Digital Reading Practices Among Final-Year Students: A Case Study of Nevjabai Hitkarini College, Brahmapuri

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Abstract— *This study focuses on understanding how the final year students at Nevjbai Hitkarini College, Brahmapuri use digital devices for their reading. Its purpose was to find out which devices they prefer, how much time they spend in reading digitally, why do they study in such a way, the challenges they encounter, and how digital reading affects their study. Data was collected from 90 students using a structured questionnaire shared online. The reactions were analyzed using simple percentage to understand their digital reading habits and experiences. The study found that smart phones are the most preferred tools for digital readings, which are used by 77.8% of students. Most students (44.4%) spend one to two hours while reading digitally each day. The main causes of digital reading are educational studies (88.9%) and exam preparation (72.2%). Students of common problems face faced eye stress (66.7%), distracted (61.1%), and poor internet connection (44.4%). More than half of the students (56%) shared that digitally readed them to reach the study material easily and prepared rapidly for the examination. Finally, digital reading today plays a big role in students learning, but the management of screen time and eye health needs to support internet access and students. These findings can help colleges especially in small cities to give better support to students of digital study materials.*

Keywords— *Digital reading, academic habits, final-year students, digital literacy, educational technology, digital resources, semi-urban colleges.*

I. INTRODUCTION

Digital reading has become an integral part of academic learning, especially among college students, as education rapidly embraces online and digital platforms. The Covid-19 epidemic intensified the trend, in which students were transferred from traditional print media to digital academic reading (Chang, 2023). Studies show that college students use various digital tools such as computers, mobile phones and digital library to reach academic resources, shaping their reading behavior strongly with social impact and habitual use (Chang, 2023). However, these digital reading habits raise questions about understanding and engagement, as research suggests that digital format enhances access and interaction, they can cause more superficial readers than traditional prints. (Abbas, 2023; Bhattacherjee, 2023).

Effective digital reading requires new strategies to navigate hyperlinks, multimedia and non-rare texts. As students develop these skills through experience and colleagues learning, instructional support on digital reading strategies is limited in many institutions (Hargreaves et al., 2024).

In addition, online broad reading programs have proved beneficial in improving students inspiration and reading skills, highlighting the ability to read digital reading for educational success (Anggia, 2025). Nevajbai Hitkarini College, Brahmapuri has integrated digital resources and infrastructure to support this developed educational practice. The college provides ICT-Saksham Library features, digital content access, and extended study hours through initiatives like Midnight Study Room, promotes a supporting environment for digital reading among its final year students. (Nevajbai Hitkarini College, 2019). The purpose of this study is to check the digital reading practices of final year students at Nevzabai Hitkarini College, which faced their reading habits, favorite resources, challenges, and focus on the impact of digital reading on their educational learning.

II. OBJECTIVES

1. To explore the digital reading practices of final-year undergraduate students across Arts, Commerce, and Science at Nevjabai Hitkarini College, Brahmapuri.
2. To identify students' preferred digital devices and platforms for academic and leisure reading in a semi-urban context.
3. To assess daily digital reading time and the balance between study-related and recreational use.
4. To analyze key purposes of digital reading, including syllabi, question papers, study guides, and research materials.
5. To evaluate the impact of digital reading on study effectiveness and resource accessibility, while noting challenges such as eye strain, poor connectivity, and distractions.

III. REVIEW OF LITERATURE

Digital reading has become a fundamental component of higher education, explaining how the final year students are studied, educational materials are used, and prepare for assessment. With the rise of mobile devices, e-books, online academic platforms and learning management systems, digital texts have become indispensable with traditional print resources. This change has induced extensive research in factors affecting students' digital reading behavior, preferences and effective academic engagement with digital texts.

Chang (2023) Using UTAUT2 theoretical model examined the behavior of college students to behave educational digital reading. The study has shown that the intentions and habitual use of behavior predicted the association of students with digital materials. Adaptation ability to internal factors, such as pre -experience and external factors, such as environmental support and institutional resources, adaptation capacity for digital readings. The findings emphasized the importance of the convenience of the convenience of the convenience of situations including library services and ICT infrastructure, including library services and ICT infrastructure, including library services and ICT infrastructure.

Kuhn (2024) Checked digital reading skills, attitude and motivational factors among higher education students. The study reported that while digital texts provide convenience and access, challenges such as screen fatigue, fragmented attention, and limited digital literacy skills can obstruct understanding and efficiency. Kuan highlighted the need for institutional intervention, especially digital literacy training and educational strategies to enhance students' significant digital reading skills.

In a related study, Abbas (2024), comparing digital and print reading formats, discovered the priorities of studying middle school students in Pakistan. Although this research focuses on a small coert, on Abbas's findings - which enhances inspiration through digital reading multimedia features, while print supports deep understanding with evidence of higher education. These insights suggest that the students of the final year can also benefit from balanced integration of both digital and print resources.

Further research on English as a foreign language (EFL) learners add to this discourse. Mardiah (2023) found that digital reading expands academic access and encourages frequent engagement, but can read superficial without structured strategies, such as taking note and targeting. These findings underline the need to train the final year in effective digital reading habits to maximize learning results.

Recent research in Maharashtra reflects these global trends. A 2024 study conducted at Shivaji University, Kolhapur examined the use of digital readings and learning resources among graduate students. The study increased dependence on digital resources, such as e-books, online journal databases and multimedia content, identifying challenges, including incompatible internet connectivity and digital literacy training (Shivaji University Distance Education Report, 2024). This emphasized institutional roles in expanding library access and ICT features to promote effective digital learning.

Additionally, the Government initiative of 2023 in Maharashtra, known as the reading movement, wants to cultivate the practices of regular reading among students in schools and colleges. The program includes dedicated reading periods, access to e-books, and integration of digital reading activities in many languages including Marathi, which strengthened digital literacy and engagement in both urban and rural areas (Times of India, 2023).

Together, these studies indicate that dependence on digital or print reading does not guarantee wide educational success.

While digital reading increases engagement, access and convenience, print supports understanding and long -term retention. For final year students, integrating a hybrid approach-integrating both formats, is most effective in promoting the complementary and strong institutional support-educational achievement in digital reading strategies.

IV. RESEARCH METHODOLOGY

The study used a descriptive survey design to examine the digital reading practices of final year students at Nevajbai Hitkarini College, Brahmapuri. A purposeful sample of 90 students was chosen, including B.A., B.Com., And B.Sc.

The data was collected through a structured questionnaire, in which various aspects were detected such as the types of digital devices used, the time spent on digital readings, educational and non-educational purposes, access to digital materials and challenges faced by students. The questionnaire was sent directly to students through online platforms such as the college library, email and Google Forms. All the respondents fully fulfilled the questionnaire.

The data collected was analyzed using simple frequencies and percentage to clearly and directly and directly. Participation in studies to ensure honest and fair reactions was voluntary and anonymous.

This method allowed for efficient data collection, respecting the convenience and preferences of the students, which provide valuable insight into their digital reading behavior.

V. RESULTS AND FINDINGS

TABLE 1: Preferred Digital Devices for Digital Reading (Multiple Responses)

Device Type	Frequency (f)	Percentage %
Smartphone	70	77.8
Laptop/ PC	50	55.6
Tablet	30	33.3
E- Reader	10	11.1

Interpretation:

Smart phones are the most popular devices used by students for digital reading, followed by laptops. Tablet and desktops are usually less used. This indicates the requirement of digital reading material for mobile platforms.
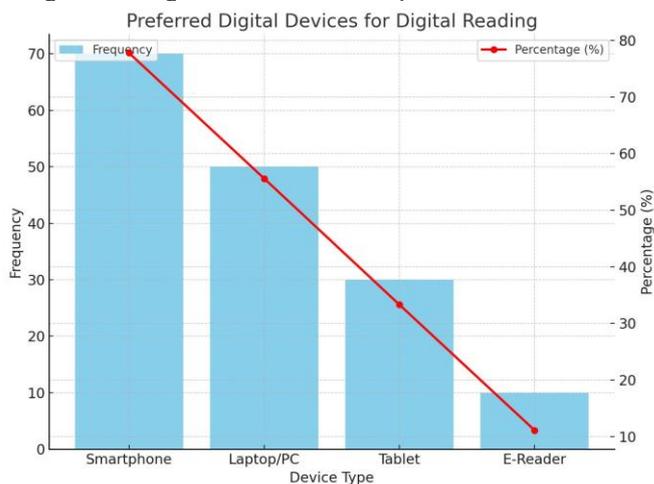

Fig. 1: Preferred Digital Devices for Digital Reading

Interpretation:

Smartphone (78%) for digital reading is the most widely used equipment due to easily in portability and access, followed by a large screen after laptop (56%). Desktops (17%) and tablets (11%) are very low, it suggests that digital content must be mainly designed for mobile compatibility, while also supports laptop uses.

TABLE 2: Average Daily Time Spent on Digital Reading

Time Range	Frequency (f)	Percentage %
Less than 1 hour	20	22.2
1–2 hours	40	44.4
2–3 hours	20	22.2
3+ hours	10	11.1

Interpretation:

Most students spend daily between 1 to 3 hours on digital readings. A small ratio spends for less than an hour or less than three hours, suggests different engagement levels but a significant dependence on digital reading for educational and other purposes.
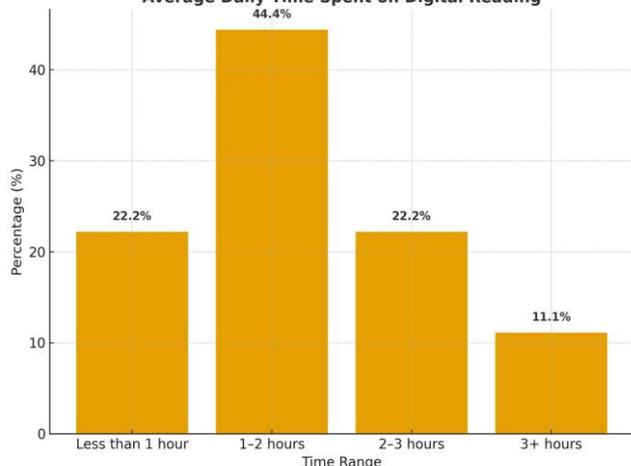

Fig. 2 : Average Daily Time Spent on Digital Reading

Interpretation:

The graph shows that most students spend 1-2 hours daily on digital readings (44.4%), while small groups read for less than 1 hour (22.2%) or 2-3 hours (22.2%), and dedicate very little 3+ hours (11.1%). This indicates that medium daily engagement (1-2 hours) is the most common digital reading habit in students.

TABLE 3: Primary Purposes of Digital Reading (Multiple Responses)

Purpose	Frequency	Percentage %
Academic Study	80	88.9
Exam. Preparation	65	72.2
Accessing research articles	40	44.4
Entertainment	50	55.6
News and updates	30	33.3

Interpretation:

The primary objective of digital reading is for educational studies and preparation for the exam. Staying updated with entertainment and news is also common reasons. This mixture reflects both the educational and personal use of digital reading among the students.
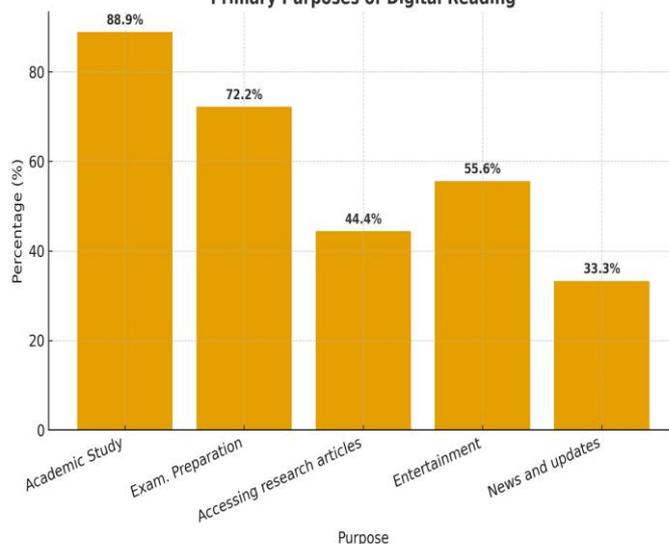

Fig. 3: Primary Purposes of Digital Reading

Interpretation:

The graph suggests that educational studies (88.9%) are the most prominent objective for digital reading, followed by examination preparation (72.2%). With academics, a good ratio of students uses digital readings for entertainment (55.6%) and reaches research articles (44.4%). The lowest general objective is news and updates (33.3%), although it is still attached to a third of students.

TABLE 4: Challenges Faced During Digital Reading (Multiple Responses)

Challenge	Frequency	Percentage
Eye Strain	60	66.7
Poor internet connectivity	40	44.4
Distractions	55	61.1
Lack of Access to devices	20	22.2
Difficulty understanding digital formats	25	27.8

Interpretation:

Eye Strain and Destruction are the most reported challenges, followed by poor internet. Access to equipment and difficulties in understanding digital reading formats affects a small most. These challenges highlight areas where support and infrastructure require improvement.
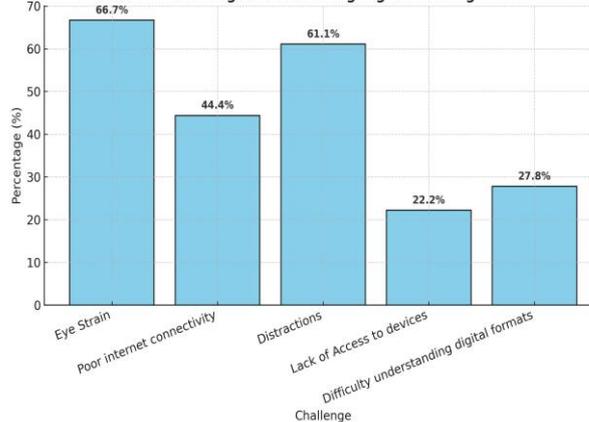

Fig. 4: Challenges Faced During Digital Reading

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Interpretation:

The most common challenge is to face eye stress (66.7%), followed by distracted (61.1%) while reading online. Poor internet connectivity (44.4%) also affects a significant number of readers. Less students report issues such as difficulty in understanding digital formats (27.8%) and lack of access to equipment (22.2%).

TABLE 5: Academic Materials Accessed through Digital Reading

Material Type	No. of Students	Percentage
Syllabus	35	39%
Previous Question Papers	30	33%
Notes/Study Guides	20	22%
Research Articles	5	6%

Interpretation:

Most students use digital readings to reach the courses, previous question papers and study guides, which are important for educational preparation. Access to research articles is relatively low, indicating potential boundaries in availability or access skills for advanced educational resources.
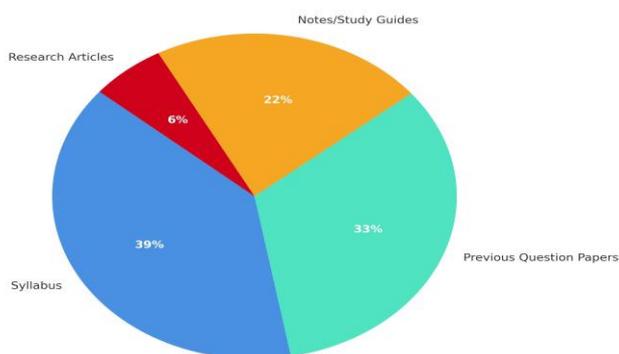

Fig. 5: Academic Materials Accessed through Digital Reading

Interpretation:

Students mainly use digital readings for examination-related resources, most accessed with courses (39%) and previous question papers (33%), followed by notes/study guides (22%). Research articles (6%) are used at least, which focuses limited on advanced educational studies and is a strong dependence on digital platforms for examination preparation.

TABLE 6: Impact of Digital Reading on Study Habits

Impact	No. of Students	Percentage
Increased access to materials	50	56%
Faster preparation	20	22%
More distractions	12	13%
No significant change	8	9%

Interpretation:

More than half of the students reported that digital reading improved its access to study materials, supporting the preparation of the examination rapidly. However, some students also noted that digital reading caused more distracted, and a small ratio did not make any remarkable changes in their study habits.
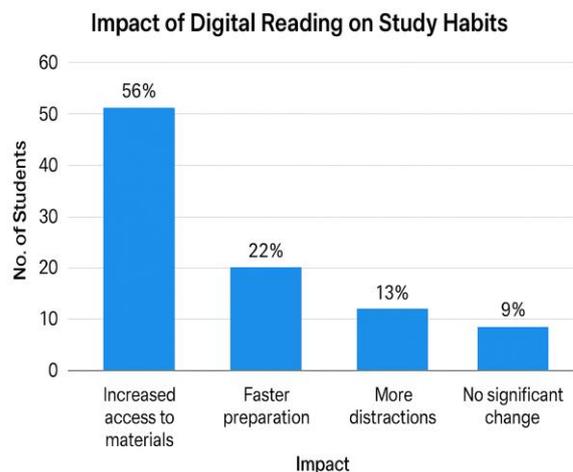

Fig. 6: Impact of Digital Reading on Study Habits

Interpretation:

Digital reading mainly improves the study habits by increasing access to material (56%) and enabling rapid preparation (22%), although some students face more distraction (13%) or reports no significant changes (9%).

VI. DISCUSSION

Conclusions show that Digital Reading Nevzabai has become a regular part of the daily educational routine for the final year students of Hitkarini College. Although print books still have importance, digital sources such as e-books, mobile PDFs and previous question papers dominate and use. Smartphones have emerged as the most common device for digital reading, as well as other semi-urban colleges.

The study highlighted some of the major challenges faced by students, especially on eye stress and internet connectivity issues. These challenges indicate better digital infrastructure as well as a clear need of support for students' health and digital learning environment. Our results are in line with previous research, which has noted both opportunities provided by digital reading and still exhibits.

VII. CONCLUSION

Digital Reading is now an integral part of study practices for final year students at Nevjbai Hitkarini College, Brahmapuri. Most students rely on digital resources such as e-book, mobile PDF files and previous question papers for their educational preparation. Digital reading provides quick and wide access to studies, yet students still face challenges including eye stress, distraction and inadequate internet connectivity.

Drawed findings not only apply to this college, but also in other institutions affiliated to Gondwana University, where students share similar educational resources and challenges. Strengthening digital libraries, improving internet access, and guiding students on healthy screen habits are the necessary steps to maximize the benefits of digital reading. These insight

can help universities and policy makers to create strong digital learning environment to suit the needs of students in rural and semi-urban areas.

VIII. RECOMMENDATIONS

Use the Internet: Colleges should work to provide strong, reliable internet to reduce disruption during online study sessions.

Increase digital library resources: Establishment of wide digital libraries with e-books, notes and a wide range of previous question papers will promote easy access to all students.

Promote healthy screen habits: Students need guidance to prevent eye stress and to manage their screen time effectively.

Increase access to equipment: Laptops or desktops offering in college libraries can reduce more dependence on smartphones for digital reading.

Develop digital literacy skills: It is important to train students to adapt and avoid distraction of online study resources.

Balance print and digital resources: Students should be encouraged to combine digital content for quick information recovery with print material for more intensive studies.

This study focused on final year students, but future research should include students at all levels to find out how graduate studies develop digital reading habits. Comparative studies in various colleges under Gondwana University can reveal the regional difference in digital reading practices. Further research can also detect long -term effects of digital reading on students health, concentration and educational achievements.

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