practice of reading is introduced. The experience of having reading practices is important and should ensure that the experience creates a balance of enjoyment and development.

Artelt, Schiefele, and Schneider (2001), in their study of predictors of reading literacy, found that students who enjoy reading with good sense of reading habits are more likely to read more and have better comprehension and retention of texts they read. Reading performance is dictated more by the motivation for reading and self-interest rather than by their frequency or duration of reading. This suggests that students who are intrinsically interested in reading have better reading strategies and practices, have better text comprehension with longer texts, and also perform better in academics.

Clark and Rumbold (2006) studies how reading for pleasure influence the literacy of readers, and emphasise its importance for better outcome of other factors in life. The study shares the supposition that voluntary and enjoyable reading may lead to a reader's faster and higher improvement in their literacy skills, the range of their vocabulary, as well as their academic performance. The study discuss how intrinsic and extrinsic motivations to read among children influence how much they read, if at all. Reading for pleasure creates a positive tone in the minds of young readers towards reading practices, which could set a good reading habit for their later developmental

years, resulting in more academic and career advancements. The home environment is especially important to set a good reading culture among young children.

Gerlich and Drumheller (2012) introduced the Reading Motives Scale to measure various reasons students engage with reading material. These reasons for reading may be in the form of academic needs and obligation, information seeking and interests in wide varieties of information, or to escape into the world books. The study shows that students who read due to intrinsic motivation are more likely to develop more frequent and sustained reading practices. The intrinsic motivations may be in the form of curiosity or for other personal interests. It is important to understand what motivations push students towards reading in order to develop stronger reading habits using both print and digital resources.

Schiefele et al. (2012) examines the reading motivations upon research findings over the past 20 years. It studies the relationship between the reading motivation of readers, and their reading behaviour and reading comprehension. The study finds that the main reading motivations were curiosity, involvement, competition, recognition, grades, compliance, and work avoidance. Reading for enjoyment is related to reading comprehension and competence through intrinsic motivation for reading, while extrinsic motivation for reading accounts for little to negative contributions on a person's reading habit.

Merga and Moon (2016) studied the recreational reading habits and its social influence. The study finds that influences from parents and teachers play a vital role in creating good recreational reading habits among adolescents. The attitude and engagement young teens have towards recreational reading is heavily influenced by extrinsic motivations. Schools also play a large part in encouraging the recreational reading practice of the youth through supportive implementation of recreational books into school curriculum.

Vanitha, Sabariraja, and Rajalakshmi (2020) studied the impact of online fiction communities and found that factors such as reader comments, ratings, and discussion forums motivated students more to read for enjoyment. The participants of the study reported higher levels of sustained reading engagement when the available digital

content were aligned with their personal interests. The possibility of excessive screen time interfering with their academic duties is also addressed by the students.

2.1.3 Digital Reading Behaviour

The study by Liu (2005) investigates reading behaviour in the digital environment over a period of the past 10 years. The study finds that there was a decline in sustained reading behaviour by at least 37%. The increase in the time spent on reading using electronic resources is the resulting trend. People spend more time on electronic devices for browsing and skimming through vast content rather than actually reading for extended durations. There is lack of concentrated reading, with more readers reading in non-linear structure. The study also finds that when people read using print materials, highlighting on selected sections of the reading materials for later reference is a common practice, which is not carried over to reading in digital formats.

Social networking platforms can significantly influence students' psychological health and have negative impact on their reading practices and reading habits. The study by Kalpidou, Costin, and Morris (2010) examining the use of Facebook by college students found a nuanced relationship between the use of the social networking site and their psychological health. While active engagement in academic groups using the site showed higher peer support and lower levels of feeling isolated, excessive use of the site for non-academic purpose resulted in increased stress as per the self-report of respondents. The use of Facebook for non-academic activities also reveals a self-reported decline in personal mental well-being by the students.

The impact of using social media on reading habits goes beyond the mental and psychological implications as mentioned. Wang, Chen, and Liang (2011) investigated how the use of various social media platforms influenced the time students spent for reading and found that excessive use of social media correlated with significantly lower amount of time allocated to academic reading. The result also shows that high use of social media resulted in increased procrastination by students. However, the study also reveals that the use of social media platforms for collaborative learning by way of study groups or by sharing study materials resulted in students having wider

access to study materials. Using social media for study groups also showed that students reading in groups had higher motivation for reading through texts.

Benedetto, et al. (2013) found from their study that reading on Liquid Crystal Display (LCD) screens for a prolonged duration creates eye fatigue at a much higher pace than while reading on print mediums. Impaired reading abilities have been associated with the use of LCD screens. Better forms of eye protection from various backlight in digital screens are recommended, although this does not solve the problem of fatigue that screen luminance plays on creating visual fatigue. Reading on print serves as a more recommendable form of prolonged reading due to its ease on the readers' eyes.

West and Chew (2014) extensively studied reading practices using digital tools among a large group of people where the survey was completed by over 4,000 people in seven countries. The study finds that people tend to read more after the availability of mobile phones, and specifically after they start reading on them. The study finds that while 62% started to read more after using mobile devices. This trend in this increase of reading is more pronounced among females, where 71% of female respondents reported to reading more after reading on mobile devices was possible, as compared to 60% of men. The study also finds that parents tend to read to their children more after they could read through their mobile phones.

Kumara and Kumar (2018) investigated the effects of Information and Communication Technologies (ICT) on the reading habits of students. The study found that although ICT tools boost the quantity and in many cases the frequency of reading by offering vast and easy access to repositories and instant retrieval capabilities, many students tend to skim through texts rather than perform in-depth analysis and critical reflection with the texts being read. While the ease of access allows for more frequent reading sessions, it can also lead to superficial engagement with texts. The study lays emphasis on the need for instructional strategies that promote sustained attention and the ability to engage with digital texts on a deeper level.

Wolf (2018) studies the influence that digital reading may have on the reading process of people. The book expresses that print reading creates a deep learning and comprehensive process, while digital reading is fast, yet creating a more superficial

and short-lasting comprehension of what is read. Digital reading may lead to a shorter attention span in reading practice, and encourages skimming through large texts with selective reading. Critical thinking through the consumption of information and knowledge from reading books may be hindered through the use of digital reading resources which provide ease of use to readers, which may lead to dependence on technology, thereby eliminating the process of critical thinking.

In her book, Baron (2021) studied the difference between reading print and digital resources. The values each format presents and the drawbacks of each is important to address. The study finds that digital format of reading leads readers so approach the materials differently than they would on print materials. The study expresses the importance of matching the reading purpose to the reading format, and that print and digital mediums each may have more effective use than the other in various aspects. The importance of retaining a focused reading practice while using digital resources is expressed.

The study by Yusof (2021) describes how multitasking across various social media sites, videos, and online articles has become common during reading sessions. The total amount of time spent for reading has increased due to the availability and convenient access to a variety of digital reading materials. However, the division of the reader's attention to many other elements while reading can compromise the reader's comprehension and knowledge retention. The study also highlights the importance of pedagogical reconstruction aligning with ways to manage the reader's distraction in order to maintain deep reading habits.

Chang et al. (2023) surveyed undergraduate students to identify the key factors that influence digital reading for academic learning. Their results show that features such as user friendly navigation, reliable search functions, and synchronisation of resources across devices significantly increase students' willingness to use digital tools and resources for studies. The study reveals that when online materials are easy to locate and read, students tend to spend more time engaging with academic content using electronic tools. This shows how digital technology and resources have reshaped the way in which college students engage with and access academic materials.

2.1.4 Print vs Digital Reading

Mokhtari, Reichard and Gardner (2009) studied the time college students used for recreational reading, academic reading, television, and time spent on the internet. The findings suggests that students spend a particularly large amount of time for reading, and also spend considerable amount of time on the other activities. The use of internet was considered a useful resource for gathering information but did not hinder the time spent on reading. Among the different types of activities, recreational reading was the most favored while academic reading was the least preferred activity. Television was favoured by many students but did not score as high as recreational reading and internet use.

A study conducted by the Pew Research Center (2012) reveals that the amount of reading that individuals had had increased with the availability of digital devices, and with the increase use and accessibility of digital reading formats. When studied over the course of 1 year, the study shows that individuals who read using e-books had read an average of 24 books, as compared to those who read print materials reading 15 books on average. This suggests that the availability and accessibility of digital reading devices and resources have greatly increased the reading practices and reading time of individuals.

Mangen, Walgermo, and Bronnick (2013) studied the difference in reading comprehension between print and digital formats among 72 10th grade students from Norway. The study grouped the students into two groups and were administered texts to be read. The first group read on print while the second group read as a PDF file on computers. The findings of this study strongly suggests that students who read on print mediums show significantly better reading comprehension than those who read on digital mediums. The findings have implications that some features of digital reading resources may have negative influences on the comprehension of readers.

Delgado, Vargas, Ackerman, and Salmeron (2018) conducted a comprehensive analysis to examine whether reading on print or digital affects reading comprehension. Their study synthesized findings from a broad range of prior research on related subjects. A consistent pattern was found on "screen inferiority", where readers

generally performed worse when reading digital texts compared to print materials. The study revealed that reading on print offered a stronger advantage under time constraints and when readers engaged with informational or mixed texts. Additional findings suggests that scrolling interfaces and computer screens were more detrimental to text comprehension than handheld devices like mobile phones and tablets. The advantage of print has increased over time, indicating a growing gap in effectiveness between print and digital media.

Mizrachi et al. (2018) studies the reading preference of 10,293 university students from different parts of the world. The study finds that a significant majority of the respondents prefer to use print resources for their studies. The use of print resources is shown to produce higher retention of texts read, as well as creating a better form of reading focus among the students. This reading preference was shown to be uniform across all countries studied. The comprehension and retention of texts is also higher as per self-report of the respondents, which is again uniform across all contrived surveyed. The preference for academic reading between print and digital formats only has a small relationship with the students' academic achievements.

Mangen, Olivier, and Velay (2019) investigated the cognitive implications of reading long-form narrative texts on e-readers versus traditional print books. The results of the study revealed that there were no significant differences between Kindle and print readers on many conventional measures of reading comprehension. These measures included factors such as reading time, word and sentence recognition, and overall emotional engagement. This suggests that surface-level comprehension may not be strongly influenced by the medium of reading. However, distinctions between the two formats were evident when it came to deeper cognitive tasks like being able to recall the order of events and identifying where specific events occurred in the texts.

Fontaine et al. (2021) performed a meta-analysis of literature comparing print and digital reading on comprehension within Health Professional Education (HPE). The study synthesized findings from ten studies published between 2001 and 2021. The study revealed that when students read HPE-specific texts, print formats produced a significant improvement in comprehension compared to identical digital texts. The

analysis also shows that unsupervised and uncontrolled reading environments produced a small advantage for print, likely reflecting digital distractions such as social media and web browsing. In supervised settings with fewer distractions, comprehension differences between the two formats was essentially absent.

Peras et al. (2023) conducted a comprehensive systematic literature review to explore differences between digital and paper reading among school children aged 6-18 years old. The study prioritised the levels of reading comprehension based on gender, socioeconomic status, and school location. The paper reviewed findings from multiple international studies, including large-scale assessments such as the International Association for the Evaluation of Educational Achievement (IEA)'s Progress in International Reading Literacy Study (PIRLS) and ePIRLS which is the electronic/computer based assessment version of PIRLS. The review highlights the complexity of the matter, where some studies showed no significant differences between formats, while others supported the "screen inferiority" hypothesis, suggesting that reading on paper often results in better text comprehension. On gender differences, the findings were inconsistent and inconclusive across different countries. Socioeconomic status consistently correlated with higher comprehension in both print and digital formats, although some studies show better results using print format. The study also identified a research gap in school-level factors, especially regarding rural vs. urban school location.

2.1.5 Libraries and Reading Habits

A study by Gilbert and Fister (2011) explored college students' attitudes toward reading for pleasure and the role of academic libraries in supporting such reading habits. While many of the students studied claimed to have little time for leisure reading during their academic year, many of them expressed high interest in reading a variety of materials such as books, newspapers, and magazines. The research shows that while pleasure reading may not be high during academic sessions, interest can be sustained through strategic library initiatives during academic breaks. It was found that students often prefer and require guidance in choosing what to read and shows that they would benefit from reading advice rather than expanded collections alone.

Differences in reading preferences across academic disciplines also suggest the need for such reading advisory services. The study revealed a gap between faculty and librarians' perceptions and what students are actually interested in reading.

Howard (2011) finds that the response of public libraries to the needs of the youth plays a vital role in developing their reading habits. The study finds that library many library users yearn for better library services, resources, and programs to facilitate their needs. The adoption of social media and other social networking tools is recommended by the youth in order to stay relevant. Inclusive programs for teens from the public libraries may encourage them to read more and to utilize the libraries more in their developmental years.

Dewan (2015) examines the responsibility of academic libraries in promoting leisure reading among college students. Despite institutional focus on the success of students academically, academic librarians rarely view the encouragement of reading for pleasure as part of their core policy. Unlike bookstores that draw in readers with intuitive layouts and exciting book covers, college libraries are often intimidating, with poorly labelled sections and books that have been rebound making them look unappealing. This makes casual browsing difficult and discourages readers from engaging with many books from the library collection. Libraries can foster a better reading culture by incorporating various strategies like creating popular reading collections, installing better book display sections, providing exciting booklists, promoting their collection through online tools, and organising book clubs. The study places academic libraries as important agents for creating lifelong reading development.

Sethy's (2018) study provided a comprehensive overview of how libraries can actively develop and improve reading habits by offering both physical and digital access to diverse resources. The importance of encouraging good environments are also addressed. The study reveals the importance of a well-maintained and silent reading atmosphere, proper organisation and visible display of the resources, and user-centric services. The study outlined various strategies to promote reading, including virtual author visits, mobile libraries, user-specific record keeping, and integration of blogs,

Really Simple Syndication (RSS) feeds, and self-assessment tools. Publicity and marketing are important tools to enhance the awareness of the library services to the public. The study stressed that reading for pleasure remains a key factor in lifelong learning and success, and libraries must be well funded and continuously evolve their services to attract and retain users in both print and electronic environments.

Celik (2019) studied the reading habits and library use of students at Tishk International University in Erbil, Iraq. The study found that students strong engagement with both books and their campus library. Nearly all students reported reading multiple books each year which exceeds the American Library Association's (ALA) threshold for strong reading habits. Most students acquired their books through personal purchase rather than borrowing from libraries. Students expressed high satisfaction with the university's library facilities and its services. The library was found to be closely associated with the students' academic activities with majority of students regularly visiting the library to support and aid their studies and research.

Malipatil (2021) investigated the impact of public libraries on promoting reading habits among students in Karnataka. The study found there was a sharp decline in both academic and recreational reading due to the increase in use of social networking sites. In the study, 75% of respondents claim to have not read a single book during the past 3 months. The preference for traditional print materials remain among students even though digital format provides convenience and mobility. The study lays emphasis on the need for public libraries to update their collection by integrating e-books and other digital access points. The need for promoting active engagement with library users through compelling programmes are also discussed.

Samsuddin and Khalid (2021) examined how students engage with both print and digital materials at the research university library in Malaysian. The study found that the preference of format lies with the genre and purpose of reading. Participants overwhelmingly preferred to read novels using print for comfort, while digital was preferred for study and research due to their accessibility. The study finds that publishers and libraries collaborating to ensure both quality and variety in both formats is essential to support the reading and learning process of the students. The study also

suggests library services which are adaptive such as introducing reading programs and active reader awards so as to encourage and deepen the students' reading habits.

Scoulus and De Groote (2022) studied the self-reported efficacy of academic libraries for their academic activities and excellence. The study finds that according to students, the use of academic libraries to aid their studies contributes to their academic success. Students who reported the usefulness of academic libraries above information resources for their academic achievements had higher Grade Point Average (GPA)'s than those who did not. The study found through analysis of the relationship between the demographic profiles such as - race, class, program, and college – with their GPA, that these demographic difference also did effect their grades.

The study by Roy et al. (2023) examined central library users at the University of Rajshahi and found that the introduction of e-books and online journal subscriptions increased overall reading frequency of library visitors by 35%. The findings of the study reveals the importance of proactive library training sessions and curated digital collections in guiding students toward credible academic materials and preventing information overload. It is evident from the study that quality electronic resources and its use depend highly on progressive and up-to-date library services.

Kaushamalika and Fernando (2024) examine the reading habits of adult patrons at the Kotahena Public Library in Sri Lanka. The study reveals a positive orientation toward reading as both a leisure activity and a means of staying informed. The survey demonstrates that adults engage regularly with a range of reading materials such as books, periodicals, and newspapers. The most common purpose for reading among the adults is to update their personal knowledge and to stay informed. Reading is an active, multi-stage process which requires skills before, during, and after engagement with texts. The study positions the public library as a “social living laboratory” where collections, comfortable reading spaces, and targeted programs towards users are essential for nurturing a literate society. The study's findings suggest that libraries must make reading both pleasurable and voluntary in order to sustain and further develop these reading habits.

2.1.6 Reading in Higher Education

Alexander and Jetton (2000) studied the ways in which university students read academic texts, how their reading and learning motivation and knowledge developed their reading behaviour. The study finds that students mainly read with the particular purpose of completing assignments or to prepare for exams. Reading for prolonged duration for deeper understanding is less common. This reading practice of surface level reading leads to reading habits of skimming through vast materials or simply copying of important points and highlights. However, the study also reveals that students who are keen to learn more about particular subjects become more invested in reading, and in the process develop a more meaningful reading habit.

Schellings and Van Hout-Wolters (2011) studied the reading strategies used by students in higher education and found that many students use reading strategies like summarizing, re-reading, and self-questioning. These strategies are linked to better academic performance and provide deeper comprehension of texts and retention of information. The study also finds a gap between the self-reported reading habits and the actual reading practice of students. While many students claim to use effective strategies, the study found that the actual reading habits of the students lack active engagement with reading resources and in-depth analysis of texts.

Chauhan and Lal (2012) studies the impact of information technology on the reading habits of students from Shimla, Himachal Pradesh. The study was conducted on respondents from 4 colleges. The study found that the information seeking behaviour of college students shifted from print to digital, where 98% of respondents read information from online sources daily, and 24% read their emails daily. The study shows a relationship between the students' reading habits and their age, gender, education, online duration and other factors. College students use their internet facilities mainly for socialising through social networking sites, and for entertainment purpose such as watching videos. The reading culture through online resources seem to be on the lower end with only 19.2% respondents reading newspapers daily, and 25% reading magazines daily. The students under the study had a perceived notion that online materials were more accessible and were more cost-effective.

Naz et al. (2022) studied the various factors influencing the reading habits of college students in Pakistan where they found factors such as availability of time, reading environment, access to reading materials, peer influence, and technological distractions as the most common influencing factors. It was revealed that excessive use of mobile phones and social media had a huge impact on the reading practice and reading time of the students. Strategies to promote reading such as awareness campaigns, digital detox programs, and better library services were recommended.

Ramya et al. (2022) conducted a study among college students in Pollachi Taluk, Tamil Nadu, where the study reveals that over 70% of participants prefer to use smartphones and tablets for reading their academic course materials because of portability, convenience, quick, and easy access. The study also noted that nearly half of these students reverted back to using textbooks and other print format materials when preparing for examinations, indicating that digital and print media serve as complementary tools in academic study. However, the preference of digital format resources by many college students reveal the apparent rise in use of such resources, especially on regular reading activities.

A study by Pandey and Chandra (2024) examined the reading habits of college students which focus on the frequency, preference, and the factors which influence their reading habits. The study showed that having engagement with reading for pleasure is quite moderate, where the preference for such type of reading strongly leans toward digital materials. It was found that students with access to library facilities had more regular reading sessions and were more accustomed to reading for pleasure.

2.1.7 In the Context of Mizoram

Verma and Laltlanmawii (2016) conducted a study to evaluate the satisfaction level of college students with the resources and services of GHBC Library. Findings revealed that while a significant proportion of students were aware of the available library services and accessed them, only a small portion of them were regular daily users. The majority of respondents preferred print materials over electronic sources. Most students were satisfied with the reading space and reading resources available, while some improvements were sought after in the reference collections. The study finds a

need to align their collection development and services with the needs of the users to attract more regular users and readers.

Lalruatpuii, Miriami, and Chhakchhuak (2017) explored the changing attitudes toward open access resources among faculty members of the School of Social Sciences at Mizoram University. The study found that the majority of faculty members used electronic resources regularly which played a significant role in their academic activities. Electronic Journals (e-journals) emerged as the most preferred type of resource, followed by databases and Electronic Books (e-books). The use of open access for accessing e-resources indicates a shift from traditional to digital resources among the faculties. The study also revealed that faculty members used open access resources not just for teaching but also for research and academic writing. The study suggests that the shift toward digital resource use should extend beyond faculty to include research scholars and students as well.

Lalnunpuii, Ngurtinkhuma, and Verma (2018) conducted a study on the use and user satisfaction of the OPAC at Mizoram University Library. The research reveals that while many students are aware of OPAC and use it to locate books and other resources, most of the students rely on simple search patterns. The use of OPAC is reported to be through library orientations or from their peers. Students are generally satisfied with the OPAC services, but issues are raised on the problem of mismatch between OPAC listing and actual location of books in the library. A small group of respondents were unaware of OPAC services in the library, which raises potential for more awareness among its users.

Laskar and Chakraborty (2023) conducted a comparative analysis of the central university library websites of Tripura University (TU) and Mizoram University, evaluating them based on the types of resources and services they offer. The findings of the study revealed that while TU library possesses a larger collection of printed books and e-books, MZU provides more periodicals, both in print and electronic formats. MZU is found to be more technologically advanced, utilizing Radio-Frequency Identification (RFID), Electromagnetic security systems, and a computerized Braille system for visually impaired users. All these features are found

to be absent in TU. However, libraries of both universities share many core services such as remote access to e-resources through the use of Knimbus, web Online Public Access Catalogue (OPAC), online circulation, Closed-Circuit Television (CCTV), reprography, and internet access. The study reveals that MZU provides unique facilities such as passport photo services and better support for users with disabilities.

Khiangte and Ngurtinkhuma (2023) conducted a comparative study of reading habits among higher secondary students at Sainik School Chhingchhip and St. Peter's Higher Secondary School in Mizoram. The study shows that a common challenge faced by students in both schools was the use of electronic devices for gaming and which hindered their reading practices. The study also finds that school libraries and public libraries were underutilised. The library collection and its services needed better promotion and development in order to draw in more users and regular readers. The study also found that students crave better reading environments and reading spaces in their school libraries, dedicated library periods during school hours, and a more diverse collection of reading materials which could pique the interest of school-age students.

A study by Zorinpuia and Ngurtinkuma (2024) conducted at Government Aizawl College (GAC), Mizoram, explores the digital reading habits and attention spans of college students. The study highlights the advantages and limitations of both print and digital formats. The findings indicate that while print reading is favoured for academic purposes due to its ability to support longer attention spans and focused reading sessions, digital reading is used more frequently, largely due to its convenience and accessibility. Digital readers reported higher rates of daily reading compared to those preferring print which suggests that ease of use and access promotes more regular reading schedules. However, digital reading is also reported to create greater eye strain and more frequent breaks, possibly impacting comprehension and retention among the readers. Both groups showed some crossover in format use, with only a few respondents exclusively using one format. The study recommends adopting balanced educational policies that reduces the fatigue caused by digital formats while taking advantage of its use.

2.2 Research Gap

The review and analysis of various related literature across several years, and among several countries and regions have led to the conclusion that a vast amount of literature has been published on subjects such as reading habits, print and digital environments in regards to reading habits, electronic and library use by students of varying levels in numerous regions. However, it has been found that a study on the reading habits of college students in Mizoram, where both urban and rural college students were measured on a large scale in the context of an electronic environment have not been conducted. Addressing this gap in literature is essential to understand how geographic and contextual factors influence and shape reading habits among higher education students in Mizoram, which raises the need for this research.

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CHAPTER 3

READING HABITS IN ELECTRONIC ENVIRONMENT

3.1 Introduction

Reading habits refer to the patterns, preferences, and behaviors that people develop as they spend time reading over a prolonged period of time. These reading habits are formed and developed through various aspects and factors influencing the reader such as their frequency of reading, choice of materials, reading environment, and the purposes for which the reading activity is undertaken (Clark & Rumbold, 2006). These developed reading habits change in numerous ways throughout the developmental stages of the reader, as well as through change in perspective, ideology, work, and many other factors. Socio-cultural background, availability and access to reading resources, language proficiency and preference, and educational experiences significantly influence the development of reading behaviors (Mazzoni, Gambrell & Korkeamaki, 1999; Mizrachi, 2015). Reading habits are a crucial aspect of literacy development, reflecting an individual's attitudes, beliefs, and abilities towards reading. They encompass a wide range of behaviors and practices that readers engage in while interacting with written material, such as note-taking, highlighting, and annotating. Reading habits can include factors like reading frequency, duration, and speed, which have a significant impact on the level of comprehension and retention of information (Chauhan & Lal, 2012). These factors taken in the academic context, relation between a student and their reading habits have certain correlations, since good reading habits contributes to higher levels of knowledge retention, comprehension, and critical thinking abilities, which tie in to the needs for academic achievements.

In the current digital age, the widespread use of digital technologies has led to significant changes in the way people read and access information, posing new challenges for the development of reading habits. These are present in the form of easily accessible internet facilities, personal mobile phones and other devices, and the digitization of the reading materials with conversion and adoption of such materials into audio-visual formats (Baron, 2017). Although the digital landscape offers accessibility, the problem of sustained attention retention and sustainability of traditional reading mediums are

presented. Understanding the issues and challenges faced by remote locations like the northeastern regions of India, a shift in the pattern and trend of the reading habits of college students may seem imminent.

3.2 Reading Resources and Mediums

3.2.1 Reading Resources

The way reading is perceived and how reading was done has now changed in a number of ways. Through the introduction of electronic and online reading materials, people can now access many forms of reading materials through portable and mobile devices from anywhere. Ajayi, Shorunke and Aboyade (2014) studied how the use of electronic resources influenced the reading culture of university students. Through the study, we see that most students believe that the use of online resources and electronic resources enhances their reading habits. The study also reveals that students find online reading more interesting.

It seems probable that the use of electronic devices and resources for reading all sorts of media such as news, magazines, books etc. have increased the reading habits and practices of people. People, especially the youth, seem to be reading on mobile devices more frequently. Ashfaq and Ansari (2018) found through their survey that respondents believe the use of the internet increases their lifelong learning skills. This is due to the accessibility and ease of retrieval of materials through the internet. People of various professions such as doctors, bankers, librarians, teachers and students claim that through the use of the internet, daily jobs, work and skills required of their profession are made easier due to the advancement of electronic media. Through the internet, professionals and students can easily share their techniques, skills and they can easily learn and run new software without the need of attending workshops or consultation of teachers by relying on online demos and tutorials. The respondents also believe that the use of graphical representations and animations also improve their learning skills.

Through the study of four colleges in Shimla by Chauhan and Lal (2012) we see that reading habits have shifted towards online reading. The study reveals that most students preferred the use of online reading materials for their everyday studies and entertainment reading over traditional books, newspapers and magazines. This trend of preference of online reading materials over traditional books is also seen in the study conducted by Loan (2012) on college students in Kashmir. The observation and analysis of the various studies reveals that under-graduate and post-graduate students seem to be most familiar and proficient with electronic and digital resources. As the youth of today, college and university students are most likely to benefit the most from growing advancements in electronic and digital resources today. As seen from various studies on college and university students, we find that the reading habits of students have shifted from the traditional book to the more easily accessible resources online. The ease of accessing materials online through mobile devices have shaped the reading culture of the youth today. As much as ease of use increases the reading time of students, it is also important to note the various forms of resources made available on the internet. This raises the issue of what the students are reading when they are online. Chauhan and Lal (2012) observed that students access the internet for various reasons including news reading, emails, movie reviews, fashion, magazines and various other forms of entertainment.

With the current state of development and progress towards an electronic and digital environment, reading has also steadily shifted towards this trend. Reading for news, work, studies, and for pleasure and entertainment have also been effected by the ease of use electronic resources and materials have brought. Ease in access of electronic materials has quickly captured the interest of people, especially the youth. As ‘Digital Natives’, the youth are more inclined to using digital and electronic media and resources as their main source of knowledge and information. As a generation which is more familiar with technology, the youth of today are well-versed and are more e-literate (Prensky, 2001).

3.2.2 Reading in Mizoram and Reading Resources

In Mizoram, the accessibility of digital media has significantly transformed how news is accessed. MZU students were found to have a significant shift toward digital news platforms, with mobile phones and laptops being preferred over traditional print and broadcast media. Internet usage is high among both men and women in Mizoram (Nongmaithem & Sharma, 2022). However, the problem of connectivity issues among rural areas is still common, with students sometimes trekking up to 3 km for reliable service and only about 66% of schools having internet access (Northeast Now, 2021). These trends suggest that traditional print resources for news and studies are still vital for regular reading culture of the state, while it is also important for a slow and steady shift toward a more digital-based media. Digitizing local media such as uploading newspaper content online and posting TV programs by media outlets like Vanglaini, Zonet, and LPS can meaningfully enhance reading habits and media engagement in Mizoram.

In 2012, the Union Human Resource Development (HRD) Minister Dr. M. M. Pallam Raju released a report ‘Youth of North-East India: Demographics and Readership’ in the presence of Minister of State for HRD (Press Information Bureau, 2012). The report attempts to give an analytical and detailed account of the reading habits of the literate youth in the north-eastern states and their exposure to different forms of media, and how diverse socio-economic and motivational factors impact their reading habit. Through this report, we see that as compared to other parts of India, the performance of the north-eastern states is much higher in terms of reading habits. The results reveal that Nagaland, Manipur and Mizoram are at the top slot with 67 percent readers followed by Assam with 41 percent showing that these states are far ahead when compared to other parts of India. The report also suggests that the north-eastern states of India have a greater proportion of readers among its youth population. The survey results reveal that in the north-eastern states, 43% of the youth are engaged in reading frequently, while the central states have the largest block of non-readers at 85%, with the north-east having the smallest of around 57%. The report also reveals that in north-east states most of the regular readers are from

rural areas, while most central states have their reading population mainly from urban areas. Examining the studies conducted on students in north-east India, as being a part of the region, it could be presumed that the same projection applies to Mizoram colleges and students as well. With Mizoram, along with Nagaland and Manipur, making up the bulk of the most consistent readers in north-eastern states, the reading habits and trends of the college students in the state are subjected to follow the findings of the report.

3.2.3 Library as a Reading Resource

Library resources are an important part of academic learning in higher learning institutions. Libraries and the resources are expected to meet the academic learning requirements of students, as well as to attract the students to read and learn. Libraries are expected to be the main reading resources for students in higher learning institutions. Hence, libraries play an important part in the reading and learning process of students. In an academic setting, libraries act as the core institution through which students develop good reading practices by providing the users with structured and diverse reading materials which are specifically tailored to their academic needs (Shokeen & Kaushik, 2002).

The use and implementation of electronic resources is rapidly taking its place in various forms of profession and in academic institutions. Due to its ease of use, efficiency in time, space and management, electronic media is also being implemented in many schools, colleges, libraries and other institutions all around the world. Especially in urban areas, electronic resources are employed in all walks of life such as security, shopping, communication, entertainment, travelling, navigation, trade and commerce, etc., creating a shift towards an electronic environment in libraries as well. This transformation is particularly important for students pursuing higher education, who now rely on both print and electronic materials to meet both academic and personal reading needs (Sharma, 2019).

3.2.4 Resources of Mizoram College Libraries

All college libraries in Mizoram have print resources such as books, newspaper collection, magazines, journals and reference books related to academic purposes. The number of print collection each library possesses differs according to the size and scale of the colleges and libraries. While students of some colleges in Mizoram seem to be satisfied with the college library's collection, more development in adoption of new strategies and user services may pave the way for a more rounded satisfaction level among the students (Verma and Lalthanmawii, 2016). The collection size also differs according to the discipline offered in the colleges. While some colleges only offer Arts stream of study, some colleges offer Arts, Commerce and Science streams. These colleges with multiple disciplines are bound to offer more diverse and wide area of book collection in their libraries than those colleges with only Arts stream. Some colleges also include non-print collection in their libraries. Some colleges also have dedicated college websites where important information is given. Through these websites visitors are able to browse through details about the college and the libraries. Many college libraries in Mizoram also provide e-resources through computer centers from within or without the library. These resources can be accessed by students and other registered library users. Colleges in Mizoram are slowly developing in their library resources. While many college libraries have started implementing automation of library services and resources, some college libraries are still using traditional library tools and services. Library users in Mizoram are also found to be dissatisfied with various electronic and digital resources available in their college libraries (Lalrokhawma and Verma, 2023).

While some progress have been made in college libraries within Aizawl city on ICT infrastructure such as the adoption of SOUL 2.0 (Software for University Libraries, version 2.0) software and internet connectivity in a major challenge appears in the lack of sufficient funding where no college libraries in Aizawl received separate budgets for ICT development (Shukla & Syuhlo, 2018). Additionally, shortage of trained library professionals is a recurring issue which creates barriers in effectively implementing

automation and digitisation of libraries (Ngurtinkhuma, 2011). Many college libraries lack dedicated buildings and do not have enough reading space to comfortably accommodate the library user population (Shukla & Syuhlo, 2018; personal communication, 2025). Although automation and internet use are becoming more common, the application of ICT for educational purpose use and digital access by students is limited.

3.3 Electronic Environment

The term electronic environment refers to the digital and technological world in which we live, work and interact with information. Electronic environment uses various electronic devices and platforms that have transformed the way we read, learn and communicate. It encompasses all the digital landscape such as the internet, online platforms, and virtual spaces where we interact, communicate, and conduct transactions with people (Taherdoost, 2023). With the advent of electronic media and the proliferation of digital devices, the electronic environment has had a significant impact on the way people consume and engage with information, including reading.

The electronic environment is characterized by several features that distinguish it from traditional print media. Electronic reading devices such as e-readers, tablets, and smartphones allow users to access and consume vast amounts of information at any time and from any location. Electronic texts often come with interactive and multimedia features. Features such as hyperlinks, videos, and animations enhance the reading and information consumption experience making it more dynamic and provide additional information. The electronic environment is also characterized by a constant flow of information, updates, and notifications that demand the user's attention and may distract them from sustained reading (Chevet, 2022).

3.3.1 Impact of Electronic Environment on Reading Habits

Several factors influence reading habits in electronic environments. One of the main factors is the type of device used for reading. Research conducted by Margolin et al. (2013) found that readers on tablets were more likely to engage in deep reading than those

reading on a desktop computer. Additionally, it has been found that readers of print material outperformed those reading on electronic devices when it came to retention and comprehension of texts (Mangen, Walgermo, and Bronnick, 2013).

Another factor that influences reading habits in electronic environments is the way content is presented. Studies show that readers are more likely to engage with content that is visually appealing, and electronic devices make it easy to incorporate multimedia elements such as images, videos, and hyperlinks. However, this can also lead to distraction and reduce attention span, as readers are more likely to be drawn away from the main text (Mangen, Walgermo, and Bronnick, 2013).

The electronic environment has had a profound impact on the reading habits of individuals, especially younger generations who have grown up with digital media. Studies have shown that electronic reading devices have become increasingly popular, with a significant percentage of the population reading e-books, e-magazines, and other digital formats. However, the impact of the electronic environment on reading habits is complex and multifaceted.

One major impact is the shift towards shorter and more fragmented reading, often referred to as "screen reading." According to Baron (2015), screen reading differs from traditional print reading in that it is often characterized by a shallow and fast-paced reading style, where users tend to skim and scan the text rather than engage in deep and reflective reading. This may have implications for reading comprehension and critical thinking skills.

On the other hand, the electronic environment also offers new opportunities for social reading and sharing. Social reading platforms, such as Goodreads, allow users to connect with other readers, share recommendations, and discuss books. This may foster a sense of community and enhance the reading experience, as well as promote reading engagement and motivation among readers. Reading in the electronic environment also has the potential for distraction and multitasking. Electronic devices and platforms often come

with a range of distractions, such as notifications, social media, and other applications that may divert the reader's attention from the text. This may lead to decreased attention span and reading comprehension, as well as reduced enjoyment of the reading experience.

3.3.2 Benefits of Electronic Reading

While there are some challenges to reading in electronic environments, there are also several benefits. Electronic reading allows for easy accessibility and convenience, as users can access materials on-the-go using a variety of devices. Additionally, electronic reading often allows for enhanced searchability and organization, making it easier to locate and retrieve information quickly (Woody, Daniel, & Baker, 2010). Electronic reading can also be more eco-friendly, as it reduces the need for printing and paper usage.

Overall, reading habits in electronic environments have undergone significant changes with the emergence of digital devices and the availability of online resources. While there are some challenges associated with electronic reading, there are also several benefits, and understanding these changes is crucial for educators, librarians, and researchers.

3.3.3 Digital Reading

Digital reading can be defined as the use of digital devices such as e-readers, tablets, smartphones, and computers to access and read digital text. It involves the use of electronic devices that enable readers to interact with digital text in various ways, such as highlighting, annotating, and searching for specific information (Perrin, 2016).

There are several types of digital reading, including e-reading, online reading, and mobile reading. E-reading refers to reading books or other long-form texts on e-readers, while online reading involves reading articles, blog posts, and other short-form content on the internet. Mobile reading involves reading digital text on smartphones or other mobile devices (Biancarosa & Griffiths, 2012).

3.3.4 Advantages and Disadvantages of Digital Reading

Digital reading has several advantages over traditional print reading, such as increased access to a wider range of reading materials, improved portability and convenience, and the ability to interact with digital text in various ways (Florit et al., 2022). However, there are also some disadvantages to digital reading, such as increased distractions, decreased comprehension and retention of information, and negative effects on sleep and overall well-being (Baron, 2015).

3.3.5 E-Resources for Reading

E-resources refer to electronic resources that are accessible and available online. These resources include e-books, e-journals, online databases, and other online platforms that can be accessed through the internet. E-resources offer convenience and flexibility to users, enabling them to access a wide range of materials from anywhere and at any time. There are various types of e-resources available for reading purposes. E-books are a popular type of e-resource that can be accessed through online platforms such as Amazon Kindle or Google Books. E-journals are also widely available online and are accessible through various academic databases. Online databases such as JSTOR, EBSCOhost, and ProQuest offer a wide range of resources such as scholarly articles, research papers, and other academic materials. In addition, online archives and libraries such as the Internet Archive and the Digital Public Library of America (DPLA) offer access to a wide range of digitized books and documents. In India, digital platforms such as Information and Library Network (INFLIBNET), which hosts Shodhganga and e-ShodhSindhu, offer access to dissertations and scholarly journals. The National Digital Library of India (NDLI) and DELNET also provide a wide variety of academic resources, while platforms like National Repository of Open Educational Resources (NROER), and Vidya-Mitra support e-learning and open educational content.

3.3.6 Availability and Accessibility of e-Resources

The availability and accessibility of e-resources vary depending on factors such as geographical location, institutional affiliation, and subscription status. While some e-resources are freely accessible to the public, others are only accessible to members of certain institutions or organizations that have paid for its access. Studies have shown that the availability and accessibility of e-resources play a significant role in shaping reading habits. A study conducted by Alabi (2021) found that students in Nigeria were more likely to use e-resources for their academic reading when they were readily available and accessible through their institution's library. Another study by Wang and Yang (2020) found that the availability of e-resources positively impacted the reading habits of Chinese university students, particularly in terms of increasing the frequency and duration of reading. Therefore, it is important for institutions to ensure that their students have access to a range of e-resources to support and encourage reading habits in an electronic environment.

3.3.7 E-Reading Devices

E-reading devices, also known as e-readers, are electronic devices designed to read digital books, magazines, newspapers, and other publications. They are portable devices that allow users to read digital content on the go, without the need for physical books or print media.

There are several types of e-reading devices available for public use, including dedicated e-readers, tablets, and smartphones. Dedicated e-readers, such as Amazon Kindle, Barnes & Noble Nook, and Kobo eReader, are designed solely for reading digital content and offer features such as long battery life, glare-free screens, and adjustable font sizes to create comfort and ease of use for all types of readers. Tablets, such as Apple iPad, Samsung Galaxy Tab, and Microsoft Surface, are multipurpose devices that allow users to read digital content as well as perform other functions such as browsing the internet, watching videos, and playing games. These gadgets act almost as comprehensively as

computers which are easily portable and accessible. Smartphones, such as iPhones and Android devices, also allow users to read digital content but are primarily designed for communication and other functions.

3.3.8 Advantages and Disadvantages of e-Reading

The analysis of the various features and trends of using digital resources and devices under Section 3.3 of this chapter can be summarized to shows some advantages and disadvantages of reading using electronic resources and devices.

Advantages:

- **Portability:** E-reading devices are portable and allow users to carry a large number of books and publications with them wherever they go.
- **Convenience:** E-reading devices offer features such as adjustable font sizes, bookmarking, highlighting, and note-taking, making reading a more convenient and personalized experience (Weber and Cavanaugh, 2006).
- **Cost-effective:** E-books are often cheaper than physical books, and some e-reading devices, such as Amazon Kindle, offer free access to a large number of public domain books (McMaken, 2025).
- **Environmental benefits:** E-reading devices reduce the need for paper production, printing, and transportation, thereby reducing the carbon footprint.

Disadvantages:

- **Eye strain:** Reading on electronic screens for long periods of time can cause eye strain, headaches, and fatigue (Kaur, 2022).
- **Distraction:** E-reading devices can be distracting, with notifications and other digital distractions interrupting the reading experience (Chevet et al., 2022).

- Limited availability: Not all books and publications are available in digital formats, and some e-reading devices may not support certain file formats (Walters, 2014).
- Limited sensory experience: E-reading devices lack the sensory experience of physical books, such as the smell and feel of paper and ink (Mangen, Olivier, and Velay, 2019).

3.4 Reading Habits in the Digital Age

The digital age has significantly transformed the reading habits of people. With the advent of technology, the modes of reading have also undergone a significant shift. A study conducted by the Pew Research Center (Perrin, 2016) found that around 27% of American adults reported that they had not read a book in the past year, which is higher than 21% from the survey conducted in 2011. According to Carr (2010), people who read from electronic devices have a shorter attention span and are prone to skim through texts rather than reading them thoroughly and analytically.

Developing good reading habits in the digital age is essential for individuals to thrive academically, professionally, and personally. Good reading habits can improve reading comprehension, critical thinking, and analytical skills, which are essential in many aspects of life, including academic performance and career advancement. Reading also has numerous personal benefits, such as stress reduction, cognitive stimulation, and enhanced creativity (Laermans et al., 2020).

3.4.1 Challenges in Developing Good Reading Habits in the Digital Age

The digital age has brought in several challenges for people who wish to develop and maintain their reading habits. One of the major challenges is the constant distraction from electronic devices. People are constantly bombarded with notifications and messages, which makes it difficult for them to concentrate on reading. Another challenge is the overwhelming amount of information available online, which can make it difficult for

people to choose what to read and how to filter out irrelevant information (Chevet et al., 2022). Despite the benefits of good reading habits, developing and maintaining these in the digital age can be challenging. Digital technologies, such as smartphones and social media, provide constant distractions and compete with reading time, leading to shorter attention spans and reduced reading frequency (Rosen, Mark Carrier, & Cheever, 2013).

3.4.2 Best Practices for Developing Good Reading Habits in the Digital Age

Despite the challenges posed by the digital age, there are several practices that can help individuals develop and maintain their reading habits. One of the most effective ways is to set aside a specific time for reading every day and to create a good reading environment that is free from distractions (Rubin, 2024).

Another way is to limit the use of electronic devices and to read from print books, which can help individuals to focus better and retain information for a longer time. Additionally, it is essential to be selective about what people read. Individuals can set aside dedicated reading time, minimizing digital distractions, selecting reading materials based on personal interests and goals, and utilizing digital tools such as e-readers and note-taking apps. It is important to choose materials that are informative, interesting, and relevant to the interest of the reader (Mizrachi, 2015). The balance in using electronic devices and reading on print must be prioritized in order to create better reading habits (Abbas, Shaheen, & Anwar, 2024).

It is also essential to engage in active reading practices, such as annotation and summarization, to enhance comprehension and retention of information (Ackerman & Goldsmith, 2011). Additionally, individuals can benefit from engaging in reading communities, such as book clubs or online forums, to promote accountability and enhance their motivation for reading (Rifai et al., 2023).

3.5 Conclusion

The study of reading habits in electronic environments have shown that reading habits can be influenced by a variety of factors. For instance, research by Clark and Foster (2005) found that children from lower socio-economic backgrounds were less likely to have access to books and other reading materials at home, and were less likely to read outside their classrooms. The digital age has significantly impacted reading habits, leading to changes in how individuals engage with and access information. Understanding these changes and challenges is crucial in developing effective reading practices and promoting better reading culture. Developing good reading habits in the digital age is essential for personal, academic, and professional growth.

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CHAPTER 4
COLLEGE SCENARIO IN MIZORAM

4.1 Colleges in Mizoram

Under the MZU Annual Report of 2022-2023, the College Development Council (CDC) records that there is 1 Constituent College, 27 permanently affiliated colleges, and 13 provisional colleges under MZU making up a total of 41 colleges under the wing of MZU (Table 4.1).

Table 4.1 Affiliation of Colleges under MZU

Name of College/Institution	Nature of Affiliation with MZU
Pachhunga University College	Constituent
Lunglei Govt. College	Permanent
Govt. Champhai College	Permanent
Govt. Serchhip College	Permanent
Govt. Aizawl College	Permanent
Institute of Advanced Study in Education, (CTE)	Permanent
Govt. Saiha College	Permanent
Govt. Kolasib College	Permanent
Govt. Hnahthial College	Permanent
Govt. Hrangbana College	Permanent (UG) Temporary (PG)
Govt. Lawngtlai College	Permanent
Govt. Zirtiri Residential Science College	Permanent
Govt. Mamit College	Permanent
Govt. J. Buana College	Permanent
Govt. Mizoram Law College	Permanent
Govt. Saitual College	Permanent
Govt. Khawzawl College	Permanent
Govt. Zawlnuam College	Permanent
Govt. Aizawl North College	Permanent
Govt. Aizawl West College	Permanent
Govt. T. Romana College	Permanent

Govt. J. Thankima College	Permanent
Govt. Kamalanagar College	Permanent
Govt. Johnson College	Permanent
RIPANS	Permanent
NIELIT, Aizawl	Permanent
Mizoram College of Nursing	Permanent
HATIM	Permanent
Aizawl City College	Provisional
Divine Mercy College	Provisional
St. Xavier's College	Provisional
Helen Lowry College	Provisional
DIET, Aizawl	Provisional
DIET, Lunglei	Provisional
SCERT	Provisional
Zoram Medical College	Provisional
College of Nursing	Provisional
Kawnpui College	Provisional
Mizoram Christian College	Provisional
Faith College	Provisional
B.N. College of Nursing	Provisional

(Source: MZU Annual Report 2022-2023)

Among the total 41 colleges, there are 29 colleges offering the 3 major courses of studies – Humanities and Arts, Science, and Commerce. 12 colleges offer professional courses such as Law, B.Ed., B.Sc. MLT, B. Pharm., Nursing, Social Work, B.Sc. RIT, and MBBS. Out of the 29 colleges offering Arts, Science, and Commerce, 22 colleges are permanently affiliated under MZU while 1 college is a constituent college of MZU.

With the selection of 10 colleges among the 23 constituent/permanent affiliated colleges of MZU, the details of the colleges have been expanded to better understand the current scenario of the colleges in Mizoram.

4.2 Pachhunga University College

4.2.1 About the College

Pachhunga University College located in Aizawl was established in the year 1958, initially starting out as Aijal College. PUC is the oldest as well as the largest college in Mizoram both by enrolment and campus size. It is the only constituent college of MZU, a central university established by an Act of Parliament of India. The college came to be known as Pachhunga University College on the 19th of April, 1979 after the North Eastern Hill University (NEHU) adopted and upgraded the college as its only constituent college. The college was taken over by MZU in June of 2001. The college is named in honour of Pachhunga who donated a large amount of money for its initial management in 1962. The college runs on the motto “Learning & Service”.

4.2.2 Current Status

The college was awarded A+ grade by the National Assessment and Accreditation Council (NAAC) in 2023 for its 3rd cycle. As per the MZU Annual Report of 2022-2023, the college has 2791 students, 116 teaching staff and 79 non-teaching staff. The college offers courses in the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. Education
 - iv. History
 - v. Sociology
 - vi. Psychology
 - vii. Economics
 - viii. Geography
 - ix. Philosophy
 - x. Political Science
 - xi. Public Administration

2. Bachelor of Science with core in –
 - i. Physics
 - ii. Chemistry
 - iii. Mathematics
 - iv. Botany
 - v. Zoology
 - vi. Geology
 - vii. Statistics
 - viii. Environmental Studies
 - ix. Elective in Biotechnology.
3. Bachelor of Commerce
4. Diploma in Pisciculture and Management
5. Post Graduate course in –
 - i. Life Science
 - ii. Geophysics
 - iii. Mizo
 - iv. Philosophy

4.2.3 College Library

The college library of PUC has 10 staff and is open from 9:30am – 5:00pm on all normal working days from Monday to Friday. The college has a separate library building which is sufficient in size, as well as in other aspects of infrastructure such as furniture, reading spaces, and other materials to comfortably accommodate the library users of the college including students, researchers, and staff. A brief table on the collection size, e-services offered, availability of digital section and information on daily users is presented in Table 4.2.

Table 4.2 Details of PUC College Library

Category	Details
Total Books	60,000 (approximate)
Reference Books	2,000 (approximate)
Subscriptions	Journals and Magazines: 22
	Newspapers: 7
E-Services	National Library and Information Services Infrastructure for Scholarly Content (NLIST)
	One Nation One Subscription (ONOS)
Digital Facilities	Internet Resource Centre: 3 Desktops, 3 Laptops
	OPAC: 3 Computers
Average Daily Users	250

(Source: Survey Interview)

4.3 Government Hrangbana College

4.3.1 About the College

Govt. Hrangbana College is located in Chanmari, in the city of Aizawl. The college was established in July of 1980. The College is named after Mr. Hrangbana who was instrumental in starting the college through generous donations. GHBC was upgraded to the Deficit Grant-in-Aid Status in 1985. It became a Government College under MZU in 2003. The college has “Truth Prevails” as its motto.

4.3.2 Current Status

The college was accredited with B++ grade by NAAC in 2024. Under MZU Annual Report 2022-2023, the college has 2179 students, 66 teaching staff and 25 non-teaching staff. The college offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. Education

- iv. Political Science
- v. Geography
- vi. Public Administration
- vii. Psychology
- viii. Economics
- ix. History.
- 2. Bachelor of Commerce
- 3. Master of Commerce

4.3.3 College Library

The college library of GHBC is situated within the main college building itself. The library has 3 working staff including 1 library professional and 2 library attendants. It is open from 9:00am – 5:00pm on normal working days between Monday and Friday. The library is a two floor space with the lower floor consisting of circulation and other administrative spaces, book shelves and a digital section. The upper floor houses other book shelves, a Smart Room, and adequate reading rooms and space for the library users. The library's collection size, services available and users information is listed in Table 4.3.

Table 4.3 Details of GHBC College Library

Category	Details
Total Books	32,000 (approximate)
Reference Books	1,500 (approximate)
Subscriptions	Journals and Magazines: 5
	Newspapers: 2
E-Services	ONOS (pending approval)
Digital Facilities	Digital Section: 4 Computers
	Smart Room: 3 Computers
Average Daily Users	90

(Source: Survey Interview)

4.4 Government Aizawl North College

4.4.1 About the College

Govt. Aizawl North College was established in the year 1988. In the month of January, 1988, under the then Village Council President (VCP) of Ramhlun ‘South’ Village Council Mr. R. Lalsiama, the unit committee of Ramhlun ‘South’ had a meeting for the development of the region. It was proposed that a college in Aizawl North area was needed to bring development, as well as to cater to the higher educational needs of the youth living in the Aizawl North area at the time. The notification for setting up of a new college in the Aizawl North area was circulated to the Aizawl North Constituency Village Councils. After much effort, on 1st March, 1988, Aizawl North College was officially opened at Hrangchhuana High School, which was shifted to a new building just a few months later. The college’s motto is “Development Through Education”.

4.4.2 Current Status

The college got affiliation under MZU in 2006 and was accredited C grade by NAAC in 2019. As per the MZU Annual Report 2022-2023, the college has 1482 students, 35 teaching staff and 12 non-teaching staff. GANC offer courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. Economics
 - iv. Political Science
 - v. History
 - vi. Education
 - vii. Geography

4.4.3 College Library

The college library has 1 librarian and 1 attendant. The college library is open on all working days from 9:00am to 5:00pm. The library is a 1 floor room and is situated within the main college building, and is reported to be not big enough to support the

student population comfortably. The details of the library's collection size, availability of e-services, its digital services, and daily users is given in Table 4.4.

Table 4.4 Details of GANC College Library

Category	Details
Total Books	15,000 (approximate)
Reference Books	500 (approximate)
Subscriptions	Journals and Magazines: 7
	Newspapers: 4
E-Services	ONOS
	NLIST
Digital Facilities	New Age Learning Centre: 3 Computers
	OPAC
Average Daily Users	140

(Source: Survey Interview)

4.5 Lunglei Government College

4.5.1 About the College

In order to be able to meet with the need for higher education among the youth of Lunglei town as well as the southern region of Mizoram, through the combined effort of selfless social workers, prominent public figures, as well as the support of the townspeople, Lunglei Govt. College was established in 1963 to become the first college to be established in the southern region of Mizoram. LGC is also the second college established in Mizoram after PUC. Initially affiliated to the Gauhati University (GU) of Assam, it was handed over to NEHU in 1973. The college became an affiliated college under MZU in 2001. The college has its motto 'Summa Supremo', a Latin phrase which roughly translates to 'The Utmost for the Highest'.

4.5.2 Current Status

The college was awarded B++ grade by NAAC in 2017. Under the report of MZU Annual Report 2022-23, the college has 1251 students, 64 teaching staff and 14 non-teaching staff. LGC offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. Education
 - iv. History
 - v. Economics
 - vi. Political Science
 - vii. Geography
 - viii. Philosophy
2. Bachelor of Science with core in –
 - i. Physics
 - ii. Chemistry
 - iii. Mathematics
 - iv. Botany
 - v. Zoology
 - vi. Geology

4.5.3 College Library

The college library of LGC has 2 working members attending to the library daily including 1 library profession and 1 attendant. The library opens daily on normal working days between 9:00am – 5:00pm, Monday to Friday. The college library has its own separate building with 2 floors of library space making the library a comfortable hub for its users. The library's collection size details, its e-services and digital facilities, as well as the daily users is listed in Table 4.5.

Table 4.5 Details of LGC College Library

Category	Details
Total Books	21,000 (approximate)
Reference Books	1,000 (approximate)
Subscriptions	Journals and Magazines: 12
	Newspapers: 6
E-Services	ONOS
	NLIST
Digital Facilities	UGC Network Resource Centre: 4 Computers
	OPAC: 1 Computer
Average Daily Users	130

(Source: Survey Interview)

4.6 Government Champhai College

4.6.1 About the College

Located near the international border of India and Myanmar, Govt. Champhai College is located in the town of Champhai. The college was established as a private college in 1971 by driven philanthropists of Champhai area. The college was affiliated to GU of Assam and later to NEHU. The college became affiliated to MZU in 2001. The objective of the establishment of GCC was to provide quality college education to the students of the region for whom higher education elsewhere such as in Aizawl was a burden especially during that time. The college's motto is 'For Better and Ever'.

4.6.2 Current Status

The MZU Annual Report 2022-2023 shows that the college has 836 students, 59 teaching staff and 15 non-teaching staff. The college was accredited with B++ grade by NAAC in 2016. GCC offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. History

- iv. Political Science
 - v. Economics
 - vi. Geography
 - vii. Education
2. Bachelor of Science with core in –
 - i. Physics
 - ii. Chemistry
 - iii. Mathematics
 - iv. Botany
 - v. Zoology
 3. Bachelor of Computer Applications
 4. Bachelor of Commerce

4.6.3 College Library

The college library of GCC has 4 working staff including 2 library professionals and 2 attendants. The library opens Monday to Friday between 9:00am – 5:00pm. The library is made up of 2 floors although the space of each floor is not particularly large. However, with the college having less than 1,000 students, the library seems to be adequate for its student population. Details of the college library on its collection size, e-services provided, digital facilities and daily users are given below in Table 4.6.

Table 4.6 Details of GCC College Library

Category	Details
Total Books	20,000 (approximate)
Reference Books	710 (approximate)
Subscriptions	Journals and Magazines: 7
	Newspapers: 2
E-Services	ONOS (pending approval)
	NLIST (active till 2025)
Digital Facilities	Digital Section with Internet: 6 Computers
Average Daily Users	50

(Source: Survey Interview)

4.7 Government Serchhip College

4.7.1 About the College

Through the vision and dream of some citizens of Serchhip town and Chhiahtlang village, an ad hoc body was formed in the later part of 1972. This body worked on a number of fundraising activities where funds were raised through various means. After just a few months of hard work and dedication, the managing board decided to take a leap of faith and opened the college in 1973 to become Govt. Serchhip College. The college was initially opened in the community hall of Serchhip which was known as Serchhip Town Hall. GSC later relocated to its present campus in 1976. The college was affiliated with NEHU in 1975. The affiliation was handed over to MZU in 2001. The motto of the college is ‘Seek and Find’.

4.7.2 Current Status

The college received an A grade accreditation by NAAC in 2022. Under MZU Annual Report, the college has 467 students, 25 teaching staff and 11 non-teaching staff. The college offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. Political Science
 - iv. History
 - v. Economics
 - vi. Education
 - vii. Geography
2. Bachelor of Science with core in –
 - i. Physics
 - ii. Chemistry
 - iii. Mathematics
 - iv. Botany
 - v. Zoology
3. Bachelor of Computer Applications

4.7.3 College Library

GSC has 3 staff working in its library which comprise of a Librarian, a Library Assistant and 1 attendant. The library opens Monday to Friday between 9:00am – 5:00pm. The college library is moderately large, spanning approximately 2,100 square feet. Given the size of the student enrolment, the library gives users ample space for quiet reading and learning. The details of GSC college library on its collection size, e-services, digital services and users are given in Table 4.7.

Table 4.7 Details of GSC College Library

Category	Details
Total Books	15,700 (approximate)
Reference Books	1,100 (approximate)
Subscriptions	Journals and Magazines: 21
	Newspapers: 4
E-Services	ONOS (pending approval)
Digital Facilities	Digital Section with Internet: 2 Computers
	OPAC: 1 Computer
Average Daily Users	55

(Source: Survey Interview)

4.8 Government Saiha College

4.8.1 About the College

Govt. Saiha College was established in 1978 in Chhimtuipui District of Mizoram, a district which later split to become the Siaha District of today. The planning for the establishment of the college started in 1974 with a demand committee under K. Paichho who was an executive member of the Mara Autonomous District Council. Although the committee was formed in 1974, due to financial constraints, the college could not be opened. However, through immense public pressure the college was forced to open in 1978, being inaugurated the 20th of July. GSHC was affiliated under NEHU in 1980 and was later transferred to MZU in 2001. GSHC has the motto ‘To Grade Up’.

4.8.2 Current Status

The college was awarded with B grade by NAAC. MZU Annual Report 2022-2023 reports that the college has 497 students, 24 teaching staff and 19 non-teaching staff. The college offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. History
 - iv. Political Science
 - v. Education
 - vi. Economics
 - vii. Sociology
 - viii. Environmental Science

4.8.3 College Library

GSHC has 3 working staff in its college library – 2 library professionals and 1 attendant. The library is open from 9:00am – 5:00 pm on all working days. The library is situated in a separate building from the main college building, with a seminar hall on the floor above the library. The library has adequate space for its readers with good furniture. The details of the library's collection size, availability of e-services, its digital services, and daily users is given in Table 4.8.

Table 4.8 Details of GSHC College Library

Category	Details
Total Books	8,000 (approximate)
Reference Books	500 (approximate)
Subscriptions	None as of 2022-23
	None from 2025
E-Services	NLIST (active till 2023)
Digital Facilities	OPAC – Server + 1 Client PC with internet connectivity
	CCTV – 1 PC
Average Daily Users	15-20 average

(Source: Survey Interview)

4.9 Government Kolasib College

4.9.1 About the College

Government Kolasib College is located in the town of Kolasib, which is the northern most district in Mizoram. It was established in the year 1978. The planning for the establishment of the college started in 1977 where a group of local leaders of Kolasib town assembled. The aim was to establish a college to serve the next generation of leaders of the region through higher education. GKC was formally opened on the 17th of July, 1978 at which time the college had no building to call its own. The official building of the college was occupied in the year 1983 where it still operates today. The college was affiliated to NEHU in 1979 and was later affiliated to MZU in the year 2000. The motto of GKC is ‘To Enlighten’.

4.9.2 Current Status

GKC was accredited with B grade by NAAC. The college has 738 students, 56 teaching staff and 18 non-teaching staff as per the MZU Annual Report of 2022-2023. The college offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English

- ii. Mizo
 - iii. Education
 - iv. Economics
 - v. History
 - vi. Political Science
 - vii. Geography
 - viii. Public Administration
2. Bachelor of Science with core in –
- i. Physics
 - ii. Chemistry
 - iii. Mathematics
 - iv. Botany
 - v. Zoology
3. Bachelor of Computer Applications

4.9.3 College Library

The college library of GKC has 1 library professional working as the only staff. The library opens on normal working days from Monday to Friday. It opens from 9:00am to 5:00pm. The library is situated in the main office building where it sits below the main Office floor. The library space is not particularly big, but it is seen as sufficient to cater to the student population of the college. Details on the library's collection size, e-services, digital space and daily users are given in Table 4.9.

Table 4.9 Details of GKC College Library

Category	Details
Total Books	10,500 (approximate)
Reference Books	800 (approximate)
Subscriptions	Journals and Magazines: 11
	Newspapers: 4
E-Services	ONOS
	NLIST (active till 2025)

Digital Facilities	Job Access With Speech (JAWS): 1 Computer
	OPAC: 1 Computer
Average Daily Users	40

(Source: Survey Interview)

4.10 Government Lawngtlai College

4.10.1 About the College

Govt. Lawngtlai College was established in the year 1980 by the Lai Autonomous District Council. The college prides itself for its ideal location being situated at around 700 meters away from the main highway – NH-54, where it is far apart from the busy life of the heart of Lawngtlai town, but still being easily accessible by foot or by vehicles. During its early years, the college was run, financed and looked after by the local leaders of Lawngtlai town. GLC was placed under deficit status under the Govt. of Mizoram in 1988. The college was affiliated under NEHU till 2001 with the establishment of MZU where affiliation was transferred. The motto of GLC is ‘Clarior E Tenebris’, a Latin phrase which translates to ‘Brighter from the Shadows’ or ‘From Darkness to Brightness’.

4.10.2 Current Status

GLC was accredited with B grade by NAAC in 2008, but has since been listed as un-accredited by the CDC in the MZU Annual Report 2022-2023. As per the same report, the college has 389 students, 37 teaching staff and 6 non-teaching staff. The college offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. Political Science
 - iv. History
 - v. Economics
 - vi. Education

- vii. Geography
- viii. Sociology
- ix. Public Administration

4.10.3 College Library

The college library has 2 staff attending to the needs of its users. The library opens on normal working days from 9:00am to 05:00pm. The library is situated within the main college building and spans around 600sqft; which is believed be enough for the student population. The details of the library's collection size, availability of e-services, its digital services, and daily users is given in Table 4.10.

Table 4.10 Details of GLC College Library

Category	Details
Total Books	15,500 (approximate)
Reference Books	600 (approximate)
Subscriptions	Journals and Magazines: 0
	Newspapers: 0
E-Services	0
Digital Facilities	1 server Computer, 1 OPAC Computer
Average Daily Users	60-70 average

(Source: Survey Interview)

4.11 Government Mamit College

4.11.1 About the College

Govt. Mamit College was established in 1983, originally known as Kaichhunga College. GMC was initially named after Kaichhunga who donated a large sum of money for the establishment and administration of the college. With Mamit district being located at the western part of Mizoram, the college was established with the goal of providing higher education to the students of the western regions of Mizoram; many of whom faced financial difficulties in pursuing higher studies in other places like Aizawl and other places. GMC was run by employing parts of the school building of Mamit Government Middle School. The present campus of the college was occupied

later in 1991. Starting out as a private college, with the permission granted by the Mizoram government to open the college in 1990, GMC applied for affiliation to NEHU and was affiliated to it in 1992. The college was then permanently affiliated to MZU in 2006. GMC has its motto in Latin ‘Ora Et Labora’ meaning ‘Pray and Work’.

4.11.2 Current Status

The college was awarded with B+ grade by NAAC. Under the MZU Annual Report 2022-2023, the college has 160 students, 29 teaching staff and 8 non-teaching staff. The college offers courses on the following:

1. Bachelor of Arts with core in –
 - i. English
 - ii. Mizo
 - iii. Economics
 - iv. Political Science
 - v. History
 - vi. Education
 - vii. Geography

4.11.3 College Library

The college library of GMC has 2 library professionals running the library. It is open from 9:00am – 5:00pm on all normal working days between Monday and Friday. The library is adequately large considering the relatively small size of its student population spanning 1,680 square feet. The library also has a separate E-library infrastructure. The collection size, e-services, digital facilities and daily users are presented in detail in Table 4.11.

Table 4.11 Details of GMC College Library

Category	Details
Total Books	9,700 (approximate)
Reference Books	700 (approximate)
Subscriptions	Journals and Magazines: 10
	Newspapers: 2
E-Services	E-Library: 280 e-books 973 e-journals
	NLIST
	E-Library: 20 Computers
Digital Facilities	OPAC: 2 Computers
Average Daily Users	40

(Source: Survey Interview)

4.12 Urban and Rural Colleges**4.12.1 Categorisation**

Among the 41 colleges affiliated under MZU, colleges falling within Aizawl district are classified as Urban Colleges for this study. In contrast, all colleges from other districts of Mizoram are classed under Rural Colleges. This gives us 25 colleges situated within Aizawl district, out of which 14 institutions are permanently affiliated colleges under MZU. Out of the remaining 16 colleges located in rural regions of Mizoram, 14 institutions are permanently affiliated under MZU. The location and category of each college under MZU is given in Table 4.12.1.

Table 4.12.1 Urban/Rural Categorisation of Colleges

Name of College/ Institution	Location	Category
Pachhunga University College	Aizawl	Urban
Lunglei Govt. College	Lunglei	Rural
Govt. Champhai College	Champhai	Rural
Govt. Serchhip College	Serchhip	Rural
Govt. Aizawl College	Aizawl	Urban

Institute of Advanced Study in Education	Aizawl	Urban
Govt. Saiha College	Saiha	Rural
Govt. Kolasib College	Kolasib	Rural
Govt. Hnahthial College	Hnahthial	Rural
Govt. Hrangbana College	Aizawl	Urban
Govt. Lawngtlai College	Lawngtlai	Rural
Govt. Zirtiri Residential Science College	Aizawl	Urban
Govt. Mamit College	Mamit	Rural
Govt. J. Buana College	Lunglei	Rural
Govt. Mizoram Law College	Aizawl	Urban
Govt. Saitual College	Saitual	Rural
Govt. Khawzawl College	Khawzawl	Rural
Govt. Zawlnuam College	Zawlnuam (Mamit)	Rural
Govt. Aizawl North College	Aizawl	Urban
Govt. Aizawl West College	Aizawl	Urban
Govt. T. Romana College	Aizawl	Urban
Govt. J. Thankima College	Aizawl	Urban
Govt. Kamalanagar College	Chawngte (Lawntlai)	Rural
Govt. Johnson College	Aizawl	Urban
RIPANS	Aizawl	Urban
NIELIT, Aizawl	Aizawl	Urban
Mizoram College of Nursing	Aizawl	Urban
HATIM	Lunglei	Rural
Aizawl City College	Aizawl	Urban
Divine Mercy College	Aizawl	Urban
St. Xavier's College	Lengpui (Aizawl)	Urban
Helen Lowry College	Aizawl	Urban
DIET, Aizawl	Aizawl	Urban
DIET, Lunglei	Lunglei	Rural
SCERT	Aizawl	Urban

Zoram Medical College	Aizawl	Urban
College of Nursing	Aizawl	Urban
Kawnpui College	Kawnpui	Rural
Mizoram Christian College	Aizawl	Urban
Faith College	Aizawl	Urban
B.N. College of Nursing	Aizawl	Urban

(Source: MZU Annual Report 2022-2023)

The selection of the 10 colleges for this study are arranged according to their urban or rural region placement as given in Table 4.12.2.

Table 4.12.2 Urban/Rural Categorisation of Selected Colleges

Name of College/ Institution	Location	Category
Pachhunga University College	Aizawl	Urban
Govt. Hrangbana College	Aizawl	Urban
Govt. Aizawl North College	Aizawl	Urban
Lunglei Govt. College	Lunglei	Rural
Govt. Champhai College	Champhai	Rural
Govt. Kolasib College	Kolasib	Rural
Govt. Serchhip College	Serchhip	Rural
Govt. Lawngtlai College	Lawngtlai	Rural
Govt. Saiha College	Saiha	Rural
Govt. Mamit College	Mamit	Rural

4.13 Conclusion

Through the study of the various colleges selected for this study, it is evident that the different colleges have differing aspects. Even when comparing within the colleges in Aizawl, the colleges have various differences in terms of their college size, disciplines offered, services offered by their libraries – both general library service in terms of collection and subscriptions, and the e-services offered. This is also the case when looking at the conditions of colleges in rural areas. The different colleges situated outside Aizawl have vastly differing conditions, as well as library services and e-services offered to their students. Such differences in the conditions and services of the different colleges could play an important role in shaping and developing the reading habits of its students.

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CHAPTER 5

DATA ANALYSIS, INTERPRETATION AND FINDINGS

5.1 Introduction

The analysis of research data and the presentation of research findings is the most important aspect of any scientific study. The careful and intricate analysis of data collected in the earlier stages of research work may be presented as readable and easily understandable forms of information. This is presented to the readers of the study in the forms of descriptive analysis of the data, tables or graphs representing the research data, or in any other possible methods convenient for information consumption. The work done in this stage serves as the solid foundation of the research. The analysis of the data collected for this research has been systematically and scientifically presented in this chapter.

The questionnaire collected data on the following components:-

1. General Information and Demographic Details
2. Primary Source of Reading Material
3. Main Purpose of Reading
4. Time Spent Daily for Reading
5. Reading of Materials Other than College Prescribed Textbooks
6. Frequency of Reading Newspapers
7. Favorite Type of Book
8. Preferred Genre of Fictional Book
9. Time Spent per Reading Session
10. Preferred Place for Reading
11. Parental/Family Encouragement to Read
12. Most Used Form of Reading Material by Family Members
13. Resources Used for Academic Study
14. Reading Materials Most and Least Used
15. Weekly Frequency of College Library Visits
16. Main Purpose of College Library Visits
17. Satisfaction with College Library Services for Studies

18. Sufficiency of Reading Materials in College Library
19. Satisfaction with Electronic Services in College Library
20. Utilization of E-resources in College Library
21. Internet Access at Home for Studying
22. Utilization of Personal Internet for Studying
23. Primary Use of the Internet
24. Use of Internet to Read Newspapers and Magazines
25. Frequency of Using Online Materials for Studying
26. Knowledge of Using Online Resources for Studies
27. Ability to Identify Reliable Online Sources
28. Perceived Importance of Online Resources for Studies
29. Websites Mainly Used for Studies
30. Preference of Reading Resources on Future Reading Habits
31. Increase in Use of Digital Devices for Academic Work
32. Shift from Printed to Digital Reading Due to Internet Access
33. Use of Audiobooks for Reading
34. Dependence on Online Lectures by Experts for Study Purposes
35. Impact of Mobile/Electronic Devices on Reading Time

The analysis of the data presented is based on the research work done throughout the state of Mizoram at the various colleges selected for study. The data were collected through field-based and online methods. The study represents at least one college from the 8 districts selected. The respondents of the study were all regular students of the colleges during the time of data collection.

5.2 Data Analysis and Interpretation

The data collected from the respondents are carefully analysed college-wise, gender-wise, or resident-wise and presented using Tables and supplemented with appropriate Figures wherever necessary. The analysis of data is categorized into 4 major sections – Demographic Profile of Respondents, Reading Habits, Library Use, and Electronic Use.

5.3 Demographic Profile of Respondents

Important personal information were collected on the details of respondents. The demographic profile of the students under this study covers the age, gender, stream/discipline of study, school education background, and residence of the respondents.

5.3.1 Age of Respondents

The age group of respondents was divided into 4 categories. The data is presented in Table 5.3.1 showing individual colleges. This data is supplemented by a suitable figure for better visualization of the age groups of the total population in Figure 5.3.1.

Table 5.3.1: Age of Respondents

College	18 and Below	19 – 21	22 – 24	25 and Above	Total
PUC	6 (6.12%)	56 (57.14%)	36 (36.73%)	0 (0%)	98 (100%)
GHBC	4 (5.26%)	45 (59.21%)	27 (35.53%)	0 (0%)	76 (100%)
GANC	0 (0%)	30 (57.69%)	22 (42.31%)	0 (0%)	52 (100%)
LGC	2 (4.55%)	25 (56.82%)	17 (38.64%)	0 (0%)	44 (100%)
GCC	0 (0%)	17 (58.62%)	12 (41.38%)	0 (0%)	29 (100%)
GKC	0 (0%)	15 (57.69%)	11 (42.31%)	0 (0%)	26 (100%)
GSC	0 (0%)	9 (56.25%)	7 (43.75%)	0 (0%)	16 (100%)
GLC	0 (0%)	8 (57.14%)	6 (42.86%)	0 (0%)	14 (100%)
GSHC	0 (0%)	10 (58.82%)	7 (41.18%)	0 (0%)	17 (100%)
GMC	0 (0%)	3 (50.00%)	3 (50.00%)	0 (0%)	6 (100%)
Total	12 (3.17%)	218 (57.67%)	148 (39.15%)	0 (0%)	378 (100%)

(Source: Survey Data)

The data collected shows that almost all respondents fall within the 21-22 and 22-24 age group with 218 (57.67%) and 148 (39.15%) respectively. Only 12 (3.17%) of all respondents fall within 18 and Below age group where there are 6 (6.12%) from PUC, 4 (5.26%) from GHBC, and 2 (4.55%) from LGC among individual colleges.

■ 18 and Below ■ 19 - 21 ■ 22 - 24

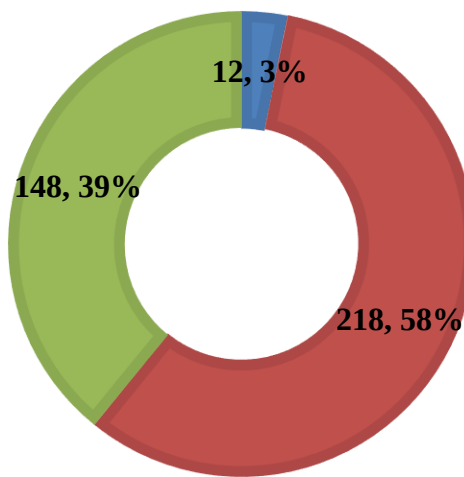


Figure 5.3.1 Age Group of Respondents

5.3.2 Gender of Respondents

The gender distribution of respondents from all 10 colleges and the total distribution of gender is presented in Table 5.3.2 and visualized in Figure 5.3.2.

Table 5.3.2: Gender Distribution of Respondents

College	Male	Female	Total
PUC	42 (42.85%)	56 (57.14%)	98 (100%)
GHBC	41 (53.94%)	35 (46.05%)	76 (100%)
GANC	26 (50.00%)	26 (50.00%)	52 (100%)
LGC	21 (47.72%)	23 (52.27%)	44 (100%)
GCC	14 (48.27%)	15 (51.72%)	29 (100%)
GKC	15 (57.69%)	11 (42.30%)	26 (100%)
GSC	10 (62.50%)	6 (37.50%)	16 (100%)
GLC	10 (71.42%)	4 (28.57%)	14 (100%)
GSHC	11 (64.71%)	6 (35.29%)	17 (100%)
GMC	4 (66.66%)	2 (33.33%)	6 (100%)
Total	194 (51.32%)	184 (48.68%)	378 (100%)

(Source: Survey Data)

The gender of the respondents under this study produced an even distribution between male and female. The responses received shows 51.32% male respondents against 48.68% female respondents. While the gender distribution across individual colleges vary, the total distribution when of all colleges reflects a near 50:50 split of male and female genders, representative of a balanced gender ratio for the study.

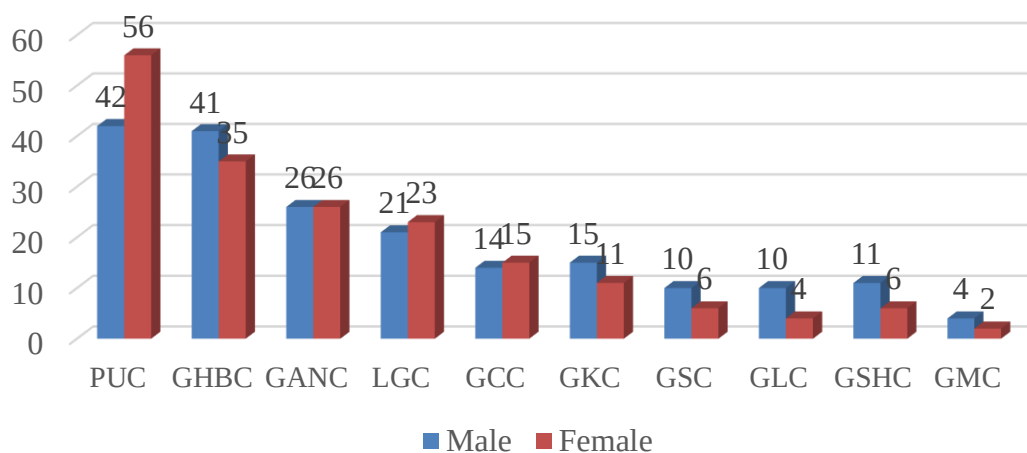


Figure 5.3.2 Gender Distribution of Respondents

5.3.3 Stream/Discipline of Study of Respondents

The distribution of respondents according to their academic stream/discipline is presented in Table 5.3.3.

Table 5.3.3: Stream/Discipline Distribution of Respondents

College	Arts	Commerce
PUC	98 (100%)	0
GHBC	63 (82.90%)	13 (17.10%)
GANC	52 (100%)	0
LGC	44 (100%)	0
GCC	29 (100%)	0
GKC	26 (100%)	0
GSC	16 (100%)	0
GLC	14 (100%)	0
GSHC	17 (100%)	0
GMC	6 (100%)	0
Total	365 (96.56%)	13 (3.44%)

(Source: Survey data)

The survey data shows that out of the 10 selected colleges, only GHBC respondents had a mixed response with 63 (82.90%) respondents from Arts stream and the remaining 13 (17.10%) from Commerce stream. The remaining 9 colleges saw a 100 percent return of respondents from Arts stream.

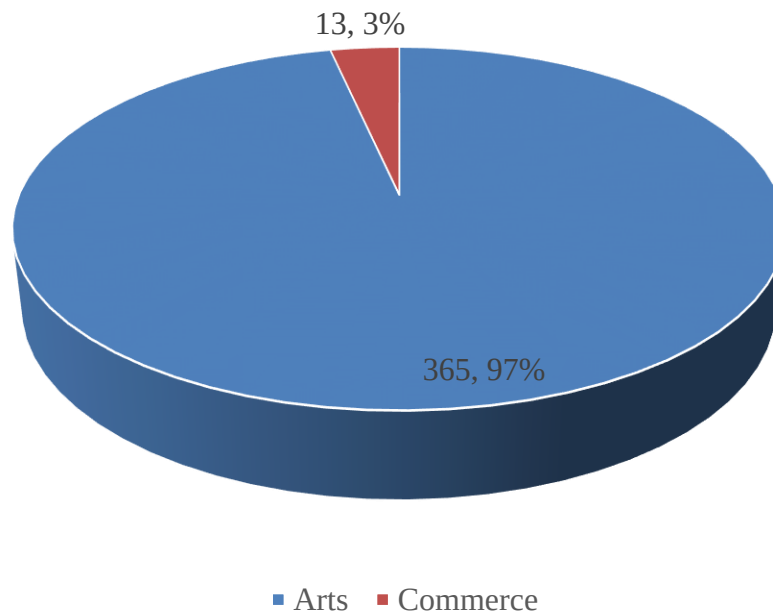


Figure 5.3.3 Stream/Discipline Distribution of Respondents

5.3.4 Residence of Respondents

The residence of the respondents vary widely given the fact that the colleges under study themselves are from varying places. While some are in the urban area of Aizawl, some are located in other districts. This effects the residence of college students. The data of the residence of respondents is given in Table 5.3.4 supplemented by Figure 5.3.4 for a visual map of the data.

Table 5.3.4: Residence of Respondents

College	Family House	Rented House	Relatives' House	Hostel	PGs
PUC	51	19	10	18	0
GHBC	36	18	12	8	2
GANC	21	5	20	3	3
LGC	30	6	5	3	0
GCC	21	2	6	0	0
GKC	18	4	4	0	0
GSC	11	3	2	0	0
GLC	11	1	2	0	0
GSHC	16	0	1	0	0
GMC	6	0	0	0	0
Total	221 (58.46%)	58 (15.34%)	62 (16.40%)	32 (8.46%)	5 (1.32%)

(Source: Survey data)

Depending on the colleges students are attending, the residence of the respondents differs. While many college students attend their college from the comfort of their own homes, others may attend colleges from their relatives' residence, hostels and other places. The number of students who attend college from their own homes is larger by percentage in colleges outside Aizawl city as compared to those who study in Aizawl colleges. Out of the total respondents, 221 (58.46%) study from their own homes, while 62 (16.40%) are living in their relatives' homes, and 58 (15.34%) study while living in rented houses. These forms of living are the most common while others also stay in hostels or in Paying Guest houses (PGs) with 32 (8.46%) and 5 (1.32%) respectively.

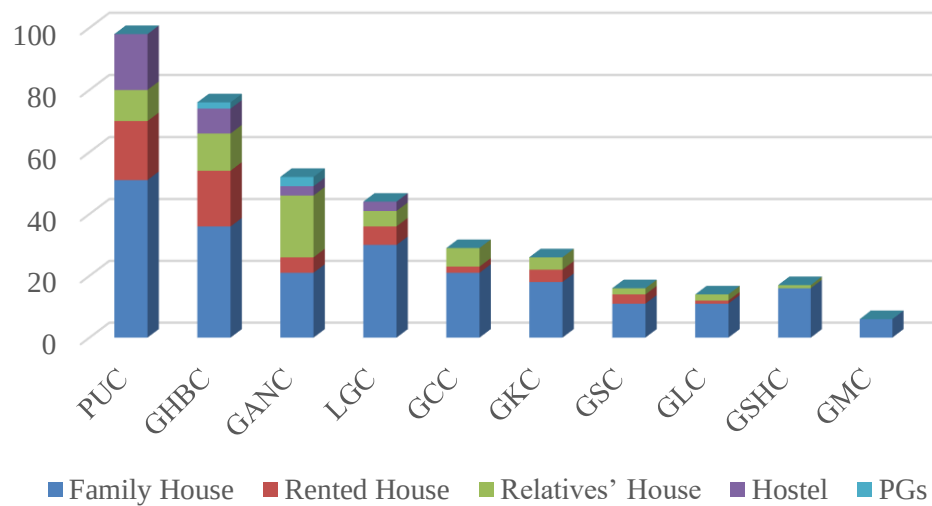


Figure 5.3.4 Residence of Respondents

5.3.5 School Education Background

The school education background of the respondents is divided into two categories – those who have done their schooling for class 12 in Aizawl which is counted as Urban, and those who have done their class 12 schooling in schools outside Aizawl which is counted as Rural. The data of their school background is given in Table 5.3.5.

Table 5.3.5: School Education Background

College	Urban	Rural	Total
PUC	61 (62.24%)	37 (37.75%)	98
GHBC	43 (56.57%)	33 (43.42%)	76
GANC	42 (80.76%)	10 (19.23%)	52
LGC	15 (34.09%)	29 (65.90%)	44
GCC	8 (27.58%)	21 (72.41%)	29
GKC	6 (23.07%)	20 (76.92%)	26
GSC	5 (31.25%)	11 (68.75%)	16
GLC	0	14 (100%)	14

GSHC	0	17 (100%)	17
GMC	0	6 (100%)	6
Total	180 (47.61%)	198 (52.38%)	378(100%)

(Source: Survey data)

Out of the total population, 198 (52.38%) have rural school background, while 180 (47.61%) have urban school background, The respondents of the three colleges from Aizawl have the most students who have urban school education with 61 (62.24%), 43 (56.57%) and 42 (80.76%) for PUC, GHBC and GANC respectively. LGC, GCC, GKC and GSC all have majority of the respondents, more than 65%, with rural school education background. 100 percent of respondents from GLC, GSHC and GMC have rural school education background.

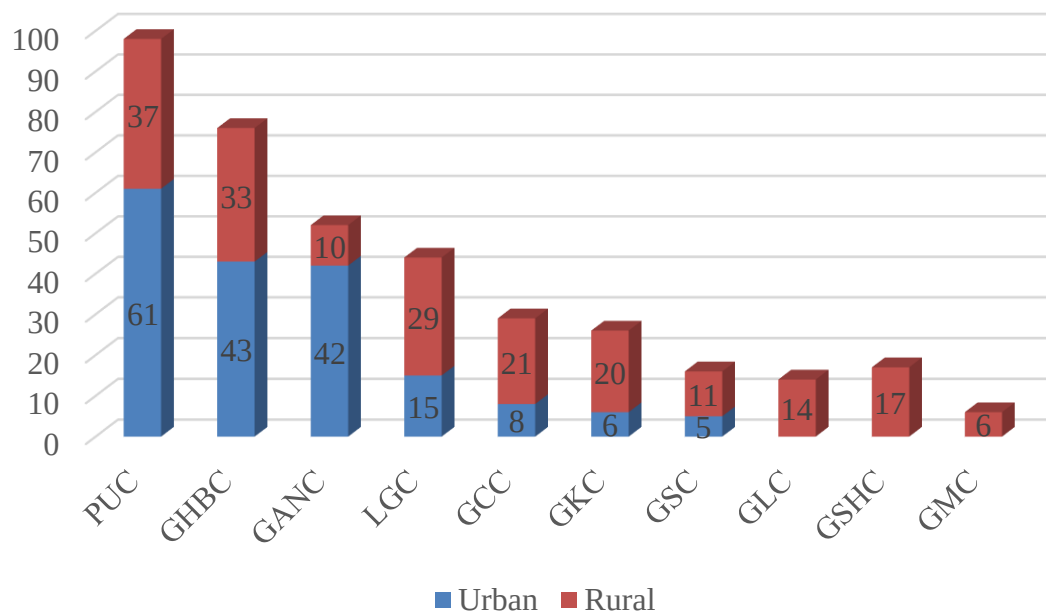


Figure 5.3.5 School Education Background

5.4 Reading Habits

The reading habits of the respondents are carefully studied using meticulous and varied forms of questions presented to the respondents.

5.4.1 Primary Reading Material

5.4.1.1 College-Wise Distribution

The primary source of reading material for the respondents varies significantly across the surveyed colleges. A question was asked on their respondents' main source of reading – print books, online resources, a combination of books and online resources, or newspapers which is presented in 5.4.1.1.

Table 5.4.1.1 College-Wise Primary Source of Reading Material

College	Books	Online resources	Books and Online resources	Newspapers	Total
PUC	32 (32.65%)	29 (29.59%)	26 (26.53%)	11 (11.22%)	98
GHBC	21 (27.63%)	20 (26.32%)	16 (21.05%)	19 (25.00%)	76
GANC	11 (21.15%)	13 (25.00%)	20 (38.46%)	8 (15.38%)	52
LGC	13 (29.55%)	16 (36.36%)	10 (22.73%)	5 (11.36%)	44
GCC	8 (27.59%)	9 (31.03%)	7 (24.14%)	5 (17.24%)	29
GKC	7 (26.92%)	9 (34.62%)	6 (23.08%)	4 (15.38%)	26
GSC	4 (25.00%)	5 (31.25%)	5 (31.25%)	2 (12.50%)	16
GLC	4 (28.57%)	4 (28.57%)	3 (21.43%)	3 (21.43%)	14
GSHC	6 (35.29%)	4 (23.53%)	3 (17.65%)	4 (23.53%)	17
GMC	3 (50.00%)	2 (33.33%)	1 (16.67%)	0 (0.00%)	6
Total	109 (28.84%)	111 (29.36%)	97 (25.66%)	61 (16.14%)	378

(Source: Survey data)

The collected data shows that the primary reading material of respondents is scattered among all categories. Out of the total population, 111 (29.36%) prefer online resources

for their main source of reading, closely followed by Books with 109 (28.84%) responses. College-wise distribution of the data follows a similar trend of primary reading material where all categories are preferred by a significant proportion of the respondents. The only exception to this is in the case of GMC where Newspapers was not chosen by any of the respondents.

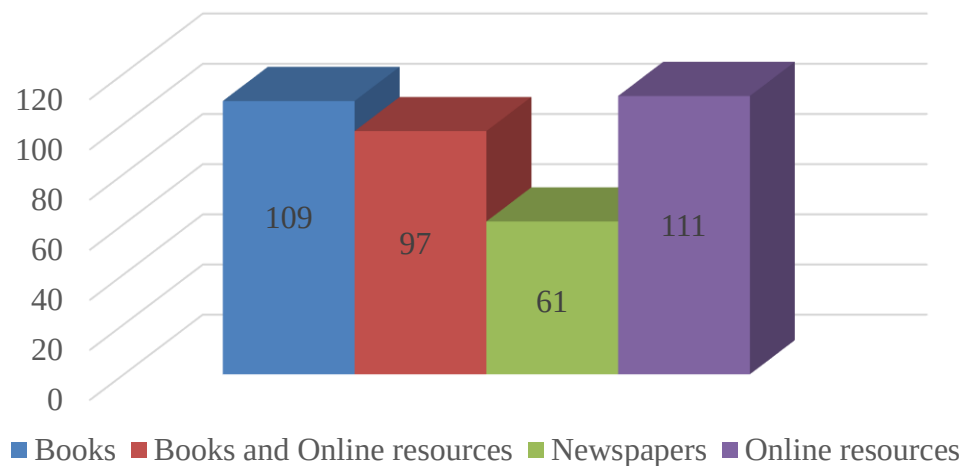


Figure 5.4.1.1 College-Wise Primary Source of Reading Material

5.4.1.2 Gender-Wise Distribution

The gender-wise distribution of primary reading materials shows differences between male and female respondents as presented in Table 5.4.1.2.

Table 5.4.1.2 Gender-Wise Primary Source of Reading Material

Gender	Books	Online Resources	Books & Online	Newspapers	Total
Male	58 (29.90%)	51 (26.29%)	55 (28.35%)	30 (15.46%)	194
Female	48 (26.09%)	40 (21.74%)	64 (34.78%)	32 (17.39%)	184
Total	106 (28.04%)	91 (24.07%)	119 (31.48%)	62 (16.40%)	378

(Source: Survey data)

While male respondents show a relatively balanced choice among all four categories, with 58 (29.90%) books and 51 (26.629%) online resources being the most common, female respondents show a significant inclination towards a combination of books and online resources as their primary reading material with 64 (34.78%) responses. Out of the total population, a combination of books and online resources shows a 34.48% response being the most selected option.

5.4.2 Purpose of reading

5.4.2.1 College-Wise Distribution

The main purpose of reading of the respondents – whether they read for pleasure, to get the news, for online socializing, studies, or any other reason is presented college-wise in Table 5.4.2.1.

Table 5.4.2.1 College-Wise Main purpose of reading

College	Academic	Hobby or Pleasure	News	Entertain ment	Other Necessity	Tot al
PUC	49 (50.00%)	16 (16.33%)	13 (13.27%)	9 (9.18%)	11 (11.22%)	98
GHBC	32 (42.11%)	11 (14.47%)	11 (14.47%)	9 (11.84%)	13 (17.11%)	76
GANC	21 (40.38%)	10 (19.23%)	9 (17.31%)	7 (13.46%)	5 (9.61%)	52
LGC	19 (43.18%)	7 (15.91%)	8 (18.18%)	5 (11.36%)	5 (11.36%)	44
GCC	11 (37.93%)	5 (17.24%)	5 (17.24%)	4 (13.79%)	4 (13.79%)	29
GKC	12 (46.15%)	4 (15.38%)	4 (15.38%)	3 (11.54%)	3 (11.54%)	26
GSC	4 (25.00%)	4 (25.00%)	3 (18.75%)	2 (12.50%)	3 (18.75%)	16
GLC	3 (21.43%)	3 (21.43%)	3 (21.43%)	3 (21.43%)	2 (14.29%)	14
GSHC	5 (29.41%)	4 (23.53%)	3 (17.65%)	3 (17.65%)	2 (11.76%)	17
GMC	4 (66.67%)	1 (16.67%)	1 (16.67%)	0 (0.00%)	0 (0.00%)	6
Total	160 (42.33%)	65 (17.20%)	60 (15.87%)	45 (11.90%)	48 (12.70%)	378

(Source: Survey data)

The main purpose of reading among respondents across different colleges reveals that the predominant reason is for studies, accounting for 160 (42.33%) of the total responses. This is followed by reading for hobby or pleasure, which constitutes 65 (17.20%) of the total responses. News and updates are the primary reading purpose for 60 (15.87%) of respondents. Categories like Other Necessity (12.70%), and Social Buzz and Entertainment (11.90%) represent smaller reading purpose among respondents.

5.4.2.2 Gender-Wise Distribution

A gender-wise distribution of the main purpose of reading is presented in Table 5.4.2.2 supplemented by Figure 5.4.2.2.

Table 5.4.2.2 Gender-Wise Main Purpose of Reading

Purpose	Male	Female	Total
Academic	78 (40.20%)	82 (44.57%)	160 (42.33%)
Hobby or Pleasure	35 (18.04%)	30 (16.30%)	65 (17.20%)
News	30 (15.46%)	30 (16.30%)	60 (15.87%)
Entertainment	25 (12.89%)	20 (10.87%)	45 (11.90%)
Other Necessity	26 (13.40%)	22 (11.96%)	48 (12.70%)
Total	194	184	378

(Source: Survey data)

The primary purpose of reading for both males and females is for studies, accounting for 82 (44.57%) of female responses and 78 (40.20%) of male responses. Females are slightly more likely to read for studies than males, while females are almost equally likely to read

for news and updates, as well as for hobby or pleasure, with 30 (16.30%) responses in both categories. Males also read for hobby or pleasure at higher rates, making up 18.04%.

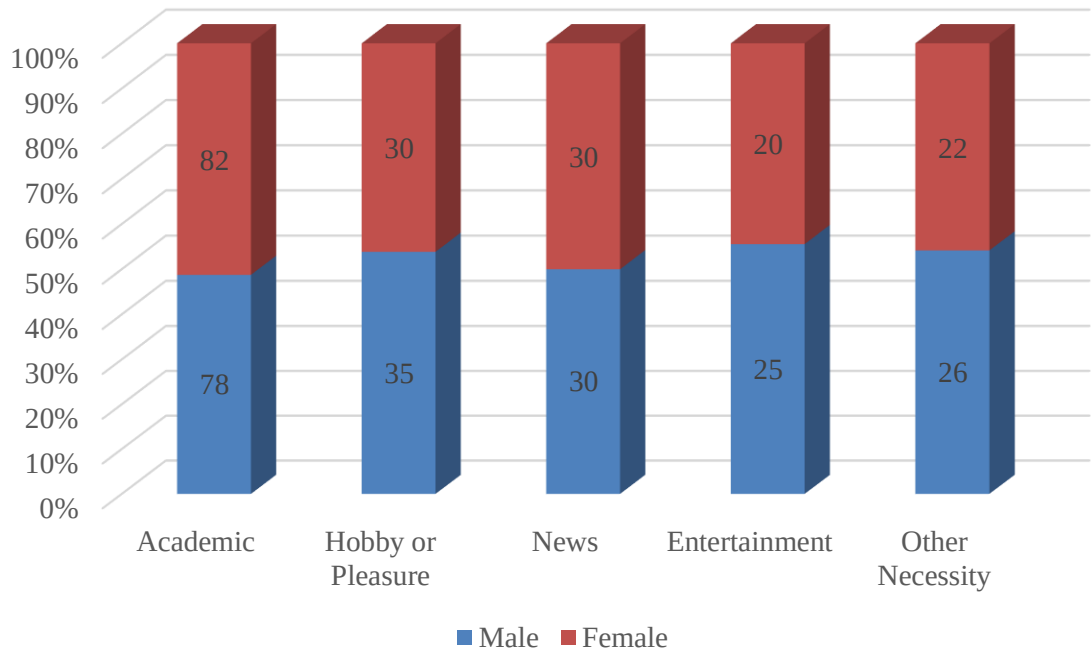


Figure 5.4.2.2: Gender-Wise Main Purpose of Reading

5.4.3 Daily Reading Duration

5.4.3.1 College-Wise Distribution

The daily reading duration among students from various colleges indicates a diverse range of reading habits. The survey respondents on the amount of time they spent for reading in one day's time is presented in Table 5.4.3.1.

Table 5.4.3.1 College-Wise Daily Reading Duration

College	> 4 hours	3 - 4 hours	2 - 3 hours	1 - 2 hours	< 1 hour	Total
PUC	2 (2.17%)	10 (10.87%)	40 (43.48%)	30 (32.61%)	10 (10.87%)	92
GHBC	8 (10.53%)	20 (26.32%)	25 (32.89%)	15 (19.74%)	5 (6.58%)	73
GANC	4 (7.84%)	10 (19.60%)	15 (28.84%)	20 (39.21%)	2 (3.84%)	51
LGC	4 (11.76%)	5 (14.71%)	12 (35.29%)	10 (29.41%)	3 (8.82%)	34
GCC	4 (14.29%)	5 (17.86%)	10 (35.71%)	8 (28.57%)	1 (3.57%)	28
GKC	3 (15.78%)	4 (21.05%)	5 (26.31%)	7 (36.84%)	0 (0.00%)	19
GSC	2 (10.52%)	3 (15.78%)	5 (26.31%)	8 (42.11%)	1 (5.26%)	19
GLC	3 (16.66%)	5 (27.77%)	4 (22.22%)	6 (33.33%)	0 (0.00%)	18
GSHC	3 (17.64%)	4 (23.52%)	3 (17.64%)	5 (29.41%)	2 (11.76%)	17
GMC	1 (25.00%)	1 (25.00%)	1 (25.00%)	1 (25.00%)	0 (0.00%)	4
Total	37 (9.78%)	67 (17.72%)	120 (31.74%)	130 (34.39%)	24 (6.34%)	378

(Source: Survey data)

Among the total 378 respondents, the majority fall within the 1 to 2 hours category, with 130 students (34.39%) dedicating this amount of time to reading daily. A large number of students also read for 2 to 3 hours, totaling 120 students (31.74%). Reading durations exceeding 4 hours are low, with 37 respondents (9.78%) who read for such extended

duration daily, while scoring higher than those who read for less than 1 hour a day with 24 (6.34%) respondents.

5.4.3.2 Gender-Wise Distribution

The comparison in data of the reading duration daily between males and females is also presented in the following Table 5.4.3.2.

Table 5.4.3.2 Gender-Wise Daily Reading Duration

Gender	> 4 hours	3 - 4 hours	2 - 3 hours	1 - 2 hours	< 1 hour	Total
Male	2 (1.03%)	32 (16.49%)	63 (32.48%)	84 (43.30%)	13 (6.70%)	194
Female	35 (19.02%)	41 (22.28%)	62 (33.70%)	31 (16.85%)	15 (8.15%)	184
Total	37 (9.78%)	73 (19.31%)	125 (33.07%)	115 (30.42%)	28 (7.41%)	378

(Source: Survey data)

The daily reading duration by gender among the respondents reveal male students have a higher trend toward dedicating time to reading for 1 to 2 hours, with 84 males (43.30%) as compared to 31 (16.85%) females. The amount of respondents who read 2 to 3 hours daily is virtually identical between the genders, with 63 (32.48%) male and 62 (33.70%) female. Female students show a more varied distribution, with 15 females (8.15%) reading less than an hour, while 41 females (22.28%) engage in reading for 3 to 4 hours. The largest difference in reading time between the genders is reflected in those who read for more than 4 hours a day with only 2 (1.03%) males as compared to 35 (19.02%) females.

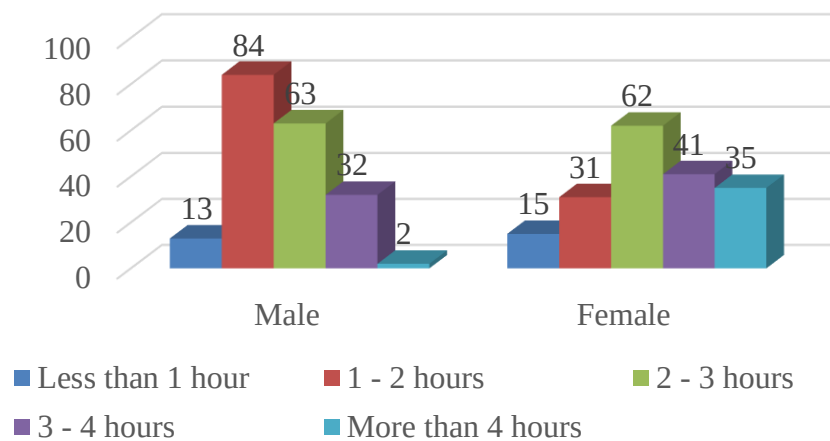


Figure 5.4.3.2 Gender-Wise Distribution of Daily Reading Duration

5.4.4 Reading Outside Academic Books

Respondents are asked if they regularly read materials outside their college prescribed textbooks or guidebooks for their academic studies. The data is presented in Table 5.4.4.

Table 5.4.4 Reading Outside College Prescribed Books

College	Yes	No	Total
PUC	57 (58.16%)	41 (41.83%)	98
GHBC	42 (55.26%)	34 (44.73%)	76
GANC	26 (50.00%)	26 (50.00%)	52
LGC	26 (59.09%)	18 (40.90%)	44
GCC	15 (51.72%)	14 (48.27%)	29
GKC	14 (53.84%)	12 (46.15%)	26
GSC	12 (75.00%)	4 (25.00%)	16
GLC	11 (78.57%)	3 (21.42%)	14
GSHC	11 (64.70%)	6 (35.29%)	17
GMC	3 (50.00%)	3 (50.00%)	6
Total	217 (57.41%)	161 (42.58%)	378

(Source: Survey data)

Among the total 378 respondents, 217 students (57.41%) report that they do read materials other than their prescribed academic texts regularly while 161 (42.58%) do not. College-wise analysis shows that GANC and GMC have a 50% split between the answers, while all other colleges have above 50% responding ‘Yes’. GSC and GLC have particularly large percentages of respondents who report that they regularly read outside their academic texts, with 12 (75%) and 11 (78.57%) responses respectively.

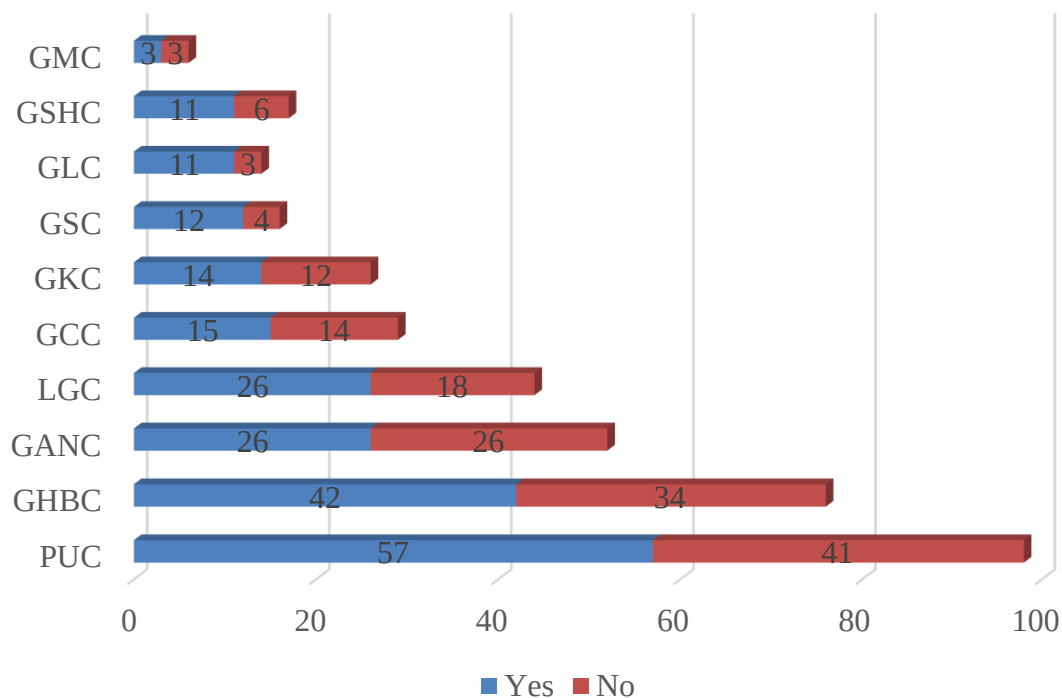


Figure 5.4.4 Reading Outside College Prescribed Books

5.4.5 Newspaper Reading Habit

5.4.5.1 College-Wise Distribution

The survey data regarding newspaper reading frequency in a week among students reveals a clear preference for regular engagement with news sources. The data for frequency of reading newspapers in a week is presented in Table 5.4.5.1.

Table 5.4.5.1 College-Wise Frequency of Newspaper Reading Per Week

College	Everyday	4 - 5 days a week	2 - 3 days a week	1 day a week	Never	Total
PUC	25 (25.51%)	23 (23.46%)	30 (30.61%)	9 (9.18%)	11 (11.22%)	98
GHBC	12 (15.78%)	19 (25.00%)	26 (34.21%)	6 (7.89%)	13 (17.10%)	76
GANC	9 (17.30%)	12 (23.07%)	18 (34.61%)	5 (9.61%)	8 (15.38%)	52
LGC	16 (36.36%)	9 (20.45%)	10 (22.72%)	4 (9.09%)	5 (11.36%)	44
GCC	5 (17.24%)	8 (27.58%)	7 (24.13%)	3 (10.34%)	6 (20.68%)	29
GKC	8 (30.76%)	7 (26.92%)	6 (23.07%)	1 (3.84%)	4 (15.38%)	26
GSC	2 (12.50%)	3 (18.75%)	7 (43.75%)	1 (6.25%)	3 (18.75%)	16
GLC	1 (7.14%)	4 (28.57%)	5 (35.71%)	2 (14.28%)	2 (14.28%)	14
GSHC	6 (35.29%)	6 (35.29%)	3 (17.64%)	0 (0.00%)	2 (11.76%)	17
GMC	3 (50.00%)	1 (16.66%)	1 (16.66%)	0 (0.00%)	1 (16.66%)	6
Total	87 (23.01%)	88 (23.28%)	113 (29.89%)	31 (8.20%)	55 (14.55%)	378

(Source: Survey data)

The most significant group reads newspapers 2 to 3 times a week, with 113 students (29.89%) falling into this category. This is followed by those reading 4 to 5 days a week, totaling 88 students (23.28%), followed closely by those reading everyday with 87 (23.01%). However, the number of students who read newspapers once a week and those who never read newspapers falls on the lower percentile of the responses with 55 (14.55%) and 31 (8.20%) respectively for each category.

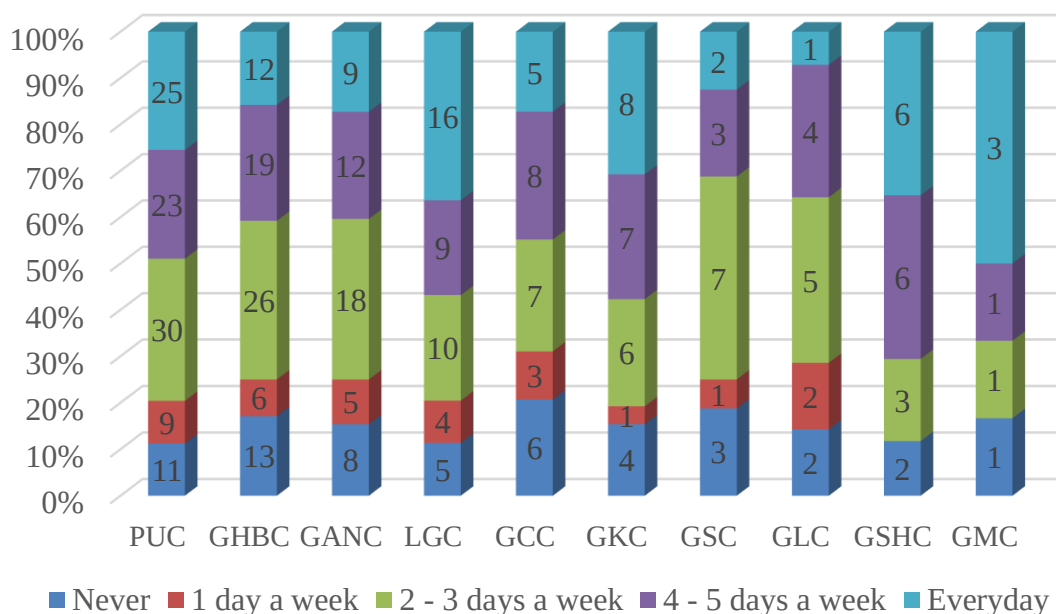


Figure 5.4.5.1 Frequency of Newspaper Reading Per Week

5.4.5.2 Gender-Wise Distribution

The distribution of data on the frequency of reading newspapers in a week by gender is presented in the Table 5.4.5.2

Table 5.4.5.2 Gender-Wise Frequency of Newspaper Reading Per Week

Gender	Everyday	4 - 5 days a week	2 - 3 days a week	1 day a week	Never	Total
Male	41 (21.13%)	44 (22.68%)	56 (28.87%)	16 (8.24%)	37 (19.07%)	194
Female	50 (27.17%)	44 (23.91%)	57 (30.97%)	15 (8.15%)	18 (9.78%)	184
Total	91 (24.07%)	88 (23.28%)	113 (29.89%)	31 (8.20%)	55 (14.55%)	378

(Source: Survey data)

The gender-wise analysis of newspaper reading frequency reveals that a significant portion of both male and female students engages regularly with newspapers. 56 males (28.87%) and 57 females (30.97%) read newspapers 2 to 3 times a week. While the overall

trend shows both genders with 41 males (21.13%) and 50 females (27.17%) reading newspapers daily, a larger percentage of 37 (19.07%) male respondents report never reading newspapers compared to 18 (9.78%) females. The data shows that more male respondents tend to not read newspapers, while more female respondents read newspapers every day, and marginally more female respondents by percentage read 4 to 5 times a week.

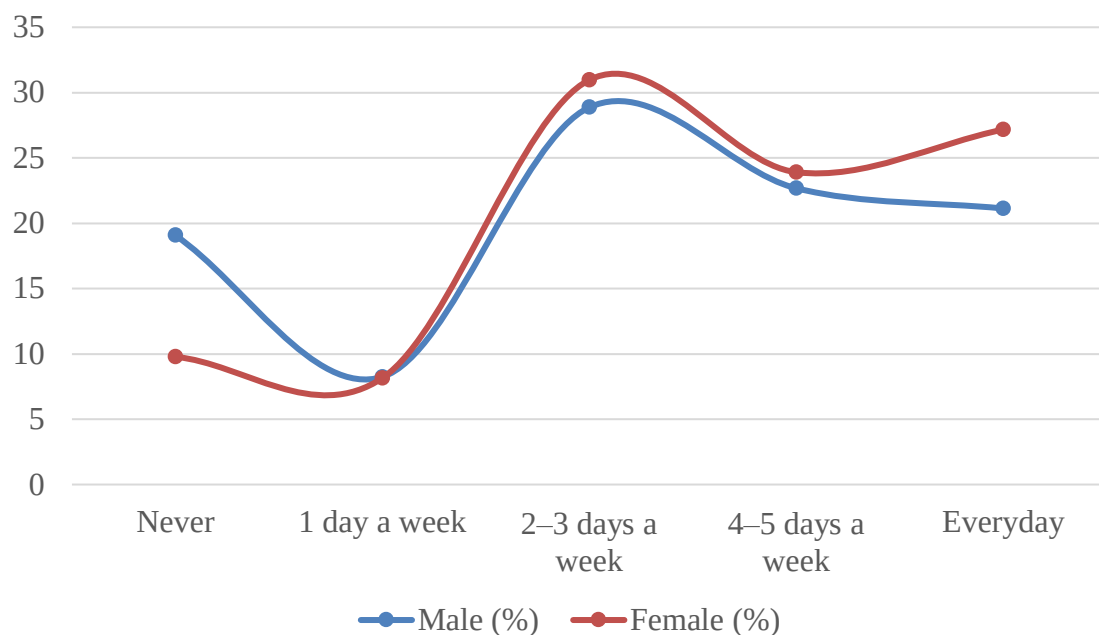


Figure 5.4.5.2 Gender-Wise Frequency of Newspaper Reading Per Week

5.4.6 Preferred Type of Book

Respondents are asked about their favorite type of book to read. The categories include their academic textbooks and other similar books, reference books either for academic or other purpose, novels and other fiction books, magazines, or any other type of book. The data collected is presented in Table 5.4.6.

Table 5.4.6 Favourite Type of Book

College	Textbooks	Reference Books	Novels	Magazines	Other	Total
PUC	31 (31.63%)	22 (22.44%)	27 (27.55%)	10 (10.20%)	8 (8.16%)	98
GHBC	15 (19.73%)	11 (14.47%)	26 (34.21%)	16 (21.05%)	8 (10.53%)	76
GANC	12 (23.07%)	10 (19.23%)	18 (34.61%)	5 (9.61%)	7 (13.46%)	52
LGC	8 (18.18%)	7 (15.90%)	11 (25.00%)	5 (11.36%)	13 (29.54%)	44
GCC	5 (17.24%)	5 (17.24%)	10 (34.48%)	4 (13.79%)	5 (17.24%)	29
GKC	5 (19.23%)	3 (11.53%)	6 (23.07%)	4 (15.38%)	8 (30.76%)	26
GSC	5 (31.25%)	2 (12.50%)	6 (37.50%)	2 (12.50%)	1 (6.25%)	16
GLC	3 (21.42%)	3 (21.42%)	5 (35.71%)	2 (14.28%)	1 (7.14%)	14
GSHC	4 (23.53%)	2 (11.76%)	5 (29.41%)	3 (17.65%)	3 (17.65%)	17
GMC	2 (33.33%)	1 (16.66%)	1 (16.66%)	1 (16.66%)	1 (16.66%)	6
Total	90 (23.80%)	66 (17.46%)	115 (30.42%)	52 (13.75%)	55 (14.55%)	378

(Source: Survey data)

The results of the survey reveal that novels and other fiction books are the most favored type of book among students, with 115 respondents (30.42%) expressing a preference for this genre. Textbooks and other academic books rank second with 90 (23.80%) responses. Reference books were chosen by 66 students (17.46%). The "Other" category, which

includes diverse preferences accounts for 55 (14.55%) of responses. Magazines were chosen by only 13.75% respondents.

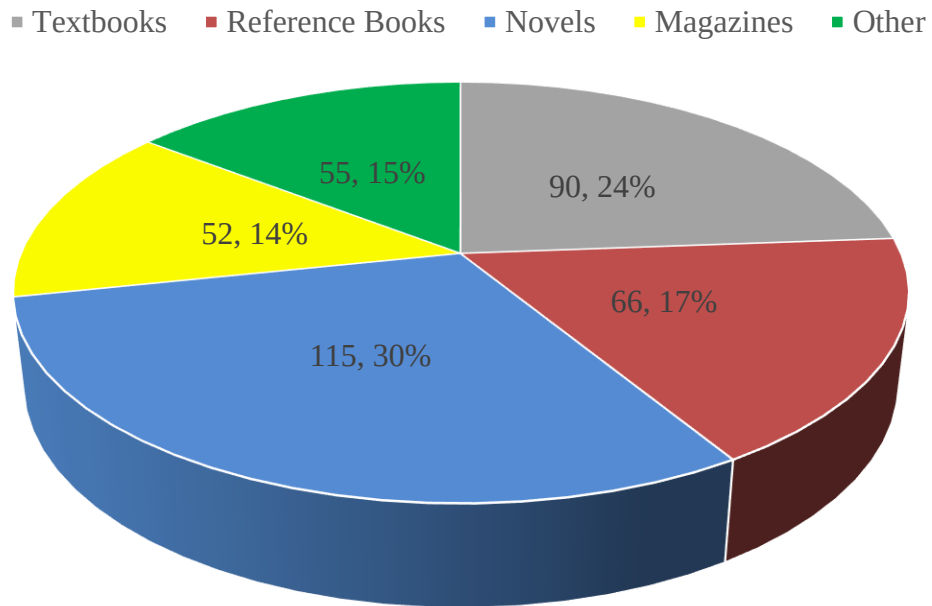


Figure 5.4.6 Favourite Type of Book

5.4.7 Preferred Type of Fictional Genre

5.4.7.1 College-Wise Distribution

The survey collected data on the types of fictional books preferred by respondents. The category includes popular genres such as Comedy, Romance, Drama, Science Fiction, Horror, and any other type. The data collected is presented college-wise in Table 5.4.7.1.

Table 5.4.7.1: College-Wise Favourite Genre of Fiction

College	Comedy	Romance	Drama	Science Fiction	Horror	Other	Total
PUC	17 (17.35%)	21 (21.42%)	19 (19.38%)	13 (13.27%)	11 (11.22%)	17 (17.34%)	98
GHBC	13 (17.10%)	19 (25.00%)	16 (21.05%)	10 (13.15%)	10 (13.15%)	8 (10.52%)	76
GANC	8 (15.38%)	12 (23.07%)	10 (19.23%)	8 (15.38%)	5 (9.61%)	9 (17.30%)	52
LGC	8 (18.18%)	10 (22.72%)	10 (22.72%)	5 (11.36%)	6 (13.63%)	5 (11.36%)	44
GCC	5 (17.24%)	6 (20.69%)	8 (27.59%)	4 (13.79%)	3 (10.34%)	3 (10.34%)	29
GKC	5 (19.23%)	5 (19.23%)	7 (26.92%)	4 (15.38%)	3 (11.53%)	2 (7.69%)	26
GSC	3 (18.75%)	4 (25.00%)	5 (31.25%)	2 (12.50%)	2 (12.50%)	0 (0.00%)	16
GLC	3 (21.42%)	3 (21.42%)	4 (28.57%)	2 (14.28%)	1 (7.14%)	1 (7.14%)	14
GSHC	5 (29.41%)	3 (17.64%)	4 (23.52%)	2 (11.76%)	2 (11.76%)	1 (5.88%)	17
GMC	3 (50.00%)	2 (33.33%)	1 (16.66%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	6
Total	70 (18.52%)	85 (22.49%)	84 (22.22%)	50 (13.22%)	43 (11.37%)	46 (12.17%)	378

(Source: Survey data)

Romance was the most preferred genre being selected by 85 (22.49%) respondents, closely followed by Drama with 84 (22.22%) respondents. Comedy was preferred by 70 (18.52%) respondents, Science Fiction by 50 (13.22%) respondents, other genres by 46 (12.17%) respondents, and Horror by 43 (11.37%) respondents. Romance and Drama

categories had a combined 44.71% score from respondents making up the bulk of the students' preference.

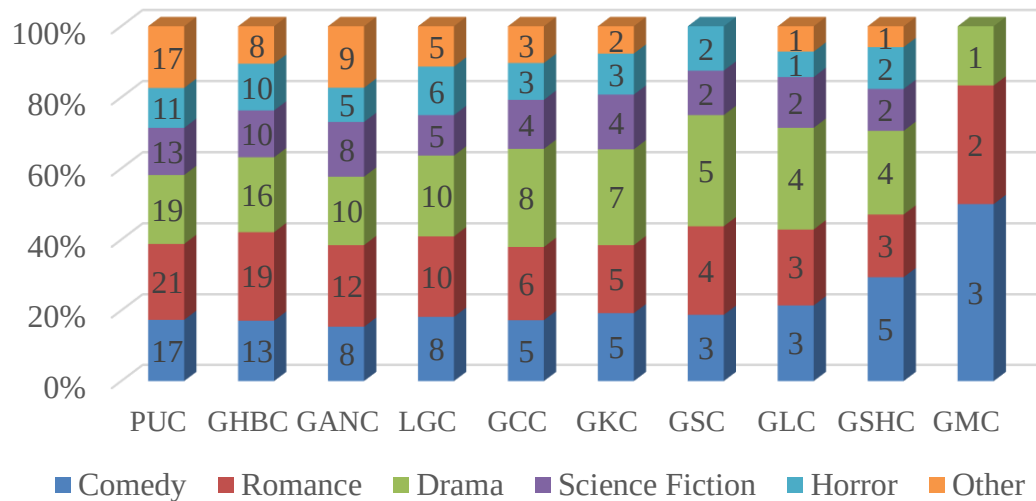


Figure 5.4.7.1: College-Wise Favourite Genre of Fiction

5.4.7.2 Gender-Wise Distribution

The gender-wise distribution of fictional genre preferences reveals notable differences as compared with the college-wise distribution which is presented in Table 5.4.7.2.

Table 5.4.7.2 Gender-Wise Favourite Genre of Fiction

Genre	Male	Female	Total
Comedy	44 (22.68%)	26 (14.13%)	70
Romance	18 (9.28%)	67 (36.41%)	85
Drama	29 (14.94%)	55 (29.89%)	84
Science Fiction	45 (23.20%)	5 (2.71%)	50
Horror	23 (11.85%)	20 (10.86%)	43
Other	35 (18.04%)	11 (5.97%)	46
Total	194 (51.32%)	184 (48.68%)	378

(Source: Survey data)

Male respondents mostly prefer Science Fiction, Comedy, and other genres with 45 (23.20%), 44 (22.68%), and 35 (18.04%) responses respectively. This makes up 63.92% of the total preference selected by male respondents. On the other hand, female respondents ranked Romance and Drama genres highest with 67 (36.41%) and 55 (29.89%) responses respectively. This makes up a total of 66.3% of the total female responses.

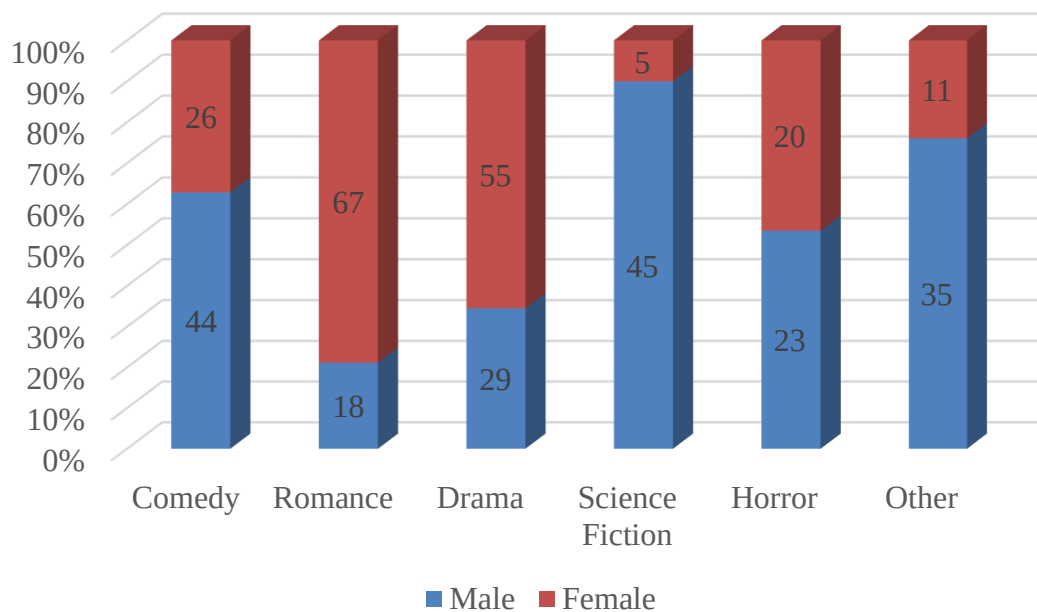


Figure 5.4.7.2 Gender-Wise Favourite Genre of Fiction

5.4.8 Reading Duration per Session

5.4.8.1 College-Wise Distribution

The time spend for reading by students in one reading session is studied. The questionnaire asks the respondents how much time they spent in a single sitting of reading session. The data collected is carefully presented college-wise in Table 5.4.8.1.

Table 5.4.8.1 Reading Duration in One Sitting

College	> 2 hours	1 – 2 hours	30 minutes – 1 hour	< 30 minutes	Total
PUC	21 (21.43%)	22 (22.45%)	25 (25.51%)	30 (30.61%)	98
GHBC	14 (18.42%)	16 (21.05%)	20 (26.32%)	26 (34.21%)	76
GANC	9 (17.31%)	11 (21.15%)	14 (26.92%)	18 (34.62%)	52
LGC	10 (22.73%)	12 (27.27%)	10 (22.73%)	12 (27.27%)	44
GCC	5 (17.24%)	6 (20.69%)	8 (27.59%)	10 (34.48%)	29
GKC	5 (19.23%)	6 (23.08%)	7 (26.92%)	8 (30.77%)	26
GSC	3 (18.75%)	3 (18.75%)	4 (25.00%)	6 (37.50%)	16
GLC	2 (14.29%)	3 (21.43%)	4 (28.57%)	5 (35.71%)	14
GSHC	3 (17.65%)	4 (23.53%)	5 (29.41%)	5 (29.41%)	17
GMC	1 (16.67%)	2 (33.33%)	1 (16.67%)	2 (33.33%)	6
Total	77 (20.37%)	85 (22.49%)	94 (24.87%)	122 (32.28%)	378

(Source: Survey data)

The survey reveals varied reading habits among students. Overall, 122 (32.28%) students spend less than 30 minutes reading in one sitting, while 94 (24.87%) spend 30 minutes to 1 hour. A significant proportion of 85 (22.49%) students dedicate 1-2 hours to reading in one sitting. However, only 77 (20.37%) students spend more than 2 hours of their time to read in a single reading session. Data shows that a combined total of 179 (47.36%) respondents spent anywhere between 30 minutes to 2 hours for reading in a single sitting.

5.4.8.2 Gender-Wise Distribution

The data on time spent for reading in a single reading session is also presented by gender in Table 5.4.8.2.

Table 5.4.8.2 Gender-Wise Reading Duration in One Sitting

Time Spent	Male	Female	Total
> 2 hours	44 (22.68%)	33 (17.93%)	77 (20.37%)
1– 2 hours	45 (23.20%)	40 (21.74%)	85 (22.49%)
30 min – 1 hour	50 (25.77%)	44 (23.91%)	94 (24.87%)
< 30 minutes	55 (28.35%)	67 (36.41%)	122 (32.28%)
Total	194 (100%)	184 (100%)	378 (100%)

(Source: Survey data)

Percentage distribution of reading time in one sitting between male and female is close to identical in almost all categories. The biggest visible difference falls under the ‘Less than 30 minutes’ category with 67 (36.41%) females and 55 (28.35%) males. This indicates an 8.06% difference between the genders. The rest of the categories have under 5% difference, with the closest being ‘More than 2 hours’ category with 44 (22.68%) male and 33 (17.93%) female, making it a 4.75% difference.

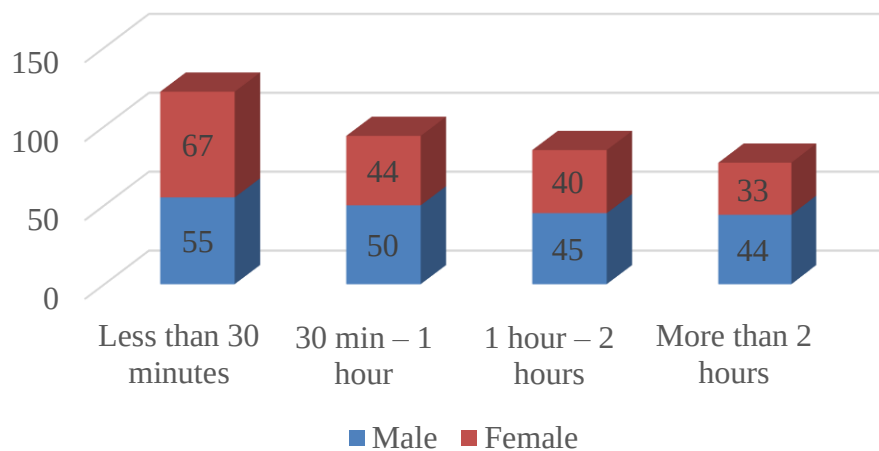


Figure 5.4.8.2 Gender-Wise Reading Duration in One Sitting

5.4.9 Preferred Place for Reading

The preferred place for reading is categorized into the respondents' residence, which indicates their current residence, college classroom or campus, and college library. The data on the respondents' preferred place for reading is presented in Table 5.4.9.

Table 5.4.9 Preferred Place for Reading

College	Residence	Classroom/College	Library	Total
PUC	69 (70.41%)	16 (16.33%)	13 (13.27%)	98
GHBC	51 (67.11%)	13 (17.11%)	12 (15.79%)	76
GANC	36 (69.23%)	8 (15.38%)	8 (15.38%)	52
LGC	31 (70.45%)	7 (15.91%)	6 (13.64%)	44
GCC	20 (68.97%)	5 (17.24%)	4 (13.79%)	29
GKC	18 (69.23%)	5 (19.23%)	3 (11.54%)	26
GSC	11 (68.75%)	3 (18.75%)	2 (12.50%)	16
GLC	8 (57.14%)	4 (28.57%)	2 (14.29%)	14
GSHC	9 (52.94%)	5 (29.41%)	3 (17.65%)	17
GMC	4 (66.67%)	2 (33.33%)	0 (0%)	6
Total	257 (67.99%)	68 (17.99%)	53 (14.02%)	378

(Source: Survey data)

The preferred places for reading is largely at the students' residence with the majority of students in each college preferring to read there with a range of 52.94% for GSHC to 70.45% for LGC. A total of 257 (67.99%) respondents prefer their residence for reading. Classroom/College settings are the second choice, with GMC reporting the highest proportion of 33.33% respondents, followed by GSHC with 5 (29.41%) responses. Libraries are the least preferred, with a total of 53 (14.02%) responses.

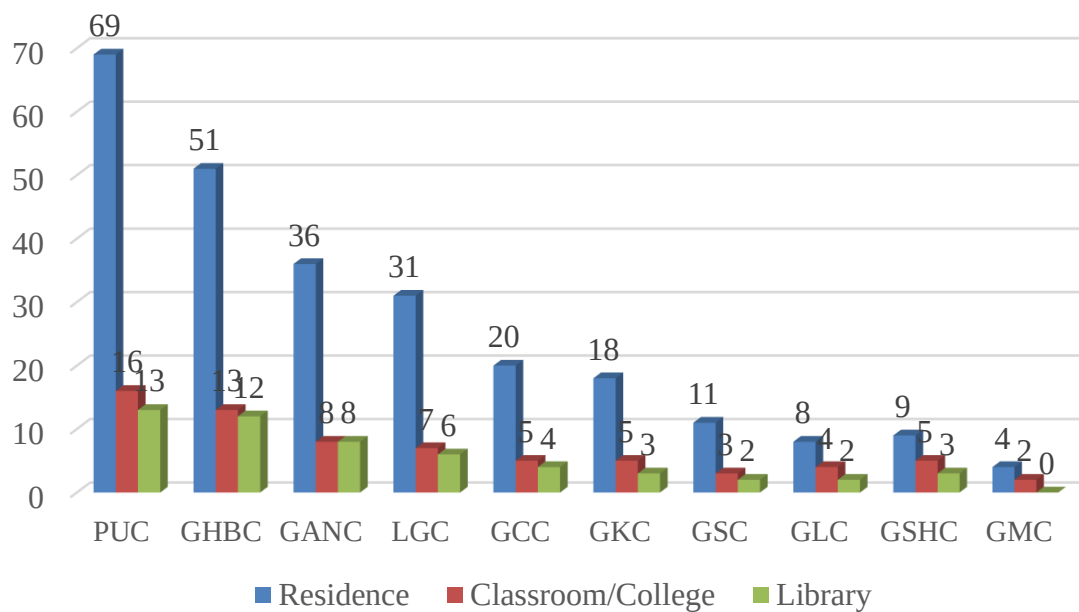


Figure 5.4.9 Preferred Place for Reading

5.4.10 Reading Encouragement at Home

The respondents of the study are asked if they receive regular encouragement from their parents and family members to read more. The data is presented in Table 5.4.10.

Table 5.4.10 Family/Parental Encouragement to Read

College	Yes	No	Total
PUC	86 (87.76%)	12 (12.24%)	98
GHBC	64 (84.21%)	12 (15.79%)	76
GANC	46 (88.46%)	6 (11.54%)	52
LGC	38 (86.36%)	6 (13.64%)	44
GCC	26 (89.66%)	3 (10.34%)	29
GKC	23 (88.46%)	3 (11.54%)	26
GSC	14 (87.50%)	2 (12.50%)	16
GLC	12 (85.71%)	2 (14.29%)	14
GSHC	14 (82.35%)	3 (17.65%)	17

GMC	6 (100.00%)	0 (0.00%)	6
Total	329 (87.04%)	49 (12.96%)	378

(Source: Survey data)

The survey reveals that an overwhelming majority of students, 329 (87.04%), receive encouragement from their family/parents to read more books. This suggests a strong support system for reading habits among students from within their family. Only 49 (12.96%) students reported not receiving such encouragement from their parents or other family members.

5.4.11 Household Reading Preference

The preference of reading materials within the household of the respondents is surveyed. The respondents are asked to select the most commonly used reading material used within their household by their family members. The data collected has been presented in Table 5.4.11.

Table 5.4.11 Commonly Used Reading Materials in Households

College	Books	Newspapers	Magazines/ Journals	Electronic Resources	Total
PUC	21 (21.43%)	55 (56.12%)	11 (11.22%)	11 (11.22%)	98
GHBC	16 (21.05%)	42 (55.26%)	9 (11.84%)	9 (11.84%)	76
GANC	8 (15.38%)	36 (69.23%)	5 (9.62%)	3 (5.77%)	52
LGC	6 (13.64%)	32 (72.73%)	3 (6.82%)	3 (6.82%)	44
GCC	4 (13.79%)	21 (72.41%)	2 (6.90%)	2 (6.90%)	29
GKC	3 (11.54%)	20 (76.92%)	2 (7.69%)	1 (3.85%)	26
GSC	3 (18.75%)	10 (62.50%)	2 (12.50%)	1 (6.25%)	16
GLC	3 (21.43%)	8 (57.14%)	2 (14.29%)	1 (7.14%)	14
GSHC	5 (29.41%)	9 (52.94%)	2 (11.76%)	1 (5.88%)	17
GMC	1 (16.67%)	5 (83.33%)	0 (0.00%)	0 (0.00%)	6

Total	68 (17.99%)	238 (62.96%)	38 (10.05%)	34 (8.99%)	378
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(Source: Survey data)

The survey data reveals that newspapers are the most commonly used reading material in their households, with 238 (62.96%) of respondents indicating their family members primarily read newspapers at home. Books are the second most popular choice, most used by 68 (17.99%) of households. Magazines and journals, as well as electronic resources, are less commonly used, with 38 (10.05%) and 34 (8.99%) households respectively.

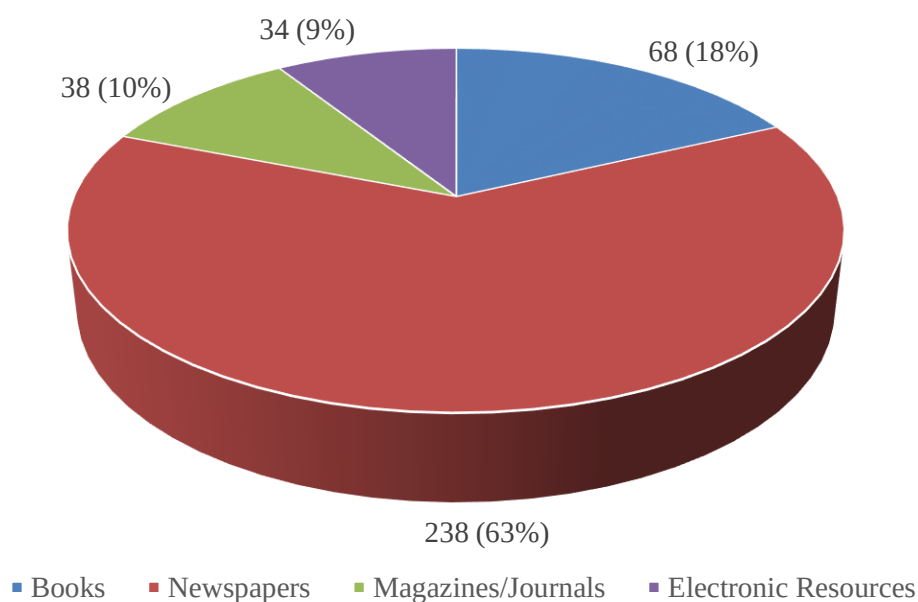


Figure 5.4.11 Commonly Used Reading Materials in Households

5.4.12 Academic Reading Material

Respondents are asked which type of books they use most to help in their academic studies. The categories include syllabus based textbooks including supplementing guidebooks, periodicals such as academic subject based journals, books from libraries, online academic materials, and any other type of resources. The data collected is presented in Table 5.4.12.

Table 5.4.12 Resources Used for Academic Study

College	Textbooks/ Guidebooks	Periodicals	Library Issued Books	Online Materials	Other Resources	Total
PUC	55 (56.12%)	7 (7.14%)	14 (14.29%)	18 (18.37%)	4 (4.08%)	98
GHBC	52 (68.42%)	5 (6.58%)	11 (14.47%)	6 (7.89%)	2 (2.63%)	76
GANC	33 (63.46%)	3 (5.77%)	10 (19.23%)	4 (7.69%)	2 (3.85%)	52
LGC	26 (59.09%)	3 (6.82%)	7 (15.91%)	6 (13.64%)	2 (4.55%)	44
GCC	19 (65.52%)	1 (3.45%)	5 (17.24%)	3 (10.34%)	1 (3.45%)	29
GKC	15 (57.69%)	1 (3.85%)	4 (15.38%)	4 (15.38%)	2 (7.69%)	26
GSC	11 (68.75%)	1 (6.25%)	2 (12.50%)	1 (6.25%)	1 (6.25%)	16
GLC	8 (57.14%)	2 (14.29%)	3 (21.43%)	1 (7.14%)	0 (0%)	14
GSHC	11 (64.71%)	2 (11.76%)	2 (11.76%)	1 (5.88%)	1 (5.88%)	17
GMC	4 (66.67%)	0 (0%)	1 (16.67%)	1 (16.67%)	0 (0%)	6
Total	234 (61.90%)	25 (6.61%)	59 (15.61%)	45 (11.90%)	15 (3.97%)	378

(Source: Survey data)

The survey shows that college-prescribed books including supplementary guidebooks are the primary resources for academic study, used by 234 (61.90%) of respondents. Library books and online materials are the second and third most popular resources, utilized by 59 (15.61%) of students and 45 (11.90%) of students respectively. Periodicals and other resources only make up a marginal percentage of the responses with a total 40 (10.58%) responses.

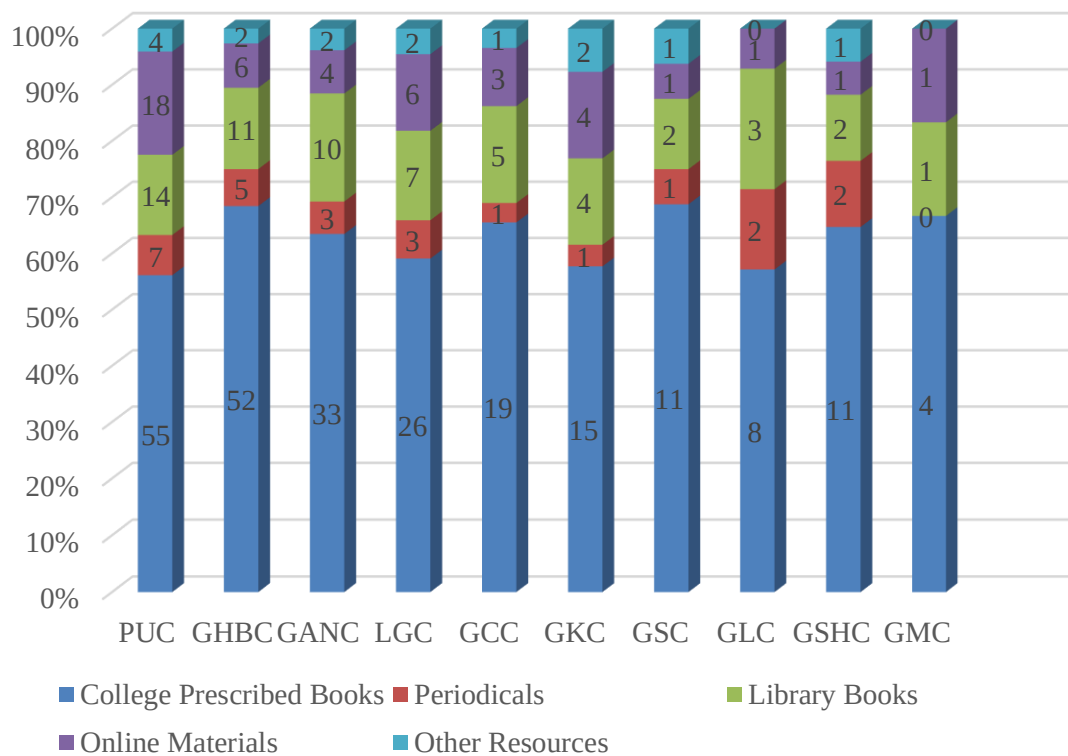


Figure 5.4.12 Resources Used for Academic Study

5.4.13 Frequency of Reading Materials Used

The frequency of reading materials used most by respondents is ranked using a Likert Scale with 1 being most used and 5 being least use. Categories include Textbooks/Guidebooks, Newspapers/Magazines/ Novels/Literature, Online Reading Materials, and Social Media Posts. The average scores of each college respondents and the total average scores are presented in Table 5.4.13.

Table 5.4.13 Reading Materials by Frequency of Use (1=Most, 5=Least)

College	Textbooks / Guidebooks	Newspapers / Magazines	Novels / Literature	Online Reading Materials	Social Media Posts
PUC	1.79	2.58	3.02	3.59	4.02
GHBC	1.95	2.79	3.13	3.01	4.12
GANC	1.88	2.77	2.88	3.19	4.27
LGC	1.91	3.09	2.02	3.43	4.55
GCC	2.38	2.90	2.96	3.14	3.62
GKC	2.88	2.73	3.04	3.19	3.15
GSC	2.44	2.69	3.06	3.19	3.62
GLC	2.50	2.86	3.07	3.07	3.50
GSHC	2.47	2.76	2.82	3.12	3.82
GMC	1.33	2.00	3.17	3.5	5.00
TOTAL	2.15	2.72	2.92	3.24	3.97

(Source: Survey data)

The ranking of reading materials by frequency of use reveals a strong pattern in reading frequency of materials by the respondents. Almost all colleges scored Textbooks and Guidebooks the most read with a total average score of 2.15. The only college where Textbooks and Guidebooks did not score the best was in GKC where it scored 2.88 while Newspapers and Magazines scored marginally better with 2.73. While Newspapers and Magazines scored 2.72, Novels and Literature scored slightly worse with a score of 2.92. LGC was the only college where Newspaper and Magazines scored worse than Novels and Literature with 3.09 and 2.02 points average respectively. Social media posts are the least used reading material by respondents with a total average score of 3.97. GKC, was again, in this case the only college where Social media posts did not score the lowest with 3.15 while Online Reading Materials scored 3.19.

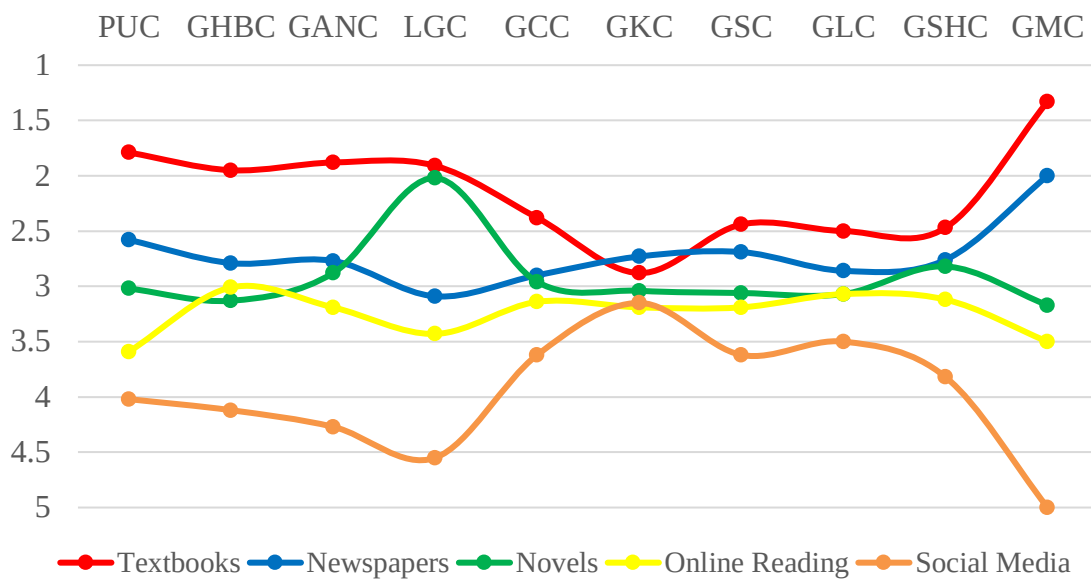


Figure 5.4.13 Reading Materials by Frequency of Use (1=Most, 5=Least)

5.5 Library Use

The use of library by students is studied in order to understand the impact library use have on the reading habits of the students. The study also reveals the students' perception of their college library and its effectiveness in helping their studies and in their reading habits.

5.5.1 Frequency of Library Visit

The weekly frequency of respondents' visit to their college libraries during regular working days are collected. The data is presented in Table 5.5.1.

Table 5.5.1 Frequency of College Library Visits per Week

College	5 times	4 times	3 times	2 times	1 time	Total
PUC	6 (6.12%)	6 (6.12%)	16 (16.32%)	30 (30.61%)	40 (40.81%)	98
GHBC	2 (2.63%)	4 (5.26%)	11 (14.47%)	25 (32.89%)	34 (44.74%)	76
GANC	0 (0.00%)	2 (3.85%)	5 (9.62%)	15 (28.85%)	30 (57.69%)	52

LGC	0 (0.00%)	4 (9.09%)	5 (11.36%)	9 (20.45%)	26 (59.09%)	44
GCC	0 (0.00%)	1 (3.45%)	2 (6.90%)	6 (20.69%)	20 (68.97%)	29
GKC	0 (0.00%)	1 (3.85%)	4 (15.38%)	6 (23.08%)	15 (57.69%)	26
GSC	0 (0.00%)	0 (0.00%)	1 (6.25%)	4 (25.00%)	11 (68.75%)	16
GLC	0 (0.00%)	0 (0.00%)	1 (7.14%)	3 (21.43%)	10 (71.43%)	14
GSHC	0 (0.00%)	0 (0.00%)	2 (11.76%)	6 (35.29%)	9 (52.94%)	17
GMC	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (16.67%)	5 (83.33%)	6
Total	8 (2.11%)	18 (4.76%)	47 (12.43%)	105 (27.77%)	200 (52.91%)	378

(Source: Survey data)

The survey data shows that the majority of students, 200 (52.91%), visit the college library only once a week. The second largest group is 105 (27.77%) students visiting the library twice a week. A smaller proportion of 47 (12.43%) students visit three times a week, while 18 (4.76%) visit four times a week and only 8 (2.11%) visit five times or every day of the week. These findings suggest that most students use the library moderately, with over half visiting only once a week.

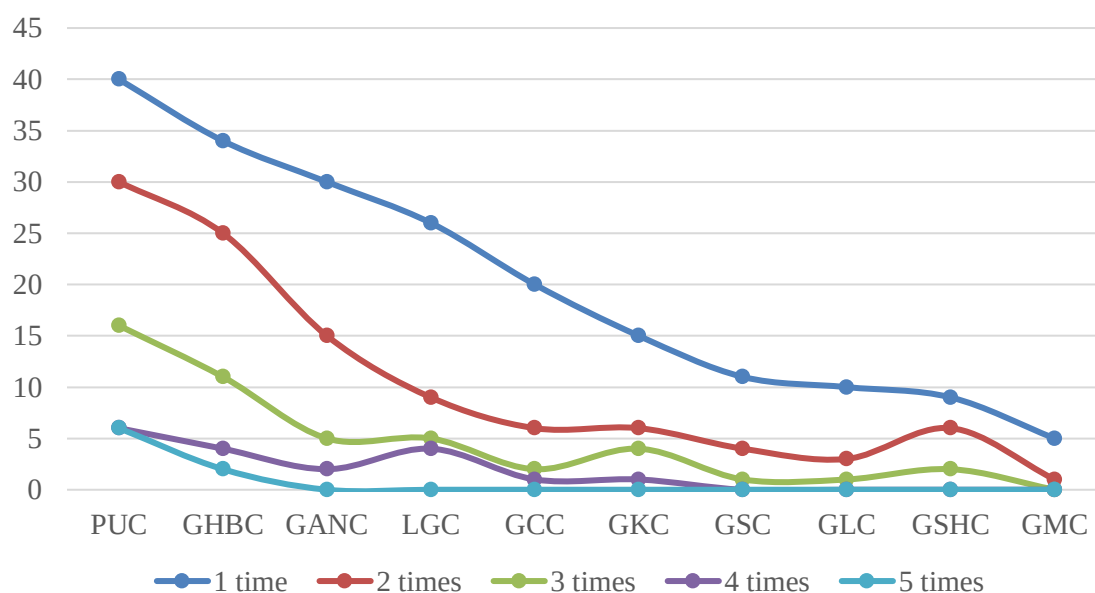


Figure 5.5.1 Frequency of College Library Visits per Week

5.5.2 Main Purpose of Visiting the College Library

With college libraries housing a large variety of resources, the reason for students to visit their library is studied through survey. The data collected on the main purpose of visiting college libraries by the respondents is given in Table 5.5.2.

Table 5.5.2 Main Purpose of Visiting the College Library

College	Study Materials	Academic Requirements	Pleasure Reading	Reading Newspapers/News	Other Necessities	Total
PUC	62 (63.26%)	22 (22.44%)	6 (6.12%)	6 (6.12%)	2 (2.04%)	98
GHBC	52 (68.42%)	16 (21.05%)	4 (5.26%)	3 (3.94%)	1 (1.31%)	76
GANC	41 (78.85%)	8 (15.38%)	2 (3.85%)	1 (1.92%)	0 (0%)	52
LGC	39 (88.63%)	5 (11.36%)	0 (0%)	0 (0%)	0 (0%)	44
GCC	25 (86.20%)	4 (13.79%)	0 (0%)	0 (0%)	0 (0%)	29
GKC	18 (69.23%)	6 (23.07%)	1 (3.85%)	1 (3.85%)	0 (0%)	26
GSC	16 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	16
GLC	15 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	14
GSHC	14 (82.35%)	3 (17.64%)	0 (0%)	0 (0%)	0 (0%)	17
GMC	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6
Total	288 (76.19%)	63 (16.66%)	13 (3.44%)	11 (2.90%)	3 (0.79%)	378

(Source: Survey data)

The primary reason college that students visit their library is to access study materials, with 288 (76.19%) respondents citing this purpose. Academic requirements are the second most common reason, with 63 (16.66%) students visiting the library for this purpose. Pleasure reading, reading newspapers and news, and other necessities are less common reasons, with 13 (3.44%), 11 (2.90%), and 3 (0.79%) respondents respectively.

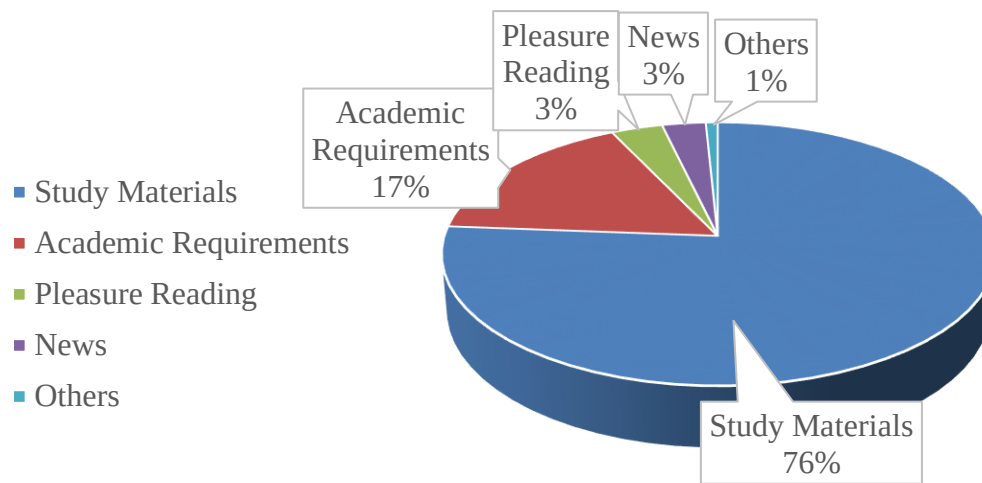


Figure 5.5.2 Main Purpose of Visiting the College Library

5.5.3 Satisfaction with College Library Services

College libraries differ in their services offered. The satisfaction of users is the most important aspect of any working library. This study asks respondents if they are satisfied with their college library's services, if they are not satisfied, or if they are neutral or indifferent to the question. The data of the responses gathered is presented in Table 5.5.3.

Table 5.5.3 Satisfaction with College Library Services

College	Yes	No	Neutral	Total
PUC	74 (75.51%)	16 (16.32%)	8 (8.16%)	98
GHBC	57 (75.00%)	13 (17.10%)	6 (7.89%)	76
GANC	46 (88.46%)	5 (9.61%)	1 (1.92%)	52

LGC	39 (88.63%)	4 (9.09%)	1 (2.27%)	44
GCC	26 (89.65%)	2 (6.90%)	1 (3.44%)	29
GKC	18 (69.23%)	6 (23.07%)	2 (7.69%)	26
GSC	14 (87.50%)	2 (12.50%)	0 (0%)	16
GLC	13 (92.85%)	1 (7.15%)	0 (0%)	14
GSHC	15 (88.23%)	2 (11.76%)	0 (0%)	17
GMC	6 (100%)	0 (0%)	0 (0%)	6
Total	308 (81.48%)	51 (13.49%)	19 (5.02%)	378

(Source: Survey data)

The majority of students, 308 (81.48%), are satisfied with the services provided by their college library. However, 51 (13.49%) students are dissatisfied with the services provided by their college library, and 19 (5.02%) are neutral with no opinion. College-wise analysis of the data also shows that the vast majority of respondents from each college are satisfied with their college library services, with GKC students having the lowest percentage of respondents who says they are satisfied with 18 (69.23%) responses.

5.5.4 Availability of Reading Materials in College Library

Respondents are asked if their college library has sufficient reading materials to aid in their academic endeavors. The data is presented in the following Table 5.2.21.

Table 5.5.4 Availability of Reading Materials in College Library

College	Yes	No	Neutral	Total
PUC	62 (63.26%)	21 (21.43%)	15 (15.30%)	98
GHBC	53 (69.73%)	16 (21.05%)	7 (9.21%)	76
GANC	46 (88.46%)	5 (9.61%)	1 (1.92%)	52
LGC	30 (68.18%)	9 (20.45%)	5 (11.36%)	44
GCC	25 (86.20%)	3 (10.34%)	1 (3.44%)	29
GKC	18 (69.23%)	6 (23.07%)	2 (7.69%)	26
GSC	14 (87.50%)	2 (12.50%)	0 (0%)	16

GLC	13 (92.85%)	1 (7.15%)	0 (0%)	14
GSHC	15 (88.23%)	2 (11.76%)	0 (0%)	17
GMC	6 (100%)	0 (0%)	0 (0%)	6
Total	292 (77.25%)	65 (17.20%)	21 (5.55%)	378

(Source: Survey data)

A vast proportion of respondents claim that their college libraries have enough materials to help their studies with 292 (77.25%) responses saying Yes. 65 (17.20%) respondents say that the materials available in their college library is insufficient, while 21 (5.55%) are neutral or have no opinions. PUC has the least percentage score with 62 (63.26%) respondents saying that the available reading materials in their college library is sufficient while the college also has the most respondents who are unsure with 15 (15.30%) responses.

5.5.5 Satisfaction with Electronic Services in College Library

The different colleges selected for this study differ in the available e-resources and services provided in their college library. The respondents are asked about their satisfaction with the available e-services provided at their libraries. The respondents could answer ‘Yes’ they are satisfied, ‘No’ they are not satisfied, or ‘Neutral’ if they have no valid answer. The data collected is presented college-wise in Table 5.5.5

Table 5.5.5 Satisfaction with Electronic Services in College Library

College	Yes	No	Neutral	Total
PUC	85 (86.73%)	8 (8.16%)	5 (5.10%)	98
GHBC	66 (86.84%)	7 (9.21%)	3 (3.95%)	76
GANC	45 (86.54%)	5 (9.62%)	2 (3.85%)	52
LGC	38 (86.36%)	5 (11.36%)	1 (2.27%)	44
GCC	24 (82.76%)	4 (13.79%)	1 (3.45%)	29
GKC	24 (92.31%)	2 (7.69%)	0 (0.00%)	26

GSC	14 (87.50%)	2 (12.50%)	0 (0.00%)	16
GLC	12 (85.71%)	2 (14.29%)	0 (0.00%)	14
GSHC	15 (88.24%)	2 (11.76%)	0 (0.00%)	17
GMC	6 (100.00%)	0 (0.00%)	0 (0.00%)	6
Total	329 (87.04%)	37 (9.79%)	12 (3.17%)	378

(Source: Survey data)

Out of the total population of respondents, 329 (87.04%) claim they are satisfied, while 37 (9.79%) are not satisfied. The data also shows that 12 (3.17%) have no opinion on the matter. All colleges have a vast majority of respondents who are satisfied with their college library's e-services with all college respondents falling above 82%. Only GMC exhibit a 100% response of being satisfied. GCC has the highest percentage of respondents who are not satisfied with 4 (13.79%) responses.

5.5.6 Utilization of E-Resources in College Library

Electronic Resources (E-Resources) available in a library may be in the form of either online or offline content. These may be e-books, e-journals, videos, audio, or any other resources used for information input by the users. The respondents are asked if they utilize the available e-resources in their college libraries. Answers categories include 'Often' for utilizing the resources frequently, 'Never' for never accessing such resources, or 'Sometimes' for utilizing the resources infrequently. The data is presented in Table 5.5.6.

Table 5.5.6 Utilization of E-Resources in College Library

College	Often	Never	Sometimes	Total
PUC	59 (60.20%)	21 (21.43%)	18 (18.36%)	98
GHBC	47 (61.84%)	16 (21.05%)	13 (17.11%)	76
GANC	36 (69.23%)	10 (19.23%)	6 (11.54%)	52
LGC	32 (72.73%)	6 (13.64%)	6 (13.64%)	44
GCC	21 (72.41%)	4 (13.79%)	4 (13.79%)	29

GKC	21 (80.77%)	4 (15.38%)	1 (3.85%)	26
GSC	12 (75.00%)	3 (18.75%)	1 (6.25%)	16
GLC	10 (71.43%)	3 (21.43%)	1 (7.14%)	14
GSHC	12 (70.59%)	4 (23.53%)	1 (5.88%)	17
GMC	4 (66.67%)	1 (16.67%)	1 (16.67%)	6
Total	254 (67.20%)	72 (19.05%)	52 (13.75%)	378

(Source: Survey data)

More than two-thirds of respondents, 254 (67.20%), utilize the e-resources available in their college library frequently. Meanwhile, 72 (19.05%) respondents do not use e-resources at all, and 52 (13.5752%) use them only sometimes. Breaking down college-wise use of e-resources, PUC has the lowest number of frequent users with 59 (60.20%) saying they use the resource regularly. On the other hand, 21 (80.77%) respondents from GKC use their college library's e-resources frequently making it the college with the highest positive score.

5.6 Electronic Use

This section examines students' electronic usage habits, focusing on their access to and utilization of various electronic devices, internet services, and digital tools.

5.6.1 Access to Internet at Home for Studying

The respondents are asked if they have internet access at their residence – be it at home, hostel, relatives' house, PG, or any other place. This access to internet may be through the use of their mobile phones, computers, laptops or any other means available. The data is presented in Table 5.6.1.

Table 5.6.1 Access to Internet at Home

College	Yes	No	Total
PUC	98 (100%)	0 (0%)	98
GHBC	76 (100%)	0 (0%)	76
GANC	52 (100%)	0 (0%)	52
LGC	44 (100%)	0 (0%)	44
GCC	29 (100%)	0 (0%)	29
GKC	26 (100%)	0 (0%)	26
GSC	16 (100%)	0 (0%)	16
GLC	14 (100%)	0 (0%)	14
GSHC	17 (100%)	0 (0%)	17
GMC	6 (100%)	0 (0%)	6
Total	378 (100%)	0 (0%)	378

(Source: Survey Data)

All 378 (100%) respondents have access to the internet at their place of residence for studying purposes.

5.6.2 Utilization of Personal Internet for Studying

With all respondents indicating that they have access to internet for studying purposes, they are asked how often they utilize the available personal internet facility for studying. The data is presented in Table 5.6.2.

Table 5.6.2 Utilization of Personal Internet for Studying

College	Often	Never/Almost Never	Sometimes	Total
PUC	85 (86.73%)	5 (5.10%)	8 (8.16%)	98
GHBC	68 (89.47%)	3 (3.95%)	5 (6.58%)	76
GANC	49 (94.23%)	1 (1.92%)	2 (3.85%)	52

LGC	41 (93.18%)	1 (2.27%)	2 (4.55%)	44
GCC	27 (93.10%)	1 (3.45%)	1 (3.45%)	29
GKC	25 (96.15%)	0 (0%)	1 (3.85%)	26
GSC	15 (93.75%)	0 (0%)	1 (6.25%)	16
GLC	13 (92.86%)	0 (0%)	1 (7.14%)	14
GSHC	16 (94.12%)	0 (0%)	1 (5.88%)	17
GMC	6 (100%)	0 (0%)	0 (0%)	6
Total	345 (91.27%)	11 (2.91%)	22 (5.82%)	378

(Source: Survey data)

A total of 345 (91.27%) respondents utilize their internet facilities for studying regularly. Only 11 (2.91%) respondents claim that they never or almost never use internet for studying, while 22 (5.82%) of the respondents do use internet for studying but not on a regular basis.

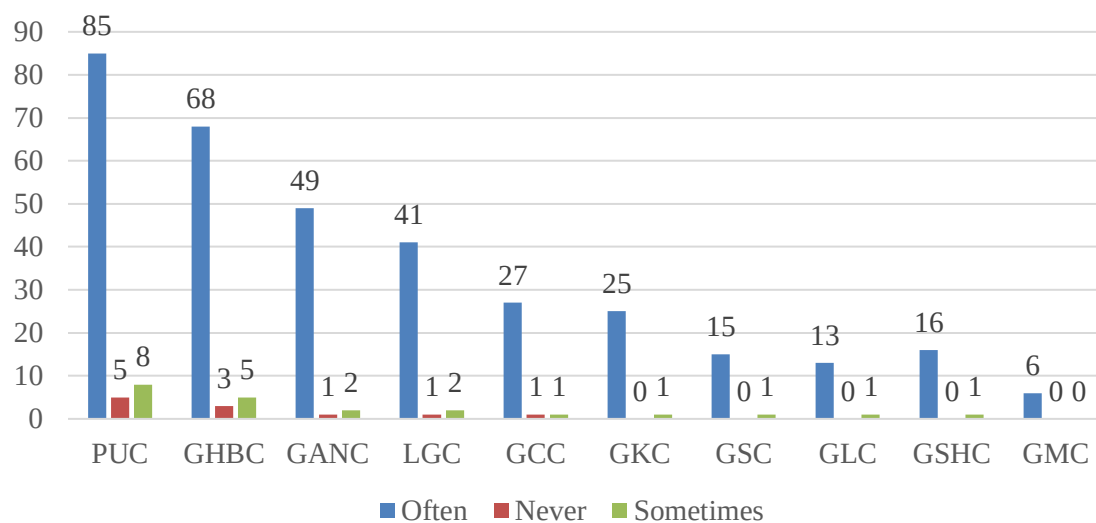


Figure 5.6.2 Utilization of Personal Internet for Studying

5.6.3 Main Use of the Internet

While all respondents have internet access on their personal devices, they are asked to select the main purpose for which they use their internet facilities. The categories include

for – social media, academic use, daily news perusal, or for any other reason. The data is presented in Table 5.6.3 supplemented by Figure 5.6.3.

Table 5.6.3 Main Use of the Internet

College	Academic	Social Media	Daily News	Others	Total
PUC	32 (32.65%)	43 (43.87%)	5 (5.10%)	18 (18.37%)	98
GHBC	26 (34.21%)	36 (47.37%)	3 (3.95%)	11 (14.47%)	76
GANC	20 (38.46%)	25 (48.08%)	2 (3.85%)	5 (9.61%)	52
LGC	15 (34.09%)	19 (43.18%)	1 (2.27%)	9 (20.45%)	44
GCC	10 (34.48%)	14 (48.28%)	1 (3.45%)	4 (13.79%)	29
GKC	8 (30.77%)	12 (46.15%)	0 (0.00%)	6 (23.08%)	26
GSC	8 (50.00%)	6 (37.50%)	0 (0.00%)	2 (12.50%)	16
GLC	7 (50.00%)	7 (50.00%)	0 (0.00%)	0 (0.00%)	14
GSHC	7 (41.18%)	8 (47.06%)	0 (0.00%)	2 (11.76%)	17
GMC	2 (33.33%)	3 (50.00%)	0 (0.00%)	1 (16.67%)	6
Total	135 (35.71%)	173(45.76%)	12 (3.17%)	58 (15.34%)	378

(Source: Survey data)

The data shows that the majority of respondents from almost all colleges with 45.76% use the internet mainly for social media, with GLC and GMC having 7 (50%) and 3 (50%) respectively being the highest. The only exception to this is respondents from GSC where 6 (37.50%) mainly use internet for social media as compared to 8 (50%) who use internet mainly for academic purpose. A total of 173 (45.76%) respondents use internet mainly for social media, followed by 135 (35.71%) respondents who mainly use it for academic purpose. Any other reason as the main use is selected by 58 (15.34%) respondents. Use of internet mainly as a source for daily news reading is at the lowest with 12 (3.17%) responses.

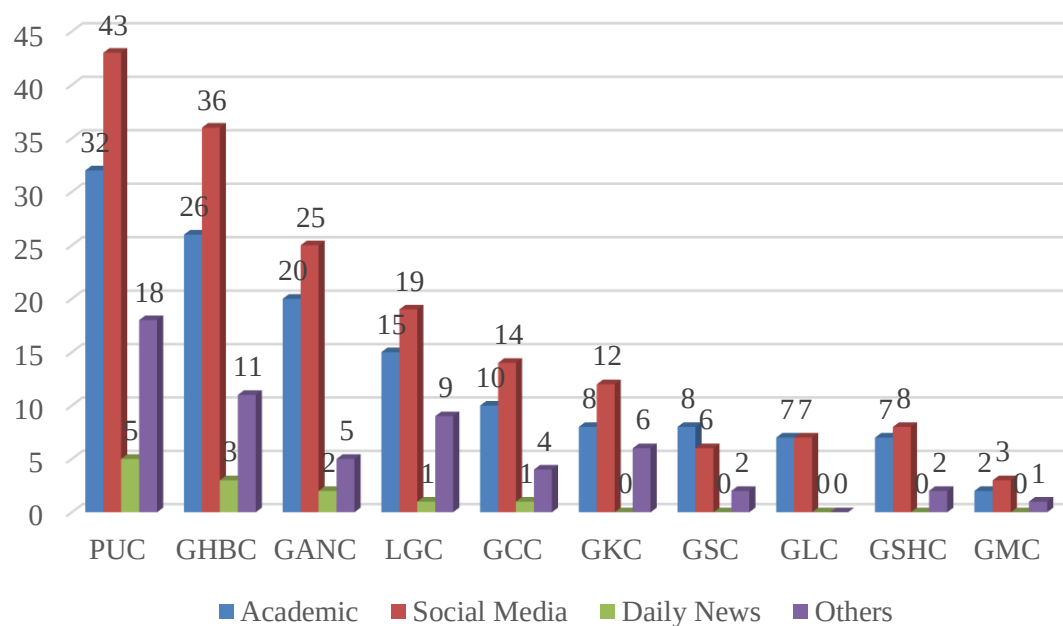


Figure 5.6.3 Main Use of Internet

5.6.4 Internet Use for Reading Newspapers and Magazines

The respondents are asked if they use their internet facilities for reading newspapers and magazines to keep themselves updated. The data is presented in Table 5.6.4 supplemented by Figure 5.6.4.

Table 5.6.4 Internet Use for Reading Newspapers and Magazines

College	Yes	No	Total
PUC	64 (65.31%)	34 (34.69%)	98
GHBC	52 (68.42%)	24 (31.58%)	76
GANC	41 (78.85%)	11 (21.15%)	52
LGC	36 (81.82%)	8 (18.18%)	44
GCC	25 (86.21%)	4 (13.79%)	29
GKC	22 (84.62%)	4 (15.38%)	26
GSC	14 (87.50%)	2 (12.50%)	16

GLC	12 (85.71%)	2 (14.29%)	14
GSHC	14 (82.35%)	3 (17.65%)	17
GMC	6 (100%)	0 (0%)	6
Total	296 (78.31%)	82 (21.69%)	378

(Source: Survey data)

The data collected shows that 296 (78.31%) respondents from the total population use the internet to read newspapers and magazines, while 82 (21.69%) do not. PUC has the least amount of respondents who use the internet for reading newspaper and magazines with 64 (65.31%) responses followed closely by GHBC with 52 (68.42%) responses. All other colleges have at least 78.85% respondents who say they use the internet for reading newspapers and magazines, with GMC having 100% positive response.

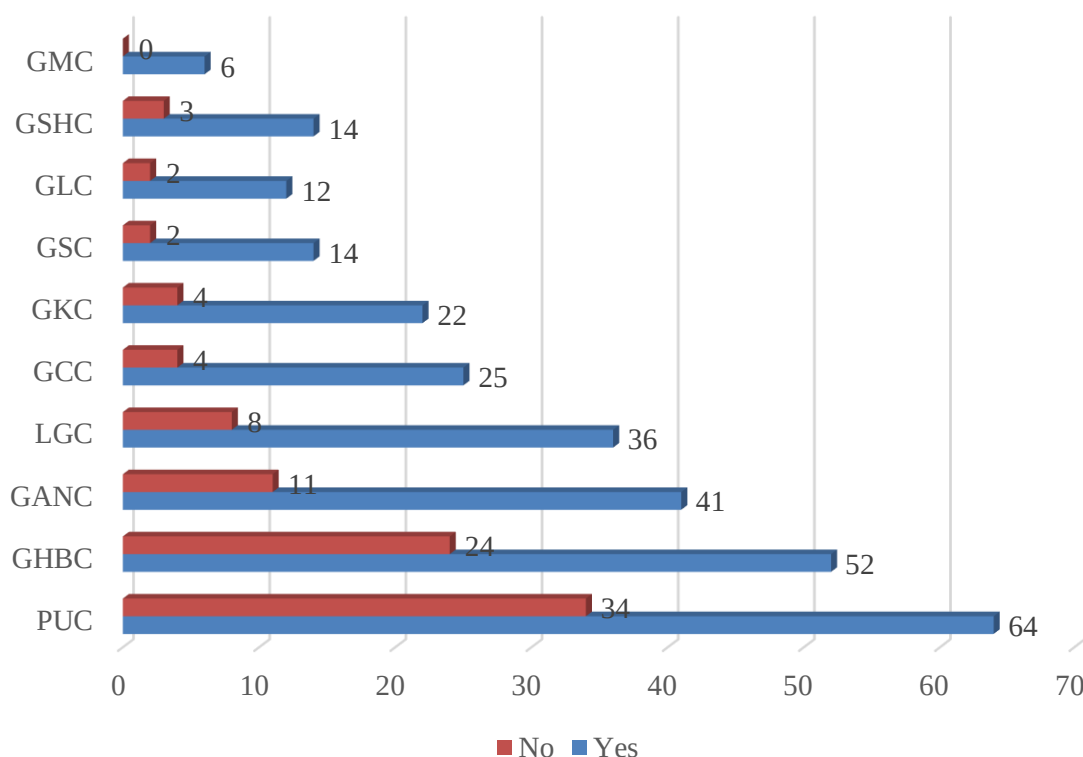


Figure 5.6.4 Internet Use for Reading Newspapers and Magazines

5.6.5 Frequency of Using Online Materials for Studying

Respondents are asked how much they use online reading materials for their studies as opposed to traditional print materials. The question is based on a five point Likert Scale with – Always, Most of the Time, Sometimes, Rarely, and Never, as the response options. The data of the answers provided by the respondents is presented in Table 5.6.5.

Table 5.6.5 Frequency of Using Online Materials for Studying

College	Always	Often	Sometimes	Rarely	Never	Total
PUC	43 (43.88%)	37 (37.76%)	15 (15.31%)	3 (3.06%)	0 (0%)	98 (100%)
GHBC	31 (40.79%)	27 (35.53%)	12 (15.79%)	6 (7.89%)	0 (0%)	76 (100%)
GANC	25 (48.08%)	20 (38.46%)	5 (9.62%)	2 (3.85%)	0 (0%)	52 (100%)
LGC	20 (45.45%)	11 (25.00%)	9 (20.45%)	4 (9.09%)	0 (0%)	44 (100%)
GCC	18 (62.07%)	7 (24.14%)	2 (6.90%)	2 (6.90%)	0 (0%)	29 (100%)
GKC	12 (46.15%)	6 (23.08%)	6 (23.08%)	2 (7.69%)	0 (0%)	26 (100%)
GSC	11 (68.75%)	3 (18.75%)	1 (6.25%)	1 (6.25%)	0 (0%)	16 (100%)
GLC	10 (71.43%)	4 (28.57%)	0 (0%)	0 (0%)	0 (0%)	14 (100%)
GSHC	9 (52.94%)	6 (35.29%)	2 (11.76%)	0 (0%)	0 (0%)	17 (100%)
GMC	4 (66.67%)	1 (16.67%)	1 (16.67%)	0 (0%)	0 (0%)	6 (100%)
Total	183 (48.41%)	122 (32.76%)	53 (14.02%)	20 (5.29%)	0 (0%)	378 (100%)

(Source: Survey data)

A substantial majority of respondents, 183 (48.41%), always use online materials for studying, while 122 (32.76%) respondents use them often. This indicates a strong reliance on digital resources for academic purposes with a combined 310 (82.01%) respondents who use online resources for their studies regularly. Additionally, 53 (14.02%) of respondents use online materials sometimes, and 20 (5.29%) respondents rarely use online resources for their studies. Notably, no respondent reported to never using online materials for studies.

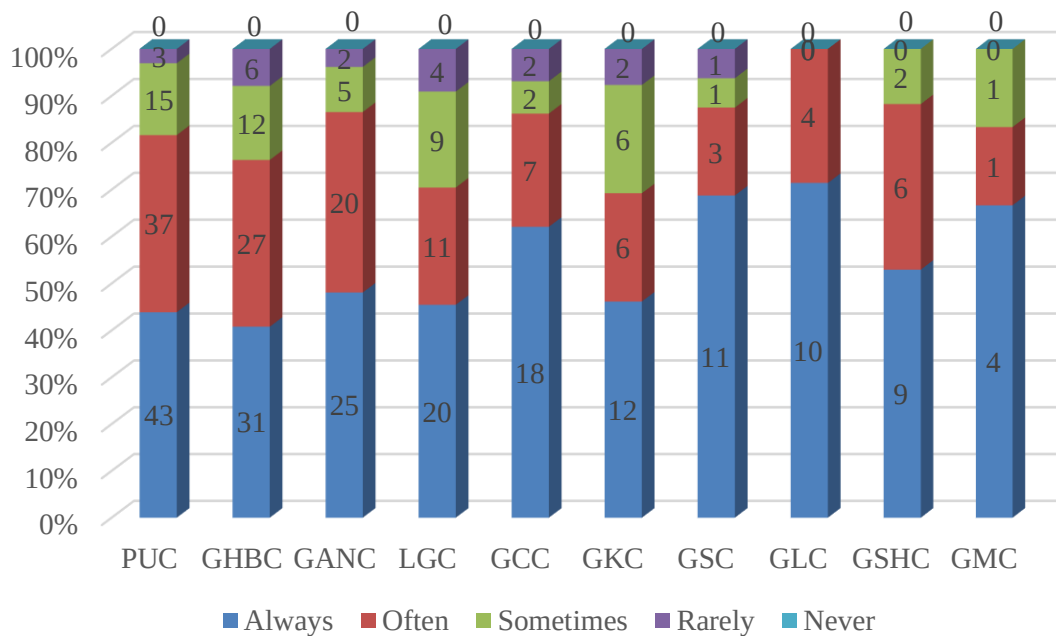


Figure 5.6.5 Frequency of Using Online Materials for Studying

5.6.6 Familiarity with Online Resources for Studies

Students demonstrated varying levels of familiarity with online resources for studies. A Likert Scale question was administered to the respondents to better understand how familiar they are with using online resources to help them in their studies. The data score is presented in Table 5.6.6.

Table 5.6.6 Familiarity with Online Resources for Studies

College	Very well	Fairly well	Average	Slightly familiar	Not familiar	Total
PUC	32 (32.65%)	42 (42.86%)	13 (13.27%)	11 (11.22%)	0 (0%)	98
GHBC	21 (27.63%)	36 (47.37%)	11 (14.47%)	8 (10.53%)	0 (0%)	76
GANC	25 (48.08%)	20 (38.46%)	5 (9.62%)	2 (3.85%)	0 (0%)	52
LGC	18 (40.91%)	17 (38.64%)	5 (11.36%)	4 (9.09%)	0 (0%)	44
GCC	15 (51.72%)	9 (31.03%)	3 (10.34%)	2 (6.90%)	0 (0%)	29
GKC	10 (38.46%)	9 (34.62%)	5 (19.23%)	2 (7.69%)	0 (0%)	26
GSC	9 (56.25%)	5 (31.25%)	1 (6.25%)	1 (6.25%)	0 (0%)	16
GLC	8 (57.14%)	4 (28.57%)	1 (7.14%)	1 (7.14%)	0 (0%)	14
GSHC	8 (47.06%)	6 (35.29%)	2 (11.76%)	1 (5.88%)	0 (0%)	17
GMC	3 (50%)	2 (33.33%)	1 (16.67%)	0 (0%)	0 (0%)	6
Total	149 (39.42%)	150 (39.68%)	47 (12.43%)	32 (8.47%)	0 (0%)	378

(Source: Survey data)

A significant proportion of 150 (39.68%) respondents say they are fairly familiar in navigating online resources to help them in their studies, while 149 (39.42%) respondents reported knowing online resources very well to help them in their studies. An average level of understanding was reported by 47 (12.43%) respondents, and 32 (8.47%) struggled with using online resources to be able to help their studies. However, no student

reported that they do not know how to use online resources at all for their studies. College wise analysis also shows that respondents from all colleges have a high percentage who can use online resources very well or fairly well for their studies, where respondents from GKC with a total of 19 (73.08%) ranks the lowest, and respondents from GSC with a total of 14 (87.50%) ranks the highest.

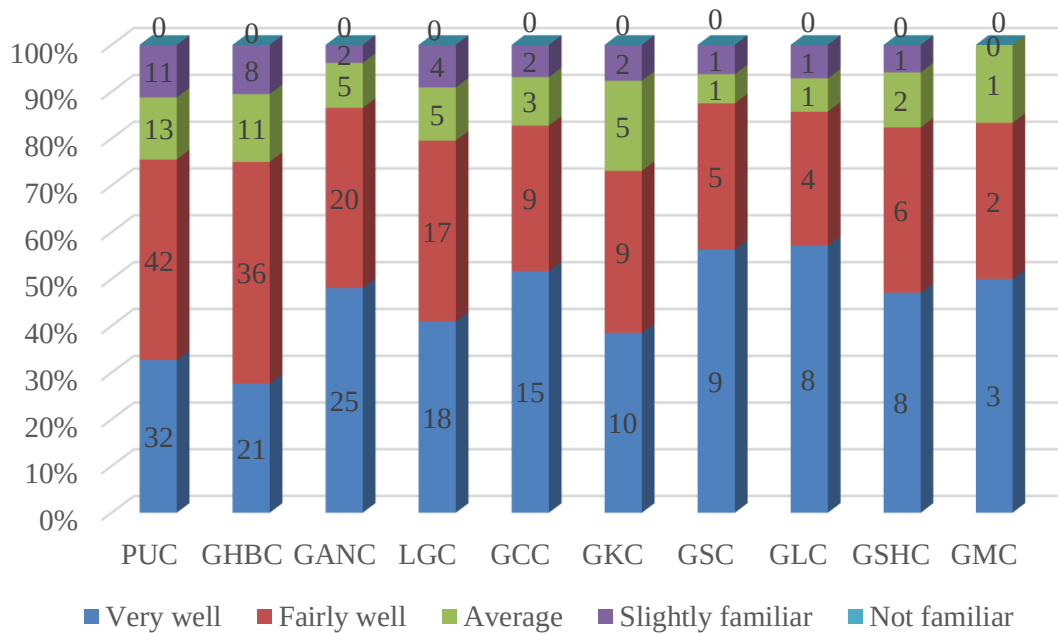


Figure 5.6.6 Familiarity with Online Resources for Studies

5.6.7 Ability to Identify Reliable Internet Sources

While the vast majority of respondents claim to be familiar with using online resources to aid their studies, being able to understand and identify reliable and legitimate sources of information is crucial, especially with the vast amount of information available online. Respondents are asked if they are able to confidently assess and identify which sources and outlets are reliable information online. The data of the responses collected is presented in Table 5.6.7.

Table 5.6.7 Ability to Identify Reliable Internet Sources

College	Yes	No	Total
PUC	75 (76.53%)	23 (23.47%)	98
GHBC	57 (75%)	19 (25%)	76
GANC	46 (88.46%)	6 (11.54%)	52
LGC	39 (88.64%)	5 (11.36%)	44
GCC	26 (89.66%)	3 (10.34%)	29
GKC	25 (96.15%)	1 (3.85%)	26
GSC	15 (93.75%)	1 (6.25%)	16
GLC	13 (92.86%)	1 (7.14%)	14
GSHC	15 (88.24%)	2 (11.76%)	17
GMC	5 (83.33%)	1 (16.67%)	6
Total	316 (83.60%)	62 (16.40%)	378

(Source: Survey data)

316 (83.60%) of all respondents reports that they are able to identify such reliable and unreliable resources when browsing online. Only 62 (16.40%) of the respondents say that they are not able to identify if resources they get online are reliable or not. 57 (75%) of GHBC respondents have positive responses making it the college with the least positive response, while GSC has 15 (93.75%) positive responses ranking it the highest. The data of the total respondents is presented in Figure 6.6.

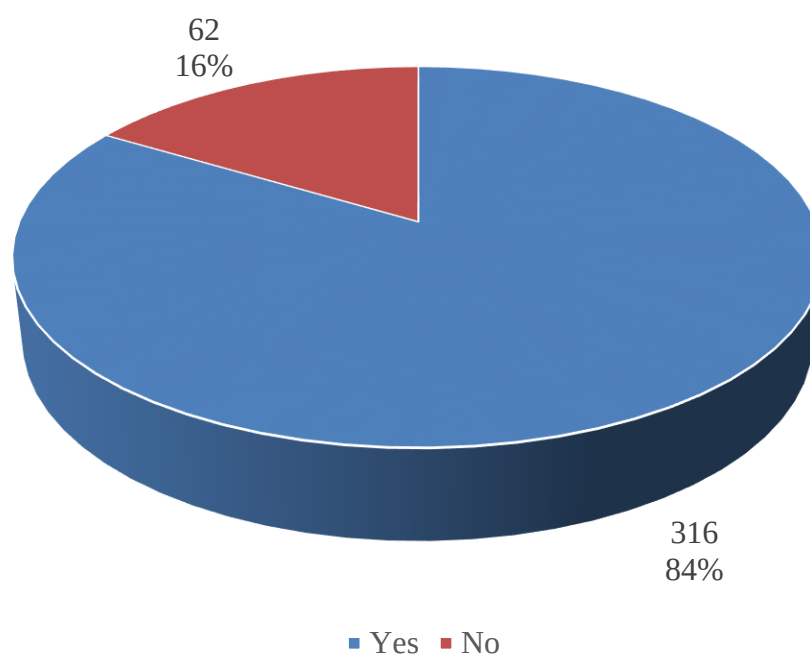


Figure 5.6.7 Ability to Identify Reliable Internet Sources

5.6.8 Importance of Online Materials and Resources for Studies

The respondents are asked how important online resources are for their studies. Respondents are asked to rate the importance of online materials and resources on whether they are the most important resources for their studies, if they use books but consider online resources more important, if they rank them similar in importance, if they are not as important as books, or if they are not important at all for their studies. The data is presented in Table 5.6.8.

Table 5.6.8 Importance of Online Materials and Resources for Studies

College	Most important	More important	Equally important	Less important	Not important	Total
PUC	11 (11.22%)	16 (16.33%)	43 (43.88%)	26 (26.53%)	2 (2.04%)	98

GHBC	9 (11.84%)	13 (17.11%)	32 (42.11%)	20 (26.32%)	2 (2.63%)	76
GANC	6 (11.54%)	6 (11.54%)	21 (40.38%)	17 (32.69%)	2 (3.85%)	52
LGC	6 (13.64%)	5 (11.36%)	19 (43.18%)	13 (29.55%)	1 (2.27%)	44
GCC	4 (13.79%)	3 (10.34%)	13 (44.83%)	8 (27.59%)	1 (3.45%)	29
GKC	3 (11.54%)	3 (11.54%)	10 (38.46%)	8 (30.77%)	2 (7.69%)	26
GSC	2 (12.5%)	2 (12.5%)	7 (43.75%)	4 (25%)	1 (6.25%)	16
GLC	2 (14.29%)	1 (7.14%)	6 (42.86%)	4 (28.57%)	1 (7.14%)	14
GSHC	1 (5.88%)	2 (11.76%)	6 (35.29%)	7 (41.18%)	1 (5.88%)	17
GMC	1 (16.67%)	1 (16.67%)	1 (16.67%)	2 (33.33%)	1 (16.67%)	6
Total	45 (11.90%)	52 (13.76%)	158 (41.80%)	109 (28.83%)	14 (3.70%)	378

(Source: Survey data)

The collected data from the respondents reveal that most students consider online materials and resources equally important as books with 158 (41.80%) responses. However, 109 (28.83%) respondents believe that online resources are not as important as books for their studies. On the other hand, only 52 (13.76%) respondents say that online resources are more important than books while 45 (11.90%) respondents claim that online materials and resources are the most important resources for their studies, while 14 (3.70%) believe they are not important for their studies. This makes up a combined 97 (25.66%) respondents who rank online materials and resources higher than books for studies. This is in contrast to a total of 123 (32.54%) respondents who believe that online resources are not as important as books or who do not believe they are important at all.

The weighted mean scores showing the respondents' scores for the importance of using online resources and materials for their studies is presented in Figure 5.6.8.

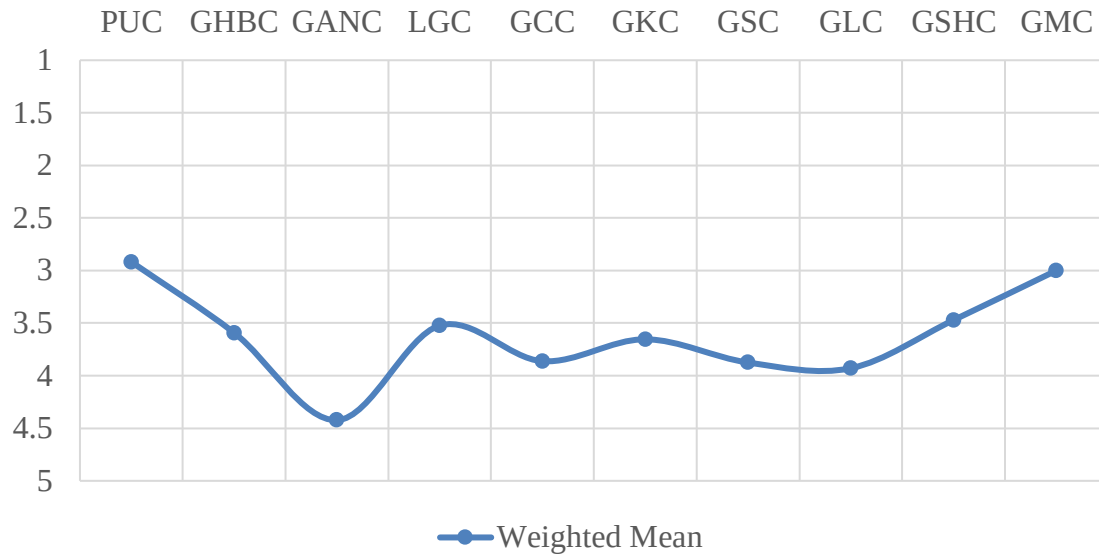


Figure 5.6.8 Importance of Online Materials and Resources for Studies

5.6.9 Mainly Used Websites for Studies

The survey reveals a diverse range of online resources utilized by students for academic purposes. The respondents are asked to choose the type of websites or sources they mainly rely on for their studies. The data is presented in Table 5.6.9.

Table 5.6.9 Mainly Used Websites for Studies

College	Education Portals	Scholarly Journals	Open Sources	Search Results	Total
PUC	37 (37.76%)	17 (17.35%)	32 (32.65%)	12 (12.24%)	98
GHBC	31 (40.79%)	11 (14.47%)	26 (34.21%)	8 (10.53%)	76
GANC	26 (50%)	7 (13.46%)	16 (30.77%)	3 (5.77%)	52
LGC	22 (50%)	5 (11.36%)	12 (27.27%)	5 (11.36%)	44
GCC	17 (58.62%)	1 (3.45%)	11 (37.93%)	0 (0%)	29
GKC	14 (53.85%)	3 (11.54%)	8 (30.77%)	1 (3.85%)	26

GSC	8 (50%)	1 (6.25%)	6 (37.5%)	1 (6.25%)	16
GLC	6 (42.86%)	1 (7.14%)	6 (42.86%)	1 (7.14%)	14
GSHC	8 (47.06%)	1 (5.88%)	7 (41.18%)	1 (5.88%)	17
GMC	2 (33.33%)	1 (16.67%)	3 (50%)	0 (0%)	6
Total	171 (45.24%)	48 (12.69%)	127 (33.60%)	32 (8.47%)	378

(Source: Survey data)

Official education portals and websites such as UGC and university sites are the most widely used, with 171 (45.24%) respondents citing them as their primary source. Open source platforms emerge as a popular choice, with a third (33.60%) of respondents relying on it for studies. Scholarly journals, such as peer-reviewed journals, are utilized by 48 (12.69%) respondents, demonstrating respondents' emphasis on credible sources. Meanwhile, 32 (8.47%) respondents admit to relying on top web search results when looking for sources to help their studies.

The respondents' selection of each category is presented proportionally using a 100% Stacked Column in Figure 5.6.9.

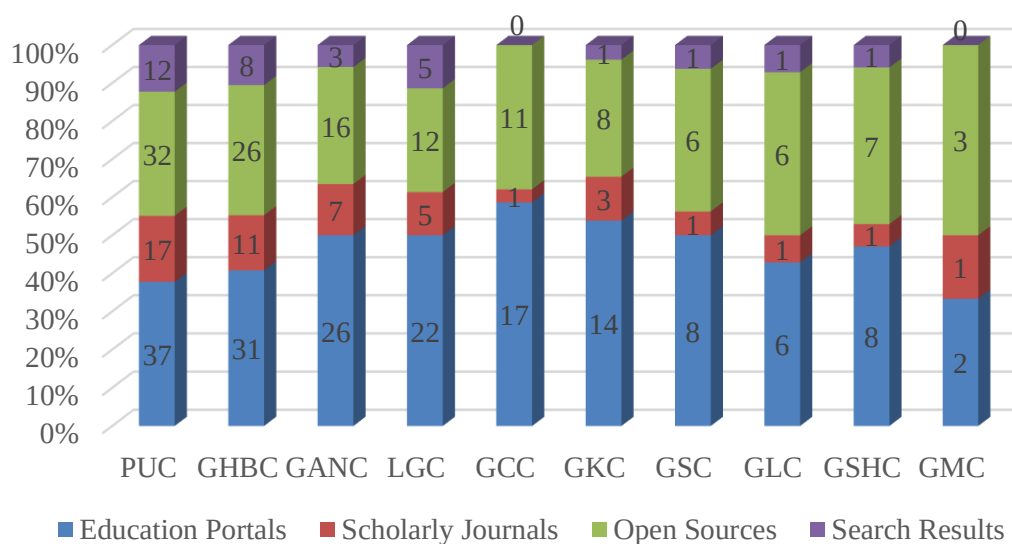


Figure 5.6.9 Mainly Used Websites for Studies

5.6.10 Preference of Reading Resources on Future Reading Habits

5.6.10.1 College-Wise Distribution

The respondents of the study were asked how electronic resources have influenced their general reading habits by asking them what reading resources they would prefer to use for their reading habits in the future. They were asked to rate their preference from using only electronic resources to using only print materials. The data is presented in Table 5.6.10.1.

Table 5.6.10.1 Preference of Reading Resources on Future Reading Habits

College	Only Print	Only Electronic	Mostly Print	Mostly Electronic	Equal Use	Total
PUC	13 (13.27%)	10 (10.2%)	20 (20.41%)	30 (30.61%)	25 (25.51%)	98
GHBC	8 (10.53%)	8 (10.53%)	15 (19.74%)	25 (32.89%)	20 (26.32%)	76
GANC	2 (3.85%)	5 (9.62%)	10 (19.23%)	20 (38.46%)	15 (28.85%)	52
LGC	5 (11.36%)	4 (9.09%)	10 (22.73%)	15 (34.09%)	10 (22.73%)	44
GCC	1 (3.45%)	3 (10.34%)	5 (17.24%)	12 (41.38%)	8 (27.59%)	29
GKC	2 (7.69%)	2 (7.69%)	7 (26.92%)	10 (38.46%)	5 (19.23%)	26
GSC	0 (0%)	2 (12.5%)	1 (6.25%)	10 (62.5%)	3 (18.75%)	16
GLC	0 (0%)	2 (14.29%)	1 (7.14%)	8 (57.14%)	3 (21.43%)	14
GSHC	0 (0%)	1 (5.88%)	3 (17.65%)	8 (47.06%)	5 (29.41%)	17
GMC	0 (0%)	0 (0%)	2 (33.33%)	3 (50%)	1 (16.67%)	6
Total	31 (8.20%)	37 (9.79%)	74 (19.57%)	141 (37.30%)	95 (25.13%)	378

(Source: Survey data)

The survey reveals a strong lean towards preference for electronic resources, with 37 (9.79%) and 141 (37.30%) making a total of 178 (47.09%) respondents preferring to use only electronic or mostly electronic materials for their future reading activities. While 95 (25.13%) respondents fall in the middle of the scale preferring both electronic and print materials equally, a total of 105 (27.77%) prefer to use mostly or only print.

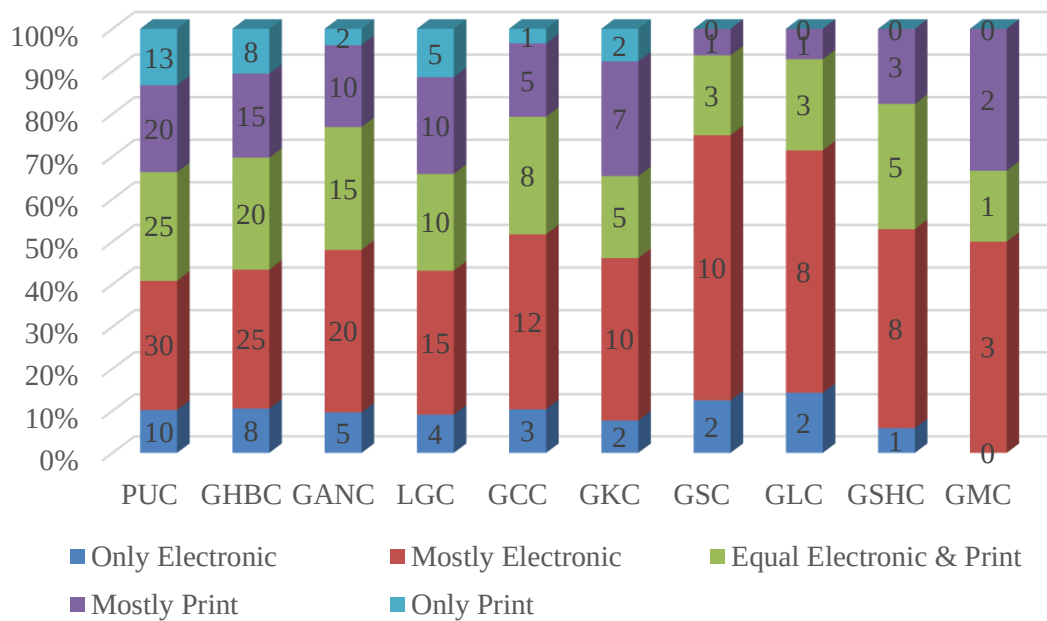


Figure 5.6.10.1 Preference of Reading Resources on Future Reading Habits

5.6.10.2 Gender-Wise Distribution

Table 5.6.10.2 Gender-Wise Preference of Reading Resources on Future Reading Habits

Gender	Only Print	Only Electronic	Mostly Print	Mostly Electronic	Equal Use	Total
Male	12 (6.18%)	19 (9.79%)	38 (19.59%)	77 (39.70%)	48 (24.74%)	194
Female	19 (10.33%)	18 (9.78%)	36 (19.57%)	64 (34.78%)	47 (25.54%)	184

Total	31 (8.20%)	37 (9.79%)	74 (19.57%)	141 (37.30%)	95 (25.13%)	378
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(Source: Survey data)

The gender-wise distribution of data in Table 6.9.2 shows a total of 96 (49.49%) male students who prefer mostly or only electronic materials for future reading resource, while a total of 82 (44.56%) females prefer them. The proportion of males and females who prefer both electronic and print materials equally is virtually identical with 24.74% males and 25.13% females. A total 50 (25.77%) male respondents and 55 (29.90%) females prefer more or only print materials for reading activities.

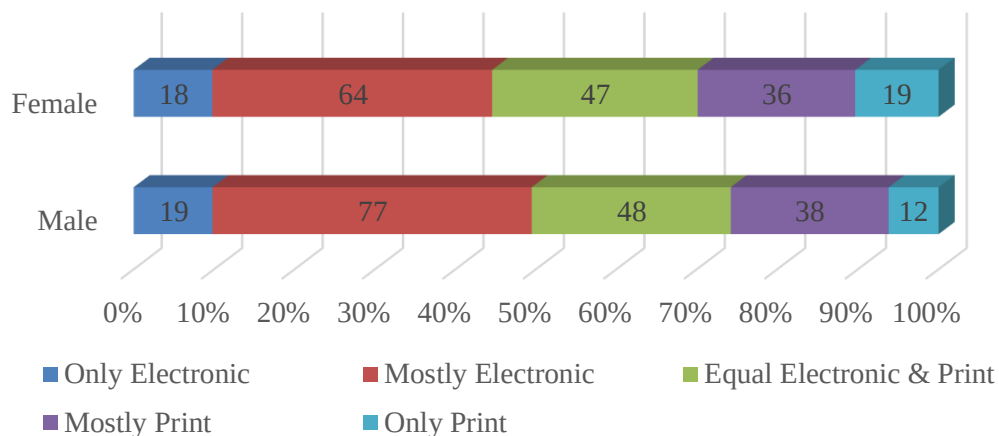


Figure 5.6.10.2 Gender-Wise Preference of Reading Resources on Future Reading Habits

5.6.11 Increase in Use of Digital Devices for Academic Work

5.6.11.1 College-Wise Distribution

The respondents were asked if they have increased the use of their digital and electronic devices for academic work in the past 1 year from when the questionnaire was administered. The responses distributed college-wise is presented in Table 5.6.11.1.

Table 5.6.11.1 Increase in Use of Digital Devices for Academic Work

College	Yes	No	Total
PUC	85 (86.7%)	13 (13.3%)	98
GHBC	68 (89.5%)	8 (10.5%)	76
GANC	46 (88.5%)	6 (11.5%)	52
LGC	39 (88.6%)	5 (11.4%)	44
GCC	26 (89.7%)	3 (10.3%)	29
GKC	25 (96.2%)	1 (3.8%)	26
GSC	15 (93.8%)	1 (6.2%)	16
GLC	12 (85.7%)	2 (14.3%)	14
GSHC	15 (88.2%)	2 (11.8%)	17
GMC	6 (100%)	0 (0%)	6
Total	337 (89.1%)	41 (10.9%)	378

(Source: Survey data)

The survey reveals a consistent trend across colleges, with a significant majority making 89.1% of students reporting an increase in their use of digital devices for academic work. PUC, GHBC, GANC, LGC, GCC, GKC, GSC, GLC, and GSHC report usage increase ranging from 85.7% to 96.2%. All respondents of GMC report to having increased use.

5.6.11.2 Residence-Wise Distribution

Table 5.6.11.2 Residence-Wise Increase in Use of Digital Devices for Academic Work

Residence	Yes	No	Total
Own Home	197 (89.14%)	24 (10.86%)	221
Rented House	52 (89.66%)	6 (10.34%)	58
Relatives' Homes	55 (88.71%)	7 (11.29%)	62
Hostel	29 (90.63%)	3 (9.38%)	32
PGs	4 (80.00%)	1 (20.00%)	5

Total	337 (89.15%)	41 (10.85%)	378
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(Source: Survey data)

Residence-wise distribution of data shows a similar trend with all residence types above 80% towards a vast increase in the use of digital devices for academic work.

5.6.12 Improved Internet Access and Electronic Reading Materials

The respondents of the study are asked if they have shifted more to electronic materials for their reading practices due to improved and easier internet access over the years. The data is presented in Table 5.6.12.

Table 5.6.12 Shift to Electronic Reading Materials due to Improved Internet Access

College	Yes	No	Total
PUC	80 (81.63%)	18 (18.37%)	98
GHBC	65 (85.53%)	11 (14.47%)	76
GANC	43 (82.69%)	9 (17.31%)	52
LGC	29 (65.91%)	15 (34.09%)	44
GCC	24 (82.76%)	5 (17.24%)	29
GKC	18 (69.23%)	8 (30.77%)	26
GSC	16 (100%)	0 (0%)	16
GLC	14 (100 %)	0 (0%)	14
GSHC	15 (88.24%)	2 (11.76%)	17
GMC	4 (66.67%)	2 (33.33%)	6
Total	308 (81.48%)	70 (18.52%)	378

(Source: Survey data)

The findings align with previous trends, where respondents reported increased use of digital devices for academic purposes (Table 5.2.34.1). Improved internet access has further accelerated this shift, with 308 (81.48%) respondents adopting electronic reading materials with improved internet access for the public.

5.6.13 Audiobook Use

Respondents are asked if they use audiobooks for their reading of literature. The data is presented in Table 5.6.13.

Table 5.6.13 Use of Audiobooks

College	Yes	No	Total
PUC	6 (6.1%)	92 (93.9%)	98
GHBC	5 (6.6%)	71 (93.4%)	76
GANC	3 (5.8%)	49 (94.2%)	52
LGC	2 (4.5%)	42 (95.5%)	44
GCC	2 (6.9%)	27 (93.1%)	29
GKC	1 (3.8%)	25 (96.2%)	26
GSC	1 (6.3%)	15 (93.7%)	16
GLC	1 (7.1%)	13 (92.9%)	14
GSHC	1 (5.9%)	16 (94.1%)	17
GMC	0 (0%)	6 (100%)	6
Total	22 (5.82%)	356 (94.18%)	378

(Source: Survey data)

The data collected shows that across all the colleges, only a small percentage of respondents use audiobooks. 356 (94.18%) do not use audiobooks against 22 (5.82%). The usage of audiobooks for reading literature among all the colleges are in the single digit percentile.

5.6.14 Online Lectures for Academic Purpose

Data is collected on the use of numerous online lectures available online, given by prominent experts. The respondents are asked if they watch or listen to online lectures on their subjects to help them in their studies. The data is presented in Table 5.6.14.

Table 5.6.14 Dependence on Online Lectures for Studies

College	Yes	No	Total
PUC	21 (21.4%)	77 (78.6%)	98
GHBC	16 (21.1%)	60 (78.9%)	76
GANC	12 (23.1%)	40 (76.9%)	52
LGC	10 (22.7%)	34 (77.3%)	44
GCC	7 (24.1%)	22 (75.9%)	29
GKC	6 (23.1%)	20 (76.9%)	26
GSC	4 (25%)	12 (75%)	16
GLC	3 (21.4%)	11 (78.6%)	14
GSHC	2 (11.8%)	15 (88.2%)	17
GMC	0 (0%)	6 (100%)	6
Total	81 (21.4%)	297 (78.6%)	378

(Source: Survey data)

The data collected shows that only 81 (21.4%) of all respondents listen to online lectures to aid them in their studies. College-wise analysis also shows a similar trend with all college respondents using online lectures very rarely.

5.6.15 Impact of Electronic Use on Reading Habits

The respondents are asked if the use of mobile and other electronic devices have reduced the time they spend for reading. The data is presented in Table 5.6.15 showing college-wise distribution supplemented by Figure 5.6.15 showing the total population distribution.

Table 5.6.15 Impact of Mobile/Electronic Devices on Reading Time

College	Yes	No	Total
PUC	64 (65.3%)	34 (34.7%)	98
GHBC	50 (65.8%)	26 (34.2%)	76
GANC	36 (69.2%)	16 (30.8%)	52

LGC	30 (68.2%)	14 (31.8%)	44
GCC	21 (72.4%)	8 (27.6%)	29
GKC	19 (73.1%)	7 (26.9%)	26
GSC	12 (75%)	4 (25%)	16
GLC	10 (71.4%)	4 (28.6%)	14
GSHC	12 (70.6%)	5 (29.4%)	17
GMC	4 (66.7%)	2 (33.3%)	6
Total	258 (68.25%)	120 (31.75%)	378

(Source: Survey data)

The data presented in the above table shows that the use of mobile and electronic devices do have a negative impact on the time spent for reading among the respondents across all colleges. The total population response also show a huge percentage of 68.25% respondents who admit to having their reading times reduced from using electronic devices.

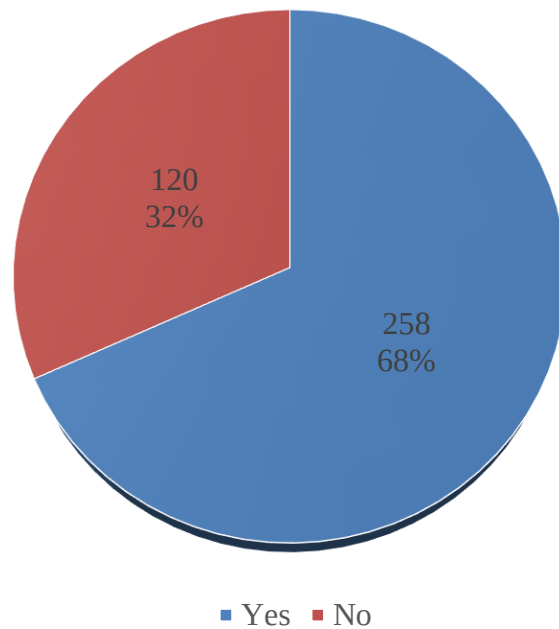


Figure 5.6.15 Impact of Mobile/Electronic Devices on Reading Time

5.7 Findings

The findings of the study based on the interpretation of the data analysis is brought forward in this section. The findings of the study are grouped into 7 sections – findings on the demographic profile of respondents, and findings based on the 6 objectives of the study (Chapter 1, Section 1.7).

5.7.1 Demographic Profile

1. The data shows that a significant majority of the respondents fall within the 19 – 21 and 22 – 24 age groups. Together, these categories make up over 96% of the total respondents. The 19 – 21 age group makes up for the largest proportion of the respondents with 57.67%. This is followed by 39.15% respondents in the 22– 24 range. Only a small number of students (3.17%) are aged 18 and below, with no respondents falling under the ‘25 and above’ category.
2. The age category of respondents found in this study represents the total population of the under-graduate student population of colleges in Mizoram, where most students are aged between 19 and 24, with only a tiny proportion aged 18 and below, or 25 and above. However, without the inclusion of all colleges and college students as participants of the study, which may be a practical impossibility, outliers may exist in certain colleges where the proportion of age group varies from the data collected.
3. Respondents from colleges located in Aizawl, particularly PUC and GHBC, include a few students under 18 years of age. Additionally, 2 students from LGC, which is located in Lunglei – the second-largest town in Mizoram next to Aizawl, are aged under 18 and below. This could indicate faster academic progress or at the very least early start in education among certain urban students.
4. The overall gender distribution of respondents is relatively balanced, with male respondents comprising 51.32% and female respondents 48.68%. This creates an almost perfectly balanced gender representation of respondents among the colleges for this study.

5. While data on individual colleges reflect varying gender ratios, such as higher male representation in colleges like GSC, GLC, and GMC, the aggregated data across all 10 colleges to represent the total population is well satisfactory. The resulting balanced gender distribution received from the respondents supports a fair representation of perspectives from both genders in this study. The gender ratio of respondents also fairly represent the total gender ratio of the state of Mizoram which has a ratio of 976 (49.37%) females for every 1000 (50.63%) males as per the Census of India, 2011.
6. Almost all the respondents of the study are from Arts stream comprising 96.56% of the total population. Only GHBC had a mixed group of respondents, with 17.10% of its respondents from Commerce stream. With the sampling method applied for the distribution of the questionnaires, although Science and Commerce stream students are plenty in number, the result of Arts stream respondents making up most of the responses may reflect the overwhelming total population of Arts stream students among all colleges in Mizoram.
7. A majority of students making up 58.46% of all respondents attend college from their own homes. This is followed by 16.40% staying with their relatives and 15.34% in rented houses. Hostels and PGs account for only a small proportion of respondents with 8.46% and 1.32% respectively.
8. The huge proportion of students living in their own homes while attending college reflects a strong reliance on local residence and family while pursuing higher studies, particularly in rural colleges outside Aizawl.
9. Urban colleges like PUC and GHBC show comparatively higher diversity in residence types such as rented houses, hostels, PGs, and relatives' homes indicating a significant number of students attending college in urban regions from other places outside Aizawl city.
10. Slightly more respondents, making up 52.38%, come from rural school backgrounds than urban backgrounds of 47.61%. Colleges in Aizawl show higher

concentration of students who have urban school background. Respondents of colleges outside Aizawl have higher rural school background.

11. Respondents of three colleges, namely GLC, GSHC, and GMC have all done their class 12 schooling outside Aizawl. This distribution shows that there are varying levels of exposure to education and educational resources prior to their college education. This may influence the respondents' reading habits and/or exposure to electronic environment.

5.7.2 Findings based on Objective 1:

To study the purpose of reading by college students.

1. The primary purpose of reading by the respondents reveals that a significant proportion of college students read for academic purposes. Out of the total 378 respondents, 160 students (42.33%) indicated that their main reason for reading is for studies. This trend varies on the individual college level with the percentage ranging from 21.43% among GLC respondents to 66.67% among GMC respondents. The second most common purpose is reading for hobby or pleasure, with 65 respondents (17.20%) selecting this option, followed closely by reading for news and updates with 60 respondents (15.87%). Other purposes such as 'Other Necessity' (12.70%) and 'Entertainment' (11.90%) make up a smaller proportion of the respondents' primary purpose of reading.
2. Gender-wise analysis shows that both male and female students primarily read for studies as well. Females are slightly more inclined towards academic reading (44.57%) compared to males (40.20%). Females read for news and updates and for hobbies at almost the same rate (16.30% each). Male respondents show a higher preference for reading for hobby or pleasure (18.04%) compared to females.
3. Findings reveal that the primarily engagement in reading activities by college students is to support their academic work.

5.7.3 Findings based on Objective 2:

To analyse the proficiency of college students in using electronic resources for educational purpose

1. Self-assessment results show that 149 respondents (39.42%) know how to use online resources very well for their studies. An almost equal number of respondents of 150 (39.68%) reported that they are fairly well in familiarity when using online resources for their studies. An average level of familiarity in using online resources for studies was reported by 47 students (12.43%) respondents, while only 32 respondents (8.47%) feel they do not know how to utilise online resources that well for their studies. None of the respondents claim to be completely ignorant to the use of such resources to aid their studies.
2. The highest combined positive level of proficiency in using online resources for studies was found among GSC respondents with a combined score of 87.5% respondents who know how to use online resources very well or fairly well, while GKC had the lowest combined score of 73.08%. Urban and Rural colleges' comparison shows scores of 79.02% and 81.90% respectively. Average level of familiarity among urban and rural colleges show 12.45% and 11.82% respectively.
3. A staggering 316 (83.60%) respondents reported that they are able to confidently identify reliable sources of information online when browsing for materials to aid their studies. In contrast, only 62 (16.40%) respondents are not able to identify such resources.
4. College-wise analysis of the data also shows that all colleges have a vast majority of respondents who can identify reliable sources of information and materials. Urban and rural analysis also shows that 80% of urban students and 90.38% of rural students can identify reliable sources online. Although some variations in proficiency of use exist among the colleges, overall trend shows that there is a high proficiency of use among college students in using online resources.

5. 171 (45.24%) respondents primarily use educational websites to get their study materials online, making it the most preferred category. This shows that a high percentage of students may very well get their materials from credible sources. However, 127 (33.60%) respondents rely on open source platforms as their main online source. This coupled with the 32 (8.47%) respondents who simply rely on top online search results make up 159 (42.07%) of all respondents who may not have the proficiency or inclination to search for more credible sources of information and materials online.
6. Only 48 (12.69%) of respondents depend on scholarly journals for their studies which indicates that a very high percentage of the students are not exposed to scholarly literature to assist them in their studies. This reflects students' tendency to rely on easily accessible sources of information.
7. While self-assessment of proficiency shows that a large proportion of respondents feel they can identify reliable sources of information and materials online, their dependency on tools such as open source platforms which can include Wikipedia and other top search results show a lack of in-depth proficiency while using online resources for studies. It also shows a lack of consultation with credible scholarly publications by the respondents.

5.7.4 Findings based on Objective 3:

To find out the time students spend for reading and to understand the factors influencing their reading habits.

1. The daily reading duration of the respondents varied when subjected to study college-wise. The majority of students making up 34.39% spend anywhere between 1 to 2 hours for reading each day. 31.74% of respondents spend 2 to 3 hours for reading daily. Only a small portion of respondents read for less than one hour daily (6.34%), while 9.78% read more than 4 hours a day.

2. More male students (43.30%) read 1 to 2 hours compared to females (16.85%). However, female students spend longer periods reading, where 22.28% of female respondents read for 3 to 4 hours and 19.02% read more than 4 hours daily. This is significantly higher than male respondents. Only 1.03% of all male respondents read for more than 4 hours a day.
3. While male students prefer shorter reading durations, female students demonstrate a wider distribution with a significantly larger proportion who exhibit extended reading durations.
4. About one-third of all respondents (32.28%) spend less than 30 minutes in a single reading session. Nearly a quarter (24.87%) read between 30 minutes to 1 hour, and 22.49% read 1 to 2 hours per session. Only 20.37% of students spend more than 2 hours reading in a single sitting/reading session.
5. 36.41% of females read for shorter durations compared to 28.35% of males who read for less than 30 minutes in a single sitting. Slightly more males (22.68%) than females (17.93%) spend over 2 hours reading in one session.
6. 29.89% of students read newspapers 2 to 3 times per week, while 23.28% read 4 to 5 days in a week. 23.01% of students read newspapers every day. Only 14.55% of students read newspapers once a week, and 8.20% never read newspapers.
7. Female students show a larger proportion of newspaper readers with 27.17% reading daily compared to 21.13% of males. While 19.07% of male respondents never read newspapers, only 9.78% of females fall into this category. Other categories of newspaper reading per week show similar proportions.
8. The most preferred type of book among college students is novels and other fiction, with 115 students (30.42%) indicating as strong focus towards leisure reading. Textbooks rank second with 90 respondents (23.80%), which suggests a moderate inclination to read beyond their classrooms.
9. Male respondents prefer Comedy (22.68%), Science Fiction (23.20%), and Other genres (18.04%), while Female respondents prefer Romance (36.41%) and Drama

(29.89%). The availability and accessibility of such genres for each gender could also greatly influence their reading habits.

10. 257 (67.99%) respondents prefer to read at their place of residence over any other place which makes up a vast majority of the responses. 329 (87.04%) respondents also receive encouragement to read more in their homes.
11. The respondents' preference of books reveals the importance of leisure reading while maintaining the importance of reading more materials outside classrooms for their academic growth. This balance in reading materials shape the reading habits of readers.
12. A considerable amount of students spend moderate to above moderate time for reading both daily and weekly. The encouragement students receive and the pleasure of reading comfortably at one's own home plays an important part in developing their reading habits.

5.7.5 Findings based on Objective 4:

To understand the influence of electronic resources in their reading habits.

1. All respondents have access to the internet which they can use for their studies at their place of residence through personal mobile device, laptops, or any other means. Out of the total population, 356 (97.09%) respondents reported to utilising their personal internet access for their studies regularly or sometimes, with only 11 (2.91%) respondents claiming they don't use the internet for their studies.
2. While students have personal access to the internet, the main use of internet lean towards entertainment with 45.76% respondents using it for social media, and 15.34% using it for other unspecified purposes. Studying still holds a high percentage where 135 (35.71%) respondents reportedly use their personal internet mainly for studying.
3. A vast number of respondents (78.31%) do use internet for reading news or to update themselves on current social events.

4. 89.1% of all respondents say that they have increased the use of digital devices to aid their academic work over the last year since the study was carried out. 81.48% of respondents claim that they have increased the use of electronic reading materials due to the improvement of internet access over the years.
5. 258 (68.25%) respondents believe the use of their mobile devices and other electronic devices have reduced the time they spent for reading – both for academic purpose and leisure.
6. A more in-depth analysis of the respondents' frequency in using internet for studying shows that most students refer to online resources for their studies with high frequency of use. Interestingly, only 20 (5.29%) reported rarely using online resources, while there were no respondents who never use online resources for their studies.
7. 158 (41.80%) respondents consider online materials and resources to be just as important as printed books for their studies. 52 (13.76%) respondents rated online materials more important than books, while 45 (11.90%) respondents rate them as the most important resources for their studies. This reveals that a combined 25.66% of respondents value online resources and materials higher than their books.
8. 109 (28.83%) respondents consider online resources to be less important than books, and 14 (3.70%) respondents report that online resources are not important at all.
9. Findings show that a combined 67.46% of respondents believe online resources are, at the very least, just as important, or are more important than books. In contrast, only a combined 32.54% of respondents still prefer traditional print materials over e-resources for their studies.
10. For any other type reading outside their studies, 178 (47.09%) respondents prefer to use electronic resources more for their general reading practices, as opposed to 105 (27.77%) respondents who prefer to read in print. 95 (25.13%) respondents have an equal preference for both electronic and print materials.

11. The gender distribution shows that 49.49% of male respondents prefer mostly or only electronic reading materials. In contrast, 44.56% of female respondents prefer the same. The preference for equal use of both electronic and print materials is nearly identical among the genders with 24.74% and 25.54% for males and females respectively.
12. Only 22 (5.82%) respondents use audiobooks for reading or listening to literature. Additionally, only 81 (21.4%) listen to or watch online lectures for their academic studies. The use of electronic resources in terms of audio-visual resources by college students is very limited, especially the large proportion of students who use electronic resources for their studying and general reading practices.
13. Studying the influence of electronic resources on the students' reading habit shows a wide range of electronic resource integration into their reading habits. However, the audio-visual resources readily available are not utilised to a significant extent. The availability of personal mobile devices also seem to have a negative impact on the time students spent for reading.

5.7.6 Findings based on Objective 5:

To analyse and compare the use of traditional reading materials such as books, newspapers and magazines to the use of electronic resources by college students.

1. Traditional textbooks and other supplementary guidebooks are the most used materials for studying accounting for 61.90% of all responses. Library books make up 15.61% of responses giving a combined 77.51% respondents using these traditional print materials primarily for their studies.
2. Online resources are the primary choice of study materials for only 11.90% of respondents.
3. On a given Likert Scale where respondents are asked to rate the frequency of use of reading materials, with 1 being most used and 5 being least used, textbooks and guidebooks were the most frequently used materials across all the colleges with an

overall average score of 2.15. This result is uniform in almost all individual colleges.

4. GKC respondents are the only respondents who placed newspapers and magazines slightly above textbooks, scoring 2.73 compared to 2.88 for textbooks and guidebooks. LGC respondents ranked novels and literature higher, with a score of 2.02, than newspapers and magazines, with a score of 3.09.
5. Online Reading Materials received an average score of 3.24, while social media posts had a score of 3.97.
6. While some variations exist among the different colleges, overall findings suggest that traditional print materials are still the most used resources by college students both for academic and leisure reading.

5.7.7 Findings based on Objective 6:

To analyse and compare the reading habits and library use of college students among urban and rural colleges.

1. Among urban respondents, a substantial percentage (PUC with 32.61%, GHBC with 19.74%, and GANC with 39.21%) dedicate 1 to 2 hours daily to reading. Urban colleges show a strong concentration within the 1 to 2 hours and 2 to 3 hours reading categories. GHBC respondents show a higher proportion spending 3 to 4 hours (26.32%) and more than 4 hours (10.53%) compared to PUC and GANC.
2. Rural colleges show a similar but slightly more diverse or dispersed distribution in daily reading duration. While many rural college students also read 1 to 2 hours daily, ranging from 29.41% to 42.11%, the proportion of students who read more than 4 hours daily is higher in some rural colleges such as GKC (15.78%), GLC (16.66%), and GSHC (17.64%).
3. A large proportion of urban respondents read newspapers 2 to 3 days per week ranging from 30.61% to 34.61%.

4. Rural college students also read newspapers 2 to 3 days per week in large numbers, however, the major difference can be seen in the number of students who read newspapers daily. Colleges such as LGC with 36.36%, GKC with 30.76%, GSHC with 35.29%, and GMC with 50% respondents reading newspapers daily exceed all urban college daily newspaper readers.
5. The comparative analysis on preference of book type between urban and rural colleges shows an overall similar trend, where both groups' most preferred type of book is novels and fiction.
6. Textbooks were the second most preferred by urban college students making up 25.66% of all urban college responses, followed by reference books with 19.03%, magazines with 13.72%, and other types of books with 10.17%.
7. Among rural college students, both textbooks and other types of books both had a score of 21.05%, tying these categories as second most preferred. This indicates a stronger preference of textbooks among urban college students, while rural college students showed a more diverse preference.
8. Urban college students tend to visit their college library more frequently compared to their rural college students. A notable proportion of urban college students visit the library twice per week with an average of 30.78% urban respondents, as compared to an average of 23.23% rural students visiting their college library 2 times a week. 47.75% urban respondents visit once a week, while 66.03% of rural respondents visit once a week. The trend shows that rural college students tend to visit their college libraries less frequently than their urban counterparts.
9. Both urban and rural college students visit their libraries for study materials and other academic requirements with a combined score of 89.80% for urban colleges and 98.9% for rural colleges.
10. On the satisfaction of students with their college library's services, urban college respondents have a combined satisfaction rate of 79.32%, while rural college respondents have a satisfaction rate of 85.92%.

11. On the satisfaction of students with their college library's e-services, urban college respondents have a combined satisfaction rate of 86.73%, while rural college respondents have a satisfaction rate of 87.50%.
12. On the satisfaction of students with their college library's available reading materials, 73.15% of urban college respondents are satisfied with the available reading materials in their libraries, while 83.54% of rural college students are satisfied with their college library's reading materials.
13. Rural college respondents have marginally higher satisfaction with their college library's services, e-services, and available reading materials.
14. 79.20% of urban college respondents and 83.55% of rural college respondents utilise their college library's e-resources either occasionally or frequently. This reveals that urban college students depend on their college library's resources less than those of rural colleges. The utilisation of the e-resources also correlate with the satisfaction level of urban and rural college students.

5.8 Testing of Hypotheses

5.8.1 Hypothesis 1: Urban college students use electronic resources (including online reading materials and social media posts) more frequently than rural college students.

The following null hypothesis and alternate hypothesis have been formulated to test this hypothesis:

H_0 : There is no difference in the frequency of use of electronic resources between urban and rural college students.

H_1 : Urban college students use electronic resources more frequently than rural college students.

To test this hypothesis, an independent samples t-test was administered using Microsoft Excel Analytical Tools to compare the mean frequency in the use of electronic resources, which includes online reading materials and social media posts, between urban and rural college students (Table 5.4.13). The result of the test is presented in Table 5.8.1.

**Table 5.8.1 Independent t-test for Frequency of Use of Electronic Resources
between Urban and Rural College Students**

	Variable 1 (Urban)	Variable 2 (Rural)
Mean	3.707964602	3.559210526
Variance	0.474336283	0.665345068
Observations	226	152
Pooled Variance	0.551044598	
Hypothesized Mean Difference	0	
df	376	
t Stat	1.910317754	
P(T<=t) one-tail	0.02842638	
t Critical one-tail	1.648916269	
P(T<=t) two-tail	0.05685276	
t Critical two-tail	1.966293229	

(Source: Independent t-test)

The test result shows the following:

1. The mean frequency of electronic use among urban students is 3.71 (rounded), whereas the mean frequency of electronic use among rural students is 3.56 (rounded).
2. The t-statistic (t Stat), which measures how far apart the group means are in relation to the variation within the urban and rural groups, is 1.91, which exceeds the t Critical one-tail value of 1.65 (rounded).

3. The degrees of freedom (df) is 376, which is calculated based on the total number of observable individual or independent data (378 respondents) among the groups minus the number of groups, which in this case is 2 (urban and rural).
4. The one-tail P value of 0.028 is less than the standard significance level of 0.05. The two-tail P value of 0.057 (rounded) is slightly higher than the significance level of 0.05.

Due to the directional nature of the hypothesis, which predicts that ‘urban college students use electronic resources more frequently than rural college students’, the one-tail P value of 0.028 is relevant for this test. Since the one-tail P value of is below the conventional significance level of 0.05, we can reject the null hypothesis “There is no difference in the frequency of use of electronic resources between urban and rural college students”. Consequently, the alternate hypothesis “Urban college students use electronic resources more frequently than rural college students” is accepted.

Therefore, this test supports the hypothesis that urban college students use electronic resources more frequently than rural college students, and the hypothesis is thus accepted.

5.8.2 Hypothesis 2: There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

The following null hypothesis and alternate hypothesis have been formulated to test this hypothesis:

H₀: There is no significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

H₁: There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

The data for the statistical test of this hypothesis was taken from the respondents' ratings on the frequency of their use of various reading materials – Textbooks/Guidebooks, Newspapers/Magazines, Novel/Literature, Online Reading Materials, and Social Media Posts (Table 5.4.13). The scoring system for these categories was done on a Likert scale with 1 being most used and 5 being the least used.

The frequency of use for Textbooks/Guidebooks, Newspapers/Magazines, and Novels/Literature were grouped and combined to form the score for Traditional Reading Materials. Similarly, grouping of categories was done for Online Reading Materials and Social Media Posts where the scores of their frequency of use were combined to form the score for Electronic Resources. The scores for these 2 new categories were then compared statistically. Given the fact that the data tested are from the same group of respondents, tested on different categories, Wilcoxon Signed-Rank test was administered using Python software to determine if there was a significant difference in the frequency of use between Traditional Reading Materials and Electronic Resources. The Wilcoxon Signed-Rank test is a non-parametric test which is appropriate for comparing paired samples in order to determine whether there is a statistically significant difference within the group. The results produced through this test is presented in Table 5.8.2.

Table 5.8.2 Wilcoxon Signed-Rank Test for Traditional vs Electronic Reading Material Use

Test	Statistic (W)	P-Value	Conclusion
Wilcoxon Signed-Rank	4389.0	6.05×10^{-37}	Reject H_0 – Significant difference

(Source: Wilcoxon Signed-Rank Test)

The test result shows the following:

The Wilcoxon Signed-Rank test statistic (W) for this study is 4389. This value shows how much the two groups we are comparing, traditional reading materials and electronic resources, are different from each other. This difference is based on the data from each

individual response. It is calculated by looking at the differences in their usage. These differences are then ranked to find out if one category is used more than the other.

The p-value of 6.05×10^{-37} is extremely small ($p < 0.001$), which is below the conventional significance level of 0.05. This shows that the resulting difference has a high confidence level which is unlikely to occur by chance.

The result of the test with p-value 6.05×10^{-37} indicates that the null hypothesis “There is no significant difference in the frequency of use between traditional reading materials and electronic resources among college students” is rejected. The alternate hypothesis “There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students” is accepted.

Therefore, this test supports the hypothesis that there is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students, and the hypothesis is thus accepted.

5.9 Conclusion

The study of 378 students from 10 different colleges in Mizoram sheds light on their reading habits and practices, library use, electronic use and proficiency, and overall trend in use between print and electronic resources. The study finds variations across colleges in terms of reading duration and preference of materials. However, the study strongly suggests that most college students in Mizoram still prefer to use print materials over electronic resources for their studies. Difference between genders in their preference of reading formats appear to be minimal, while the most differing variables lie within the 2 genders' preference on genres of fiction. Regional differences of urban and rural colleges suggests some differences in their reading material preference, their reading time, and their reliance on electronic resources. There seem to be no difference in proficiency of electronic use between urban and rural college students likely due to the vastly available electronic and internet services in both urban and rural areas. The use of libraries for academic aid shows some differences between regions, but not between genders. The overall reading habits and use of electronic resources for both academic and leisure reading among all colleges seem to show differences in genders in some cases, and only show differences between urban and rural regions in some cases. The electronic use and shift towards a more electronic-based reading culture for academic activities are minimal between both genders and regions, but the increase use of such resources, and the negative impact it has on reading culture is reported.

CHAPTER 6
CONCLUSION AND SUGGESTIONS

6.1 Conclusion

The current research was conducted by surveying 378 college students from different regions of Mizoram. The research was carried out to examine and analyse the reading habits of college students in Mizoram in the context of an electronic environment. The study covered various aspects of college students' reading practices, such as reading duration, types of materials used, use of and satisfaction with college library services, electronic resource use and levels of proficiency, and preference on reading materials for academic and leisure reading. The study examined these elements across gender, residence, and regional settings – urban and rural.

The findings of the research reveal that the main reason college students read is for academic requirements. Results showing the prevalence of academic reading where novels and other fictional books are the most preferred type of book suggests that leisure reading is not common, and students are engaged in the activity of reading mainly to keep up with their academic responsibilities. The time spent for reading among college students is quite moderate where many students read within 1 to 3 hours daily. However, the vast amount of respondents who read for short durations in a single reading session suggests that most college students are not habitual readers, and are prone to take breaks between reading sessions, likely due to external or internal distractions.

Even with growing electronic and digital media and resources, most students are found still preferring traditional print resources over electronic resources for reading, although reports show that students have increased the use of their electronic devices which have also been shown to reduce their reading frequency. College students mainly use their electronic devices and internet access for social media and other entertainment purposes, rather than for studying or for purposeful news intake.

Many college students are of the opinion that online resources are essential in helping them keep up with their studies. However, the research data analysis reveals that students have not benefited as much as they could using electronic and digital resources where useful features such as online lectures and audio books are not utilised to aid their studies or for leisure reading.

The findings of the research reveals no significant differences between genders in terms of reading purpose, electronic use, or library use. Some differences may be observed between genders on aspects such as preference of book genre, reading duration, and marginal difference in solely relying on electronic resources over print.

Differences between urban colleges and rural colleges are minor in most cases. Rural college students were seen to use be more contend with their college libraries even though urban college students re more frequent visitors of their college libraries. The time spent for reading among the groups is minimal but rural college students seem to show a more dispersed response.

6.2 Suggestions

Upon careful analysis and observation of the findings of this study, while reflecting on the findings of prior literature on the subject, a few suggestions have been brought forward based on the findings of the research, presented in the following sections.

6.2.1 Encouraging More Leisure Reading

Although novels and fiction are college students' most preferred genres, academic purposes make up most of their reading time. Students can be encouraged, by teachers or family members, to schedule a specific set of time daily, or specific days weekly, for leisure reading on their favourite genres. This will instil intrinsic motivation for reading and improve their reading proficiency and fluency.

6.2.2 Proficiency in e-Resources for Academia

Students' self-reported data shows most students have high comfort and ability in using electronic devices and resources for studying while findings show an under-utilisation of scholarly publications and e-resources. Teacher-guided and supervised reading sessions in class where students practice and learn how to locate and access journals, e-books, and other reliable resources could elevate college students from being familiar with electronic resources, to being proficient in its utility. Comparing information from Wikipedia and 'top Google results' with peer-reviewed articles in class may also prove valuable exercise in this regard.

6.2.3 Multi-Format Reading

With traditional print materials being the format of choice for academic reading amongst the vast majority of students, it is possible that the utility of electronic resources may be largely ignored by students. Multi-format reading activities may be implemented by teachers where book chapters read by students are supplemented with one online article of a related subject or topic. This will be helpful in creating better comprehension of text when reading online.

6.2.4 Audio and Video Utility

The study shows that only a small proportion of students utilise audiobooks and online lectures for their reading and academic activities. Popular academic lectures or podcasts, and audio samples of narrated novels could be provided to students. This could prove useful in introducing students to a new mode of reading and learning where they make the most of available online resources.

6.2.5 Library Procurements

A majority of students visit their college libraries for academic materials, with only a tiny fraction visiting for leisure reading. The genre preference among genders and genre preference across the total population could be taken into consideration when college libraries make procurements of books or online resources. This could draw in more library users and encourage higher reading population.

6.3 Scope for Further Research

The following points may be considered for conducting further research:

1. Longitudinal research among colleges in Mizoram to study changes in reading habits over several semesters.
2. Expanding the scope of the study by including other colleges in Mizoram, and among different types of higher educational institutions within the state.
3. Including colleges from other states of Northeast India in the study for comparative analysis of cultural influence in reading habits and electronic use.
4. Examining the impact of Artificial Intelligence (AI) on the reading and writing practices of college students for academic activities.

APPENDIX - I

APPENDIX – I
QUESTIONNAIRE FOR COLLEGE STUDENTS

A. General Information. *(Please tick ☒ in the most appropriate box, if applicable)*

Name of respondent *(Optional)*: _____

Name of College: _____

Age: ☐ 18 and below ☐ 19-21
☐ 22-24 ☐ Above 25

Gender: ☐ Male ☐ Female
☐ Other

Stream/Discipline of study: ☐ Arts ☐ Science
☐ Commerce ☐ Others

Residence: ☐ Family House ☐ Rented House
☐ Relatives' House ☐ Hostel
☐ P.G.s

Secondary School Education: ☐ Urban Institutions ☐ Rural Institutions
(Aizawl 'Urban', Others 'Rural')

B. Reading Habits. *(Please tick ☒ in the most appropriate box)*

1. What is your primary source of reading material?
☐ Books ☐ Online resources ☐ Newspapers
☐ Books and Online resources
2. What is your main purpose of reading?
☐ Academic ☐ News ☐ Entertainment
☐ Hobby or pleasure ☐ Other necessity
3. How much time do you spent for reading daily?
☐ More than 4 hrs ☐ 3-4 hrs ☐ 2-3 hrs
☐ 1-2 hrs ☐ less than 1 hr
4. Do you read materials other than college prescribed textbooks/guidebooks regularly?
☐ Yes ☐ No
5. How often do you read newspapers?
☐ Everyday ☐ 4-5 days a week ☐ 2-3 days a week
☐ 1 day a week ☐ Never
6. What type of book is your favourite?
☐ Textbooks ☐ Reference books ☐ Novels
☐ Magazines ☐ Other
7. What type of fictional book do you prefer to read/is your favourite?
☐ Comedy ☐ Romance ☐ Drama
☐ Science Fiction ☐ Horror ☐ Other

8. How much time do you spend for reading in one sitting/session?
- ☐ Less than 30 minutes ☐ 30 minutes – 1 hour
- ☐ 1 hour – 2 hours ☐ More than 2 hours
9. Where is your preferred place for reading?
- ☐ Home/Residence ☐ College/Classroom ☐ Library
10. Do your family members or parents encourage you to read more books?
- ☐ Yes ☐ No
11. What form of reading material is mostly used in your household by your family members?
- ☐ Books ☐ Newspapers
- ☐ Magazines and journals ☐ Electronic resources
12. What resources do you use when studying for academic purpose?
- ☐ Textbooks/Guidebooks ☐ Periodicals ☐ Library issued books
- ☐ Online materials ☐ Other resources
13. Tick on the reading materials you use most to least from 1 – 5 (1 being the material you read most, while 5 being the material you read the least)
- | | 1 | 2 | 3 | 4 | 5 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Textbooks/Guidebooks | ☐ | ☐ | ☐ | ☐ | ☐ |
| Newspapers/Magazines | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novels/Literature | ☐ | ☐ | ☐ | ☐ | ☐ |
| Online reading materials | ☐ | ☐ | ☐ | ☐ | ☐ |
| Social Media Posts | ☐ | ☐ | ☐ | ☐ | ☐ |

C. Library Use. *(Please tick ☒ in the most appropriate box)*

14. How many times do you visit your college library in a week?
- ☐ 1 time ☐ 2 times ☐ 3 times
☐ 4 times ☐ 5 times
15. What is your main purpose of visiting your college library?
- ☐ Study materials ☐ Academic requirements
☐ Pleasure/leisure reading ☐ Reading newspapers and other news
☐ Other necessities
16. Are the services provided to you by your college library satisfactory for your studies?
- ☐ Yes ☐ No ☐ Neutral
17. Does your college library have enough reading materials to help you in your studies?
- ☐ Yes ☐ No ☐ Neutral
18. Are the electronic services in your college library satisfactory?
- ☐ Yes ☐ No ☐ Neutral
19. How often do you utilise the e-resources in your college library?
- ☐ Often ☐ Never ☐ Sometimes

D. Electronic Use. *(Please tick ☒ in the most appropriate box)*

20. Do you have access to the internet at home for studying?
☐ Yes ☐ No
21. How often do you utilise your personal internet for studying?
☐ Often ☐ Never/Almost Never ☐ Sometimes
22. What is your main use of the internet?
☐ Academic ☐ Social Media
☐ Daily news ☐ Others
23. Do you use the internet to read newspapers and magazines?
☐ Yes ☐ No
24. How frequently do you use online materials for studying?
☐ Always ☐ Often ☐ Sometimes
☐ Rarely ☐ Never
25. How well do you know the use of online resources for studies?
☐ Very well ☐ Fairly well ☐ Average
☐ Slightly familiar ☐ Not familiar
26. Are you able to identify reliable sources of information on the internet?
☐ Yes ☐ No
27. How important are online materials and resources for your studies?
☐ Most important ☐ More important than books
☐ Just as important as books ☐ Not as important as books
☐ Not important

28. What websites do you mainly use for your studies?
- ☐ Educational Portals ☐ Scholarly journals
- ☐ Open Source Platforms ☐ Online search results
29. How do you think electronic resource influence your future reading habits?
- ☐ I prefer only electronic materials and resources, not print books.
- ☐ I prefer electronic resources with very little print books.
- ☐ I prefer both electronic resources and traditional book materials equally.
- ☐ I prefer print materials with very little electronic materials.
- ☐ I prefer only books and other print materials.
30. Are you increasing your use of computers, laptops or mobile phones for academic works during the last 1 year?
- ☐ Yes ☐ No
31. Has the development and improvement of internet access moved you towards electronic reading materials over printed reading materials?
- ☐ Yes ☐ No
32. Do you use audio books for listening to novels or any other books/e-books?
- ☐ Yes ☐ No
33. Do you depend on lectures given by prominent figures on various subjects, like polity, economics, science etc. found on the internet for your studies?
- ☐ Yes ☐ No
34. Has the use of mobile and electronic devices reduced the time you spend on reading?
- ☐ Yes ☐ No

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BIO DATA OF THE CANDIDATE

Mr. Zorinpuia

Department of Library and Information Science

School of Economics, Management and Information Science

Mizoram University, Aizawl – 796004, India

Phone: 9862812724

Email: xanirox@gmail.com

EDUCATIONAL QUALIFICATION

Master in Library and Information Science, 2017 : Mizoram University

B.A., 2013 : NEHU

HSSLC, 2010 : MBSE, Aizawl

HSLC, 2008 : MBSE, Aizawl

(ZORINPUIA)

LIST OF PUBLICATIONS

Journal Publications

1. Reading Habits of Higher Secondary Students in Mizoram: A Comparative Study of Sainik School, Chhingchhip and St. Peter's Higher Secondary School, Chhingchhip. Library Philosophy and Practice (e-journal). July, 2023, ISSN: 1522-0222.
2. Digital Reading Habits and Attention Span: A Study of Students of Govt. Aizawl College, Mizoram. Strad Research. August, 2024, ISSN: 0039-2049.

Paper Presentations

1. Paper titled "Effects of Social Media on the Reading Habits of School Students" presented in the National Seminar on "Social Media and Librarianship: Connecting the Communities", organized by the Department of Library and Information Science, Mizoram University, Aizawl, held during 26th – 28th February, 2020.
2. Paper titled "Enhancing Reading Habits of Library Users through Social Networking Tools and Strategies" presented in the National Seminar on "National Education Policy 2020: A Forward-Looking Vision for LIS Education and Services" organized by the Department of Library and Information Science, Mizoram University, Aizawl, held during 1st – 3rd March, 2023.
3. Paper titled "Library E-services and College Students' Reading Habits: A comparative Study of Govt. Lawngtlai College and Govt. Kolasib College" presented in the National Seminar on "Revamping Libraries and Librarianship in Digital Environment" organized by Central Library, Mizoram University, Aizawl, held during 11th – 12th May, 2023.
4. Paper titled "Creating a Digital Inclusive Environment: Strategies to Support Cadets' Digital Needs at Sainik School Chhingchhip" presented in the National Seminar on "Empowering Communities: User-Centric Library Services for Advancing Sustainable Development Goals" organized by Central Library, Mizoram University, Aizawl, held during 11th – 12th March, 2025.

PARTICULARS OF THE CANDIDATE

NAME OF CANDIDATE : ZORINPUIA
DEGREE : Ph.D.
DEPARTMENT : LIBRARY AND INFORMATION
SCIENCE
TITLE OF THE THESIS : READING HABITS IN ELECTRONIC
ENVIRONMENT: A STUDY OF
SELECTED COLLEGES IN
MIZORAM
DATE OF ADMISSION : 08.08.2018

APPROVAL OF THE RESEAECH PROPOSAL

1. DRC : 19.04.2019
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(Prof. MANOJ KUMAR VERMA)

Head

Department of Library and Information Science

ABSTRACT

READING HABITS IN ELECTRONIC ENVIRONMENT: A STUDY OF SELECTED COLLEGES IN MIZORAM

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE**

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A STUDY OF SELECTED COLLEGES IN MIZORAM**

**ZORINPUIA
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**SUPERVISOR
Dr. LALNGAIZUALI
JOINT SUPERVISOR
PROF. R. K. NGURTINKHUMA**

Submitted

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1. Introduction

“To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life”. The simple yet compelling statement by W. Somerset Maugham on the importance of developing a good reading habit reveals the power and influence good reading habits have in one’s daily life. As Alan Jacobs (2011) suggests, "It is what you're reading that matters, and how you're reading it, not the speed with which you're getting through it. Reading is supposed to be about the encounter with other minds, not an opportunity to return to the endlessly appealing subject of Me." This implies the importance of personal preference and interests in reading, not necessarily to be reading for the consumption of information and knowledge. On the other hand, the act of reading does involve the process of deriving meaning, information and knowledge from reading materials, the extent to which these information and meanings are derived may depend on the reader. Reading is simply an act of looking at and understanding point according to Collins English Learner’s Dictionary. This implies that reading uses the sense of sight to interpret and understand the words forming the sentences. These words forming sentences, when structured in a meaningful manner, produce and provide a whole array of entertainment, knowledge, information and understanding of various concepts.

Jack Canfield declares, “Almost by force of habit, successful people simply do more”, attributing the act of getting more things done by successful people to a trait of habit. Aristotle have also listed habit as one of the seven causes which determine human action. Habits are settled or regular tendencies or practice which is hard to give up as mentioned in Oxford English Dictionary. Habits can either be good and helpful to a person, and they can be bad and detrimental to one’s present and future. While habits can be acquired at any point in life, it is easier to develop habits during childhood and adolescence. A good habit can be of great help to the education and learning processes of students at any level. The habits acquired by students can determine their academic performance. Habits take years to develop and are just as hard to let go.

2. Reading Habits in Electronic Environment

Reading habits refer to the patterns, preferences, and behaviors that people develop as they spend time reading over a prolonged period of time. These reading habits are formed and developed through various aspects and factors influencing the reader such as their frequency of reading, choice of materials, reading environment, and the purposes for which the reading activity is undertaken (Clark & Rumbold, 2006). These developed reading habits change in numerous ways throughout the developmental stages of the reader, as well as through change in perspective, ideology, work, and many other factors. Socio-cultural background, availability and access to reading resources, language proficiency and preference, and educational experiences significantly influence the development of reading behaviors (Mazzoni, Gambrell & Korkeamaki, 1999; Mizrachi, 2015). Reading habits are a crucial aspect of literacy development, reflecting an individual's attitudes, beliefs, and abilities towards reading. They encompass a wide range of behaviors and practices that readers engage in while interacting with written material, such as note-taking, highlighting, and annotating. Reading habits can include factors like reading frequency, duration, and speed, which have a significant impact on the level of comprehension and retention of information (Chauhan & Lal, 2012). These factors taken in the academic context, relation between a student and their reading habits have certain correlations, since good reading habits contributes to higher levels of knowledge retention, comprehension, and critical thinking abilities, which tie in to the needs for academic achievements.

In the current digital age, the widespread use of digital technologies has led to significant changes in the way people read and access information, posing new challenges for the development of reading habits. These are present in the form of easily accessible internet facilities, personal mobile phones and other devices, and the digitization of the reading materials with conversion and adoption of such materials into audio-visual formats (Baron, 2017). Although the digital landscape offers accessibility, the problem of sustained attention retention and sustainability of traditional reading mediums are presented. Understanding the issues and challenges faced by remote locations like the northeastern regions of India, a shift in the pattern and trend of the reading habits of college students may seem imminent.

3. Statement of the Problem

Despite the widespread availability of electronic resources, the reading habits of college students in Mizoram have not been extensively studied. With the rise of digital technologies and the increasing use of the internet, there is a concern that traditional print-based reading practices are being displaced, potentially leading to a decline in critical reading skills and academic achievement. Moreover, there is a lack of knowledge about how college students in Mizoram use electronic resources for reading and whether they are aware of the potential benefits and drawbacks of these resources. Therefore, there is a need to investigate the reading habits of college students in Mizoram in an electronic environment to understand the extent to which electronic resources are being utilized, the factors influencing their use, and the impact of this use on reading practices and academic achievement. Such knowledge is crucial in understanding the position of the college students' current standing in the rising digital landscape.

4. Objectives of the Study

The objectives of the study are -

1. To study the purpose of reading by college students.
2. To analyse the proficiency of college students in using electronic resources for educational purpose.
3. To find out the time students spend for reading and to understand the factors influencing their reading habits.
4. To understand the influence of electronic resources in their reading habits.
5. To analyse and compare the use of traditional reading materials such as books, newspapers and magazines to the use of electronic resources by college students.
6. To analyse and compare the reading habits and library use of college students among urban and rural colleges.

5. Hypotheses of the Study

Based on the objectives of the study, the following hypotheses have been formulated for statistical testing:

Hypothesis 1: Urban college students use electronic resources (including online reading materials and social media posts) more frequently than rural college students.

Hypothesis 2: There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

6. Significance and Scope of the Study

In modern days where there is an abundance of multimedia resources available, studies show that many individuals, especially the younger generation, are inclined to spend their time browsing through entertainment in the forms of videos and audio (Rideout and Robb, 2019). While some of this content can be informative, the majority of it serves no real purpose except to entertain the audience. This shift away from valuable information and knowledge can be concerning, especially for college students who need to develop critical thinking and analytical skills. Therefore, this study on the reading habits of college students in Mizoram in an electronic environment is of significant importance.

The study aims to help in gaining a better understanding of the reading practices and habits of college students in Mizoram. By examining their standpoint towards electronic and digital resources, we can assess the need and interests of the youth in terms of promoting reading habits among students. Additionally, the study aims to reveal the extent to which college students in Mizoram utilize internet facilities in their daily lives and academics.

The scope of this study will be limited to 10 selected colleges affiliated with Mizoram University (MZU), with a focus on understanding the reading habits and practices of college students in an electronic environment. As per the MZU Annual Report (2022-2023), there are currently 28 permanent constituent/affiliated colleges under the university, offering a variety of disciplines in Arts, Science, Commerce, and BCA. The

study will concentrate on 10 colleges, with three of them located in Aizawl, namely - Pachhunga University College (PUC), Govt. Hrangbana College (GHBC), and Govt. Aizawl North College (GANC) to represent the higher population of colleges and college students in Aizawl. One college from each of 7 other districts, namely Lunglei Govt. College (LGC), Govt. Champhai College (GCC), Govt. Serchhip College (GSC), Govt. Saiha College (GSHC), Govt. Kolasib College (GKC), Govt. Lawngtlai College (GLC), and Govt. Mamit College (GMC), will also be included in the study.

7. Research Methodology

7.1 Data Collection

Primary Data collection for the study is done using questionnaire method. A meticulously structured questionnaire was developed to gather data from selected students among the selected colleges in Mizoram. The questionnaire was structured into 4 sections to gather data on several areas of interests for the study.

To gather information on the college libraries of each selected college, a personal interview was conducted with each college Librarian, or Library Professional in-charge of the college library.

Secondary data to supplement several components necessary for this study have been collected through references to numerous existing works found through books, journal publications, international and national reports, MZU annual reports, and college websites. Through the acquisition of this secondary data, the gap left on various limiting factors which could not be acquired through surveys of students and interviews with librarians were closed.

7.2 Sample Selection

Sampling Method: The respondents for this study were selected using a non-probability Convenience Sampling method. This method was utilised due to practical accessibility across the different colleges. The questionnaire was distributed to students in their respective classrooms or to their class group chat online through various means depending on the college. In some colleges, the questionnaire was handed over to members of the students' council, in others to teachers or librarians. The questionnaire was then distributed to the students. Both printed questionnaires and online forms (Google Forms) were used.

Sample Size: As per the MZU Annual Report of 2022-2023, there are 28 permanent constituent/affiliated colleges with MZU in Mizoram. The total student population of these 28 colleges is 23,385. Out of the 10 selected colleges, the total population was 10,790. To determine the appropriate sample size for the study, Cochran's formula was applied.

7.3 Data Analysis and Interpretation

The data collected through the questionnaire administered to the respondents across the selected colleges was compiled and organised in Microsoft Excel. The responses were checked individually for any incomplete or unusable responses. Only the first valid set of required quantity from each college were selected for the study. The data of all 378 respondents were then categorised and organised using Pivot Tables in Microsoft Excel. These organised data were then laid out carefully for further analysis.

The data of respondents were carefully analysed using Microsoft Excel tools and Python software.

8. Research Gap

The review and analysis of various related literature across several years, and among several countries and regions have led to the conclusion that a vast amount of literature has been published on subjects such as reading habits, print and digital environments in regards to reading habits, electronic and library use by students of varying levels in numerous regions. However, it has been found that a study on the reading habits of college students in Mizoram, where both urban and rural college students were measured on a large scale in the context of an electronic environment have not been conducted. Addressing this gap in literature is essential to understand how geographic and contextual factors influence and shape reading habits among higher education students in Mizoram, which raises the need for this research.

9. Findings

The findings of the study based on the interpretation of the data analysis is brought forward in this section. The findings of the study are grouped into 7 sections – findings

on the demographic profile of respondents, and findings based on the 6 objectives of the study.

9.1 Demographic Profile

1. The data shows that a significant majority of the respondents fall within the 19 – 21 and 22 – 24 age groups. Together, these categories make up over 96% of the total respondents. The 19 – 21 age group makes up for the largest proportion of the respondents with 57.67%. This is followed by 39.15% respondents in the 22–24 range. Only a small number of students (3.17%) are aged 18 and below, with no respondents falling under the ‘25 and above’ category.
2. The age category of respondents found in this study represents the total population of the under-graduate student population of colleges in Mizoram, where most students are aged between 19 and 24, with only a tiny proportion aged 18 and below, or 25 and above. However, without the inclusion of all colleges and college students as participants of the study, which may be a practical impossibility, outliers may exist in certain colleges where the proportion of age group varies from the data collected.
3. Respondents from colleges located in Aizawl, particularly PUC and GHBC, include a few students under 18 years of age. Additionally, 2 students from LGC, which is located in Lunglei – the second-largest town in Mizoram next to Aizawl, are aged under 18 and below. This could indicate faster academic progress or at the very least early start in education among certain urban students.
4. The overall gender distribution of respondents is relatively balanced, with male respondents comprising 51.32% and female respondents 48.68%. This creates an almost perfectly balanced gender representation of respondents among the colleges for this study.
5. While data on individual colleges reflect varying gender ratios, such as higher male representation in colleges like GSC, GLC, and GMC, the aggregated data across all 10 colleges to represent the total population is well satisfactory. The resulting balanced gender distribution received from the respondents supports

a fair representation of perspectives from both genders in this study. The gender ratio of respondents also fairly represent the total gender ratio of the state of Mizoram which has a ratio of 976 (49.37%) females for every 1000 (50.63%) males as per the Census of India, 2011.

6. Almost all the respondents of the study are from Arts stream comprising 96.56% of the total population. Only GHBC had a mixed group of respondents, with 17.10% of its respondents from Commerce stream. With the sampling method applied for the distribution of the questionnaires, although Science and Commerce stream students are plenty in number, the result of Arts stream respondents making up most of the responses may reflect the overwhelming total population of Arts stream students among all colleges in Mizoram.
7. A majority of students making up 58.46% of all respondents attend college from their own homes. This is followed by 16.40% staying with their relatives and 15.34% in rented houses. Hostels and PGs account for only a small proportion of respondents with 8.46% and 1.32% respectively.
8. The huge proportion of students living in their own homes while attending college reflects a strong reliance on local residence and family while pursuing higher studies, particularly in rural colleges outside Aizawl.
9. Urban colleges like PUC and GHBC show comparatively higher diversity in residence types such as rented houses, hostels, PGs, and relatives' homes indicating a significant number of students attending college in urban regions from other places outside Aizawl city.
10. Slightly more respondents, making up 52.38%, come from rural school backgrounds than urban backgrounds of 47.61%. Colleges in Aizawl show higher concentration of students who have urban school background. Respondents of colleges outside Aizawl have higher rural school background.
11. Respondents of three colleges, namely GLC, GSHC, and GMC have all done their class 12 schooling outside Aizawl. This distribution shows that there are varying levels of exposure to education and educational resources prior to their college education. This may influence the respondents' reading habits and/or exposure to electronic environment.

9.2 Findings based on Objective 1:

To study the purpose of reading by college students.

1. The primary purpose of reading by the respondents reveals that a significant proportion of college students read for academic purposes. Out of the total 378 respondents, 160 students (42.33%) indicated that their main reason for reading is for studies. This trend varies on the individual college level with the percentage ranging from 21.43% among GLC respondents to 66.67% among GMC respondents. The second most common purpose is reading for hobby or pleasure, with 65 respondents (17.20%) selecting this option, followed closely by reading for news and updates with 60 respondents (15.87%). Other purposes such as 'Other Necessity' (12.70%) and 'Entertainment' (11.90%) make up a smaller proportion of the respondents' primary purpose of reading.
2. Gender-wise analysis shows that both male and female students primarily read for studies as well. Females are slightly more inclined towards academic reading (44.57%) compared to males (40.20%). Females read for news and updates and for hobbies at almost the same rate (16.30% each). Male respondents show a higher preference for reading for hobby or pleasure (18.04%) compared to females.
3. Findings reveal that the primarily engagement in reading activities by college students is to support their academic work.

9.3 Findings based on Objective 2:

To analyse the proficiency of college students in using electronic resources for educational purpose

1. Self-assessment results show that 149 respondents (39.42%) know how to use online resources very well for their studies. An almost equal number of respondents of 150 (39.68%) reported that they are fairly well in familiarity when using online resources for their studies. An average level of familiarity in using online resources for studies was reported by 47 students (12.43%) respondents, while only 32 respondents (8.47%) feel they do not know how to

utilise online resources that well for their studies. None of the respondents claim to be completely ignorant to the use of such resources to aid their studies.

2. The highest combined positive level of proficiency in using online resources for studies was found among GSC respondents with a combined score of 87.5% respondents who know how to use online resources very well or fairly well, while GKC had the lowest combined score of 73.08%. Urban and Rural colleges' comparison shows scores of 79.02% and 81.90% respectively. Average level of familiarity among urban and rural colleges show 12.45% and 11.82% respectively.
3. A staggering 316 (83.60%) respondents reported that they are able to confidently identify reliable sources of information online when browsing for materials to aid their studies. In contrast, only 62 (16.40%) respondents are not able to identify such resources.
4. College-wise analysis of the data also shows that all colleges have a vast majority of respondents who can identify reliable sources of information and materials. Urban and rural analysis also shows that 80% of urban students and 90.38% of rural students can identify reliable sources online. Although some variations in proficiency of use exist among the colleges, overall trend shows that there is a high proficiency of use among college students in using online resources.
5. 171 (45.24%) respondents primarily use educational websites to get their study materials online, making it the most preferred category. This shows that a high percentage of students may very well get their materials from credible sources. However, 127 (33.60%) respondents rely on open source platforms as their main online source. This coupled with the 32 (8.47%) respondents who simply rely on top online search results make up 159 (42.07%) of all respondents who may not have the proficiency or inclination to search for more credible sources of information and materials online.
6. Only 48 (12.69%) of respondents depend on scholarly journals for their studies which indicates that a very high percentage of the students are not exposed to scholarly literature to assist them in their studies. This reflects students' tendency to rely on easily accessible sources of information.

7. While self-assessment of proficiency shows that a large proportion of respondents feel they can identify reliable sources of information and materials online, their dependency on tools such as open source platforms which can include Wikipedia and other top search results show a lack of in-depth proficiency while using online resources for studies. It also shows a lack of consultation with credible scholarly publications by the respondents.

9.4 Findings based on Objective 3:

To find out the time students spend for reading and to understand the factors influencing their reading habits.

1. The daily reading duration of the respondents varied when subjected to study college-wise. The majority of students making up 34.39% spend anywhere between 1 to 2 hours for reading each day. 31.74% of respondents spend 2 to 3 hours for reading daily. Only a small portion of respondents read for less than one hour daily (6.34%), while 9.78% read more than 4 hours a day.
2. More male students (43.30%) read 1 to 2 hours compared to females (16.85%). However, female students spend longer periods reading, where 22.28% of female respondents read for 3 to 4 hours and 19.02% read more than 4 hours daily. This is significantly higher than male respondents. Only 1.03% of all male respondents read for more than 4 hours a day.
3. While male students prefer shorter reading durations, female students demonstrate a wider distribution with a significantly larger proportion who exhibit extended reading durations.
4. About one-third of all respondents (32.28%) spend less than 30 minutes in a single reading session. Nearly a quarter (24.87%) read between 30 minutes to 1 hour, and 22.49% read 1 to 2 hours per session. Only 20.37% of students spend more than 2 hours reading in a single sitting/reading session.
5. 36.41% of females read for shorter durations compared to 28.35% of males who read for less than 30 minutes in a single sitting. Slightly more males (22.68%) than females (17.93%) spend over 2 hours reading in one session.

6. 29.89% of students read newspapers 2 to 3 times per week, while 23.28% read 4 to 5 days in a week. 23.01% of students read newspapers every day. Only 14.55% of students read newspapers once a week, and 8.20% never read newspapers.
7. Female students show a larger proportion of newspaper readers with 27.17% reading daily compared to 21.13% of males. While 19.07% of male respondents never read newspapers, only 9.78% of females fall into this category. Other categories of newspaper reading per week show similar proportions.
8. The most preferred type of book among college students is novels and other fiction, with 115 students (30.42%) indicating as strong focus towards leisure reading. Textbooks rank second with 90 respondents (23.80%), which suggests a moderate inclination to read beyond their classrooms.
9. Male respondents prefer Comedy (22.68%), Science Fiction (23.20%), and Other genres (18.04%), while Female respondents prefer Romance (36.41%) and Drama (29.89%). The availability and accessibility of such genres for each gender could also greatly influence their reading habits.
10. 257 (67.99%) respondents prefer to read at their place of residence over any other place which makes up a vast majority of the responses. 329 (87.04%) respondents also receive encouragement to read more in their homes.
11. The respondents' preference of books reveals the importance of leisure reading while maintaining the importance of reading more materials outside classrooms for their academic growth. This balance in reading materials shape the reading habits of readers.
12. A considerable amount of students spend moderate to above moderate time for reading both daily and weekly. The encouragement students receive and the pleasure of reading comfortably at one's own home plays an important part in developing their reading habits.

9.5 Findings based on Objective 4:

To understand the influence of electronic resources in their reading habits.

1. All respondents have access to the internet which they can use for their studies at their place of residence through personal mobile device, laptops, or any other means. Out of the total population, 356 (97.09%) respondents reported to utilising their personal internet access for their studies regularly or sometimes, with only 11 (2.91%) respondents claiming they don't use the internet for their studies.
2. While students have personal access to the internet, the main use of internet lean towards entertainment with 45.76% respondents using it for social media, and 15.34% using it for other unspecified purposes. Studying still holds a high percentage where 135 (35.71%) respondents reportedly use their personal internet mainly for studying.
3. A vast number of respondents (78.31%) do use internet for reading news or to update themselves on current social events.
4. 89.1% of all respondents say that they have increased the use of digital devices to aid their academic work over the last year since the study was carried out. 81.48% of respondents claim that they have increased the use of electronic reading materials due to the improvement of internet access over the years.
5. 258 (68.25%) respondents believe the use of their mobile devices and other electronic devices have reduced the time they spent for reading – both for academic purpose and leisure.
6. A more in-depth analysis of the respondents' frequency in using internet for studying shows that most students refer to online resources for their studies with high frequency of use. Interestingly, only 20 (5.29%) reported rarely using online resources, while there were no respondents who never use online resources for their studies.
7. 158 (41.80%) respondents consider online materials and resources to be just as important as printed books for their studies. 52 (13.76%) respondents rated online materials more important than books, while 45 (11.90%) respondents rate them as the most important resources for their studies. This reveals that a combined 25.66% of respondents value online resources and materials higher than their books.

8. 109 (28.83%) respondents consider online resources to be less important than books, and 14 (3.70%) respondents report that online resources are not important at all.
9. Findings show that a combined 67.46% of respondents believe online resources are, at the very least, just as important, or are more important than books. In contrast, only a combined 32.54% of respondents still prefer traditional print materials over e-resources for their studies.
10. For any other type reading outside their studies, 178 (47.09%) respondents prefer to use electronic resources more for their general reading practices, as opposed to 105 (27.77%) respondents who prefer to read in print. 95 (25.13%) respondents have an equal preference for both electronic and print materials.
11. The gender distribution shows that 49.49% of male respondents prefer mostly or only electronic reading materials. In contrast, 44.56% of female respondents prefer the same. The preference for equal use of both electronic and print materials is nearly identical among the genders with 24.74% and 25.54% for males and females respectively.
12. Only 22 (5.82%) respondents use audiobooks for reading or listening to literature. Additionally, only 81 (21.4%) listen to or watch online lectures for their academic studies. The use of electronic resources in terms of audio-visual resources by college students is very limited, especially the large proportion of students who use electronic resources for their studying and general reading practices.
13. Studying the influence of electronic resources on the students' reading habit shows a wide range of electronic resource integration into their reading habits. However, the audio-visual resources readily available are not utilised to a significant extent. The availability of personal mobile devices also seem to have a negative impact on the time students spent for reading.

9.6 Findings based on Objective 5:

To analyse and compare the use of traditional reading materials such as books, newspapers and magazines to the use of electronic resources by college students.

1. Traditional textbooks and other supplementary guidebooks are the most used materials for studying accounting for 61.90% of all responses. Library books make up 15.61% of responses giving a combined 77.51% respondents using these traditional print materials primarily for their studies.
2. Online resources are the primary choice of study materials for only 11.90% of respondents.
3. On a given Likert Scale where respondents are asked to rate the frequency of use of reading materials, with 1 being most used and 5 being least used, textbooks and guidebooks were the most frequently used materials across all the colleges with an overall average score of 2.15. This result is uniform in almost all individual colleges.
4. GKC respondents are the only respondents who placed newspapers and magazines slightly above textbooks, scoring 2.73 compared to 2.88 for textbooks and guidebooks. LGC respondents ranked novels and literature higher, with a score of 2.02, than newspapers and magazines, with a score of 3.09.
5. Online Reading Materials received an average score of 3.24, while social media posts had a score of 3.97.
6. While some variations exists among the different colleges, overall finding suggest that traditional print materials are still the most used resources by college students both for academic and leisure reading.

9.7 Findings based on Objective 6:

To analyse and compare the reading habits and library use of college students among urban and rural colleges.

1. Among urban respondents, a substantial percentage (PUC with 32.61%, GHBC with 19.74%, and GANC with 39.21%) dedicate 1 to 2 hours daily to reading. Urban colleges show a strong concentration within the 1 to 2 hours and 2 to 3 hours reading categories. GHBC respondents show a higher proportion spending 3 to 4 hours (26.32%) and more than 4 hours (10.53%) compared to PUC and GANC.

2. Rural colleges show a similar but slightly more diverse or dispersed distribution in daily reading duration. While many rural college students also read 1 to 2 hours daily, ranging from 29.41% to 42.11%, the proportion of students who read more than 4 hours daily is higher in some rural colleges such as GKC (15.78%), GLC (16.66%), and GSHC (17.64%).
3. A large proportion of urban respondents read newspapers 2 to 3 days per week ranging from 30.61% to 34.61%.
4. Rural college students also read newspapers 2 to 3 days per week in large numbers, however, the major difference can be seen in the number of students who read newspapers daily. Colleges such as LGC with 36.36%, GKC with 30.76%, GSHC with 35.29%, and GMC with 50% respondents reading newspapers daily exceed all urban college daily newspaper readers.
5. The comparative analysis on preference of book type between urban and rural colleges shows an overall similar trend, where both groups' most preferred type of book is novels and fiction.
6. Textbooks were the second most preferred by urban college students making up 25.66% of all urban college responses, followed by reference books with 19.03%, magazines with 13.72%, and other types of books with 10.17%.
7. Among rural college students, both textbooks and other types of books both had a score of 21.05%, tying these categories as second most preferred. This indicates a stronger preference of textbooks among urban college students, while rural college students showed a more diverse preference.
8. Urban college students tend to visit their college library more frequently compared to their rural college students. A notable proportion of urban college students visit the library twice per week with an average of 30.78% urban respondents, as compared to an average of 23.23% rural students visiting their college library 2 times a week. 47.75% urban respondents visit once a week, while 66.03% of rural respondents visit once a week. The trend shows that rural college students tend to visit their college libraries less frequently than their urban counterparts.

9. Both urban and rural college students visit their libraries for study materials and other academic requirements with a combined score of 89.80% for urban colleges and 98.9% for rural colleges.
10. On the satisfaction of students with their college library's services, urban college respondents have a combined satisfaction rate of 79.32%, while rural college respondents have a satisfaction rate of 85.92%.
11. On the satisfaction of students with their college library's e-services, urban college respondents have a combined satisfaction rate of 86.73%, while rural college respondents have a satisfaction rate of 87.50%.
12. On the satisfaction of students with their college library's available reading materials, 73.15% of urban college respondents are satisfied with the available reading materials in their libraries, while 83.54% of rural college students are satisfied with their college library's reading materials.
13. Rural college respondents have marginally higher satisfaction with their college library's services, e-services, and available reading materials.
14. 79.20% of urban college respondents and 83.55% of rural college respondents utilise their college library's e-resources either occasionally or frequently. This reveals that urban college students depend on their college library's resources less than those of rural colleges. The utilisation of the e-resources also correlate with the satisfaction level of urban and rural college students

10. Testing of Hypotheses

10.1 Hypothesis 1: Urban college students use electronic resources (including online reading materials and social media posts) more frequently than rural college students.

The following null hypothesis and alternate hypothesis have been formulated to test this hypothesis:

H_0 : There is no difference in the frequency of use of electronic resources between urban and rural college students.

H₁: Urban college students use electronic resources more frequently than rural college students.

To test this hypothesis, an independent samples t-test was administered using Microsoft Excel Analytical Tools to compare the mean frequency in the use of electronic resources, which includes online reading materials and social media posts, between urban and rural college students.

The test result shows the following:

1. The mean frequency of electronic use among urban students is 3.71 (rounded), whereas the mean frequency of electronic use among rural students is 3.56 (rounded).
2. The t-statistic (t Stat), which measures how far apart the group means are in relation to the variation within the urban and rural groups, is 1.91, which exceeds the t Critical one-tail value of 1.65 (rounded).
3. The degrees of freedom (df) is 376, which is calculated based on the total number of observable individual or independent data (378 respondents) among the groups minus the number of groups, which in this case is 2 (urban and rural).
4. The one-tail P value of 0.028 is less than the standard significance level of 0.05. The two-tail P value of 0.057 (rounded) is slightly higher than the significance level of 0.05.

Due to the directional nature of the hypothesis, which predicts that ‘urban college students use electronic resources more frequently than rural college students’, the one-tail P value of 0.028 is relevant for this test. Since the one-tail P value of is below the conventional significance level of 0.05, we can reject the null hypothesis “There is no difference in the frequency of use of electronic resources between urban and rural college students”. Consequently, the alternate hypothesis “Urban college students use electronic resources more frequently than rural college students” is accepted.

Therefore, this test supports the hypothesis that urban college students use electronic resources more frequently than rural college students, and the hypothesis is thus accepted.

10.2 Hypothesis 2: There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

The following null hypothesis and alternate hypothesis have been formulated to test this hypothesis:

H₀: There is no significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

H₁: There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students.

The data for the statistical test of this hypothesis was taken from the respondents' ratings on the frequency of their use of various reading materials – Textbooks/Guidebooks, Newspapers/Magazines, Novel/Literature, Online Reading Materials, and Social Media Posts. The scoring system for these categories was done on a Likert scale with 1 being most used and 5 being the least used.

The frequency of use for Textbooks/Guidebooks, Newspapers/Magazines, and Novels/Literature were grouped and combined to form the score for Traditional Reading Materials. Similarly, grouping of categories was done for Online Reading Materials and Social Media Posts where the scores of their frequency of use were combined to form the score for Electronic Resources. Wilcoxon Signed-Rank test was administered using Python software to determine if there was a significant difference in the frequency of use between Traditional Reading Materials and Electronic Resources.

The test result shows the following:

The Wilcoxon Signed-Rank test statistic (W) for this study is 4389. This value shows how much the two groups we are comparing, traditional reading materials and electronic resources, are different from each other. This difference is based on the data from each individual response. It is calculated by looking at the differences in their

usage. These differences are then ranked to find out if one category is used more than the other.

The p-value of 6.05×10^{-37} is extremely small ($p < 0.001$), which is below the conventional significance level of 0.05. This shows that the resulting difference has a high confidence level which is unlikely to occur by chance.

The result of the test with p-value 6.05×10^{-37} indicates that the null hypothesis “There is no significant difference in the frequency of use between traditional reading materials and electronic resources among college students” is rejected. The alternate hypothesis “There is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students” is accepted.

Therefore, this test supports the hypothesis that there is a significant difference in the frequency of use between traditional reading materials and electronic resources among college students, and the hypothesis is thus accepted.

11. Suggestion

Upon careful analysis and observation of the findings of this study, while reflecting on the findings of prior literature on the subject, a few suggestions have been brought forward based on the findings of the research, presented in the following sections.

11.1 Encouraging More Leisure Reading

Although novels and fiction are college students’ most preferred genres, academic purposes make up most of their reading time. Students can be encouraged, by teachers or family members, to schedule a specific set of time daily, or specific days weekly, for leisure reading on their favourite genres. This will instil intrinsic motivation for reading and improve their reading proficiency and fluency.

11.2 Proficiency in e-Resources for Academia

Students’ self-reported data shows most students have high comfort and ability in using electronic devices and resources for studying while findings show an under-utilisation of scholarly publications and e-resources. Teacher-guided and supervised

reading sessions in class where students practice and learn how to locate and access journals, e-books, and other reliable resources could elevate college students from being familiar with electronic resources, to being proficient in its utility. Comparing information from Wikipedia and ‘top Google results’ with peer-reviewed articles in class may also prove valuable exercise in this regard.

11.3 Multi-Format Reading

With traditional print materials being the format of choice for academic reading amongst the vast majority of students, it is possible that the utility of electronic resources may be largely ignored by students. Multi-format reading activities may be implemented by teachers where book chapters read by students are supplemented with one online article of a related subject or topic. This will be helpful in creating better comprehension of text when reading online.

11.4 Audio and Video Utility

The study shows that only a small proportion of students utilise audiobooks and online lectures for their reading and academic activities. Popular academic lectures or podcasts, and audio samples of narrated novels could be provided to students. This could prove useful in introducing students to a new mode of reading and learning where they make the most of available online resources.

11.5 Library Procurements

A majority of students visit their college libraries for academic materials, with only a tiny fraction visiting for leisure reading. The genre preference among genders and genre preference across the total population could be taken into consideration when college libraries make procurements of books or online resources. This could draw in more library users and encourage higher reading population.

12. Scope for Further Research

The following points may be considered for conducting further research:

1. Longitudinal research among colleges in Mizoram to study changes in reading habits over several semesters.

2. Expanding the scope of the study by including other colleges in Mizoram, and among different types of higher educational institutions within the state.
3. Including colleges from other states of Northeast India in the study for comparative analysis of cultural influence in reading habits and electronic use.
4. Examining the impact of Artificial Intelligence (AI) on the reading and writing practices of college students for academic activities.

13. Chapterisation

Chapter 1: Introduction

This chapter gives a brief insight into the main title of the study by highlighting significant aspects. It also includes key components of the research by laying out various aspects which were determined prior to the commencement of on-field and analytical study. These components include the significance and scope of the study, the 6 objectives of the study and the hypotheses of the study.

Chapter 2: Review of Literature

A wide array of existing literature on related subjects were strenuously studied to detect patterns and trends which are compiled in this chapter. The review of literature has been divided into numerous sections for deeper and narrower categorisation of the subjects.

Chapter 3: Reading Habits in Electronic Environment

This chapter gives studies on the reading habits of students and youth, the mediums of reading and reading resources, the influence and importance of libraries as reading resource and resource centres, and students' perspectives on the college libraries of Mizoram.

Chapter 4: College Scenario in Mizoram

In order to better comprehend the college landscape of Mizoram which is under study, an overview of the college scenario in Mizoram has been detailed in this chapter.

Chapter 5: Data Analysis, Interpretation, and Findings

This chapter presents the analysis of the data collected throughout the course of the study. The data collected for the study are laid out through the use of tables and figures which are interpreted, highlighting significant points.

Through the analysis and interpretation of the collected data, the findings of the study have been presented in this chapter, while acknowledging and addressing the main objectives of the study.

To complement the findings based on the objectives of the study, the hypotheses of the study have been put forward in this chapter with statistical testing through the use of Microsoft Excel analysis tools and Python software.

Chapter 6: Conclusion and Suggestions

Chapter 6 summarises this study, through careful observation of the research findings, with various suggestions for improving, sustaining, and developing good reading habits within the electronic environment setting. This chapter also presents the scope for further research.