

ISSN 2454-9339

Indian Journal of Communication Review

Volume 7 | Number 1 | March 2019

Journal of
Department of Mass Communication
Aligarh Muslim University
Aligarh, UP - 202002

IJCR is a peer-reviewed research publication of the Department of Mass Communication, Aligarh Muslim University, a premier central university in India having graded 'A' by NAAC. The journal aims to facilitate the understanding of the process of communication by publishing articles that develop communication theory, report empirical research and describe advances made in research methodology. In this era, which is pulsating with a swift shift in communication paradigm, not only the spectrum of communication is witnessing a constant upsurge but also quantum and salience of research is distinctly scaling up. These are the key drivers, which are setting a new horizon for breaking new grounds in communication research. The journal intends to contribute further to this thrust area by publishing high-quality research content in the field of communication and media studies.

The journal derives strength from the highly qualified faculty of the department, engaged in well-structured research programmes on specialised areas of mass communication including Science and Technology Communication, Print Media, Broadcast Media, New Media, Film Studies, Advertising, Corporate Communication and Public Relations, History of Journalism, Urdu Journalism, Development Communication, Media & Cultural Studies and Human Rights and Media. Eminent academicians serving on the editorial advisory board and the empanelled reviewers also provide strength to the quality endeavours of the journal. The IJCR attempts to report research work in sync with the latest trends in communication research, and contribute to the existing body of work in media and communication studies.

Indian Journal of Communication Review
Vol. 7, No.1, March 2019, ISSN. 2445–9339

EDITORIAL BOARD

Editor-in-Chief

Dr. M. Shafey Kidwai

Professor and Chairman, Department of Mass Communication
Aligarh Muslim University (India)

Editor

Dr. Afrina Rizvi

Professor, Department of Mass Communication,
Aligarh Muslim University (India)

Joint Editor

Dr. Pitabas Pradhan

Associate Professor, Department of Mass Communication
Aligarh Muslim University (India)

Associate Editor(s)

Dr. Gopal Krushna Sahu

Sr. Assistant Professor, Department of Mass Communication
Aligarh Muslim University (India)

Mr. Mohd Anas

Assistant Professor, Department of Mass Communication
Aligarh Muslim University (India)

Dr. Huma Parveen

Assistant Professor, Department of Mass Communication
Aligarh Muslim University (India)

Indian Journal of Communication Review
Vol. 7, No.1, March 2019, ISSN. 2445–9339

EDITORIAL ADVISORY BOARD

Prof. Gabriel Gomez	Chicago State University, Chicago, Illinois, USA
Prof. Sundeep R. Muppidi	University of Hartford, Connecticut, USA
Prof. Mark Goodman	Mississippi State University, Mississippi, USA
Prof. Iftikhar Ahmad	AJK MCRC, Jamia Milia Islamia, New Delhi, India
Dr. Manoj Kumar Patariya	Director, CSIR-NISCAIR, New Delhi, India
Prof. Golam Rehman	University of Dhaka, Dhaka, Bangladesh.
Prof. K.V Nagraj	Mizoram University, Aizwal, India.
Prof. B.P. Sanjay	University of Hyderabad, Hyderabad, India
Prof. Sanjeev Bhanawat	University of Rajasthan, Jaipur, Rajasthan, India
Prof. Ehteshaam Ahmad Khan	Maulana Azad National Urdu University, Hyderabad, India
Prof. Sunil Kant Behera	Tezpur University, Tezpur, Assam, India

Copyright @2019 Indian journal of Communication Review

All rights reserved.

No part of this journal shall be reproduced or used in any manner whatsoever without the express written permission of the publisher.

Published by

Chairman

Department of Mass Communication

Aligarh Muslim University

Aligarh-202002

Uttar Pradesh, India

E-mail: chairman.mc@amu.ac.in

Phone: 0571-2704857

Editorial Contact

editorial.ijcr@gmail.com

ijcramu@gmail.com

Website: www.ijcramu.in

Mob. 09412501060

Design & Graphic

Syed Abdullah Zaini

Technical Assistant, Department of Mass Communication, AMU

Printed at

M/S S.K. Printers

Shop No.9, Unique Palace, Opp. Sulaiman Hall, Anupshaher Road

Aligarh-202002 (U.P.), India

Editor's Note

With a smartphone in hand, we are often tempted to enter an exciting virtual world through Hashtags, Tweets, and Posts. We are at liberty to post whatever our conscience prompts us to do. We may use the freedom to contribute our bit to create a better humane environment or add to degenerate the public discourses. We may post self-centric messages with disregard for feelings of others or delimit our writing within the boundary of decency. As the use of social media for social good emerges as a challenge, efforts are on to deface the image of others through nefarious campaigns. With the intent to encourage positive use of interactive media technologies, this issue of the IJCR carries some article dealing with issues of socially responsible communication.

Pratha Bharadwaj and Dr Pitabas Pradhan have explored the essentials for effective use of corporate websites for online identity formation. In their paper, Afaq Ahmad and Dr Gopal Krushna Sahu have examined media's commitment to human rights protection through content analysis of mainstream newspapers. Dr Pitabas Pradhan and Pratibha Mittal have analysed the reasons and remedy for communication apprehension, through a survey among students in Aligarh. Mr Jitendra Singh, in his paper, attempts to measure the shift in media audiences from conventional television to online television through a survey among the youth in Jaipur. Niky Kumari attempts to decode the influence of social media on mainstream print media by analysing the pattern of citation of social media in the Indian mainstream newspapers.

In his article, Asad Faisal Farooqui explores the role of print media in science communication through a study on Maulana Abul Kalam Azad's role in popularising science. Harish Chandra Behera's article examines the changing status of the Odia press under the driving influence of new technology. Mohd Suhail and Mohd Uzair have attempted to show the significance of mentoring in higher education through the window of the current scenario of higher education in India. Rajesh Kumar's paper attempts to examine the status of media education in India through an evaluation of the infrastructure, faculty, and research initiatives of the North Eastern central universities. Concluding section of the journal carries a review by Sachin Agrawal on Dr Rekha Sethi's book *Vignyanpan(Dot). (Com)*, which is seen as a value addition to the existing knowledge on advertising theory and practice.

M. Shafey Kidwai

Indian Journal of Communication Review
Vol.7, No. 1, March 2019, ISSN. 2454-9339

CONTENTS

1. Role of corporate Websites in Building Online Identity: A study of Four Indian Corporate Websites
Pratha Bharadwaj & Dr. Pitabas Pradhan **1-18**
2. Newspaper Coverage on Human Rights Issues:
A Comparative Study of the Times of India and The Indian Express
Afaq Ahmad & Dr. Gopal Krushna Sahu **19-26**
3. Communication Apprehension-Reasons and Remedy: A Study among Students in Aligarh
Dr. Pitabas Pradhan & Pratibha Mittal **27-38**
4. From TV to Online TV: Shifting Priorities of Media Access Among Youth in Jaipur
Jitendra Singh **39-46**
5. Social media Citation as News Source in Mainstream Media:
A Content Analysis of mainstream English Dailies
Niky Kumari **47-54**
6. Maulana Abul-Kalam Azad's Role in Popularising Science
Asad Faisal Farooqui **55-62**
7. A Study on Changing Status of the Odia Press
Harish Chandra Behera **63-71**
8. Mentoring in Higher Education: Status and Way Forward
Mohd Suhail & Mohd Uzair **72-80**
9. State of media Education in India: A Study of the North-Eastern Central Universities
Rajesh Kumar **81-91**
10. Book Review
Sachin Kumar Agarwal **92-94**

Role of Corporate Websites in building online Identity: A Study of Four Indian Corporate Websites

Pratha Bharadwaj*

Dr. Pitabas Pradhan**

Abstract

The growing influence of the Internet and World Wide Web inspires us to go online and create virtual identities on the Web platforms. We attempt to reflect our off-line personalities in the online identities we create. Corporate bodies also use corporate websites as preferred tool of communication to reach out to their stakeholder promptly and cost-effectively. They attempt to recreate the corporate persona on their websites to attract their various stakeholders. However, research suggests that certain features like design, colour scheme, navigational easiness, and contents of the websites hugely influence the impact on the viewers. Through a study of four corporate websites in India, this paper attempts to identify the factors that make corporate website a useful corporate communication tool.

Introduction

The wider diffusion of the Internet and development of interactive web technologies have embedded the Web as an essential part of modern life. As the virtual world looks more attractive, largely people aspire for some online presence. As part of their rapport-building strategy, corporate bodies also create their online identities. Today, it is common to find companies using their Websites to communicate with different stakeholders. Organizations are using interactive websites for sharing information with stakeholders as a relationship management strategy. Larger companies are placing greater emphasis on orienting their websites to the needs of stakeholders to create positive impressions, which ultimately increases customer loyalty and facilitates identity formation. (Heinze & Hu, 2006).

The broader diffusion of the Internet and the development of interactive web technologies have embedded the Web as an essential part of modern life. As the virtual world looks more attractive than the real these days, largely people aspire for some online presence. Corporate bodies also use online identities for rapport building with various stakeholders. Today, it is common to find companies using their Websites to communicate about what they are and what they stand for.

* Ph. D student at the department of mass communication, Aligarh Muslim University

** Associate Professor at the Department of mass Communication, Aligarh Muslim University,
e-mail: pitabaspradhan@rediffmail.com

Organizations are using interactive websites to build and maintain mutual understanding by disseminating organizational information and receiving feedback. Larger companies are placing greater emphasis on orienting their websites to the needs of stakeholders by appropriately designing their websites. This way, companies expect to create positive impressions on the customers, increases customer loyalty and facilitates identity formation (Heinze & Hu, 2006).

Studies suggest that people form perceptions of companies based on the information available on their corporate websites (Winter, Saunders & Hart, 2003). Attractive website layout with rich graphic ideas impresses the visitors to the extent of influencing their buying behaviour. To capitalize on these design features, corporate entities make their websites more visible through innovative use of language, colouring, images, various font sizes, and types, and also different sound and video (Tauriainen, 2012). These factors collectively create a powerful impact and help in building a unique corporate identity. Visual elements of a corporate website play a significant role by disseminating meaning and information about the company's identity to various stakeholders. The layout, the images present on the websites and the about us pages help in creating an organization's unique corporate identity. This paper evaluates the effectiveness of corporate websites as a tool of stakeholder communication through an audit of four Indian corporate websites.

Objectives of the Study

This study primarily attempts to explore the factors, which make a corporate website an effective tool of stakeholder communication. It attempts to achieve the goal through the following objectives:

- To explore the layout and design concepts used in corporate website development
- To explore the type of issues shared through corporate Websites
- To explore the navigational features which add to ease of access
- To examine the audience perception on the characteristics of a useful Corporate Website.

Review of Literature

C. Michele Matherly and Hughlene A. Burton in the research paper, 'An Analysis of Corporate Website Disclosure' (2005) have explored how corporate websites are used to disclose a broad spectrum of information about products & services and company operations. Corporate websites also provide information on the company's market share, financial reports and mission statements, etc. According to the authors, companies are gainfully using website for disseminating information to a broad audience at a little cost.

Through an analysis of the contents of some corporate websites, Maria Garcia Garcia, Maria Victoria Carrillo-Duran and Juan-Luis Tato-Jimenez (year) have found that these websites show themselves to be somewhat limited in the type of content they present and their organization. They do not go

much beyond providing mere access to the relevant information. Firms have only partially explored the usability of their websites and are yet to be fully utilised as instruments of strategic communication.

Enrique Bernal Jurado et al. (2018) examined the relationship between business efficiency and the quality of corporate websites through a study of the influence of corporate websites on the performance of Olive Oil companies. The authors concluded that the use of a website regardless of its content quality not necessarily lead to better organizational performance. The findings of the study further suggest that the ability of the website to communicate with the users, allowing users to complete transactions and share information with customers play a primary role, whereas the quantity and quality of information available on corporate websites play a secondary role.

Rafael Bravo, Jorge Matute and Jose M. Pina (May 2012) explored the role of corporate social responsibility (CSR) as an element of the corporate identity of Spanish financial institutions and found that most financial institutions mostly use the website to give information about their CSR activities. Certain entities intend to create a real and differential identity by incorporating ethical and social values like social responsibility, ethics, or sustainability messages in their corporate vision, mission, and values statements.

Through an analysis of the information on environment management policies and practices provided on the corporate websites of the 200 largest corporations in the world, Anita Jose and Shang- Mei Lee have concluded that majority of the companies today consider the environment as an essential strategic planning consideration, even if fewer than 40% of them have environmental planning as their top corporate priority.

Through analysis of content of corporate webpages, including job advertisements and explorative case studies in three MNCs Anna B. Holm (2012) has concluded that e-recruitment has replaced the old paper-based recruitment process. ICT based e-recruitment manages the entire process, including inviting applicants, processing applications, and communicating with candidates. A corporate career website has become an integral part of the new recruitment process in the organisations studied.

Anjala S. Krishen (2013) examined the change in consumer perception of corporate websites from images to clickable interfaces and identified four salient attributes- uniqueness, educational value, personalization, and trustworthiness as vital factors for i-branding and retail branding.

Mary Levis, Marcus Helfert and Malcolm Brady (2008) examined 21 Irish corporate websites for technical quality issues from the user's perspective. They tested functionalities in the websites such as forms, navigation process, the relevance of all click-through and the page download speed etc.

to find that many of the companies failed to validate user input to ensure reliability. This study also concluded that a large number of web applications had not used mechanisms to validate even the basic data input at the source of collection.

Lisbeth Thorlacius (2007) explored the role of aesthetic in Web design and its contribution to website effectiveness. The study claims that aesthetics plays an essential role in four areas of web designing- in supporting the content and the functionality, in appealing to the taste of target audience, in addressing the requirements of the website genre and in creating a desired image for the sender. The study suggested that aesthetics helps in creating a profile of the sender and promotes the organization behind the website. Functionality is the highest priority for many websites on the internet, and aesthetics are only included there to support it. It identified two dominant trends in website design, i.e., the modernist style and the eclectic experience-oriented style; one is free to choose depending on the target audiences' taste and needs.

Research Design and Methods

In exploring the efficacy of corporate Websites as a tool of corporate communication, the study makes a content analysis of four corporate Websites followed by a survey. The content analysis attempts to categorize the contents according to the category of stakeholder response desired, whereas the survey has been designed to measure viewer response on the design aspects of the corporate websites. The study covers the websites of two premier public sector entities (Indian Oil and NTPC), and two excellent private sector organizations (TATA Steel and ITC).

The survey was conducted among university students, faculty members, and employees to understand the public perception of what makes the corporate website a useful communication tool. The sample size for the survey consists of 70 respondents selected randomly from among the various sections of the University. A pre-structured questionnaire comprising eight questions relating primarily to the design, the colour, navigational easiness and the categorization of the contents was administered among the sample respondents. All the respondents were requested to view and read all the four corporate websites before responding to the questions to get a better understanding of selected websites. All the collected opinions are codified and presented in tabular form. Simple arithmetic tools such as percentage and weighted average methods are used to analyze the data.

Content Analysis of Corporate websites

Tata Steel:

Founded by Jamshetji Tata and established by Dorabji Tata in 1907, Tata steel today is among the most geographically diversified producer of steel. As of today, the company is engaged in mining and manufacturing of steel and marketing of steel. It operates in 26 countries and has a commercial presence in over 50 countries. The company is also known for its CSR engagement.

Tata steel's corporate website is upscale, highly dynamic, intelligible & at the same time user-friendly. The manufacturing processes are displayed in the background. Dark hues are used in overall designing. Multiple topics that the website covers have been distinctly categorized. When one opens the website, five bullets have been provided on the right side of the page. The first page that is displayed displays the company's principal value upon which it operates, i.e. 'Tata steel is not a company but an experience'. On clicking the second bullet, one can see the various sustainability ventures undertaken by the company. A link at the bottom of the page gives a comprehensive view of the numerous press releases issued by Tata Steel about the company's public projects. The third bullet gives an account of the various product & services. This page showcases that Tata Steel's colossal empire extends over India, Europe & South East Asia. The products & services provided in India alone have been broadly categorized & are copious in number. Tata steel Europe & Tata steel Thailand are two other separate sections that describe the miscellaneous Tata Steel products & services in these countries. The fourth bullet offers a gateway to the investor's section. Stock quotes, performance & exchange releases add to the beauty of this section. The fifth & the final bullet leads one to the Media section. It has been organized into four sub-sections namely: All updates, Press releases, Social Media & In the news. The sub-sections portray a glimpse of the activities the company is in the news for. The company's endeavours are also communicated through social networking sites. The contact us section also accentuates the 'global enterprise' theme of the company quite effectively.

As per the corporate website, the core values that define Tata Company are integrity, excellence in standard, unity among the various publics, responsibility towards the community and environment, and pioneering innovations. The website has a link to Tata code of conduct, which serves as an ethical roadmap for the employees, which helps them to understand their duties and commitment towards shared values and principles. A separate HR practices section, portrays the pioneering worker welfare schemes and community initiatives. The Website claims that regular health check-ups and provision for nutritious food, health and safety, freedom to celebrate personal and professional milestones, rewards and recognitions, team get-togethers, etc., constitute the core efforts to ensure employee health and wellbeing.

The website portrays the company's enduring legacy of giving back to society and a commitment to inclusive growth through CSR initiatives. It aptly conveys its commitment to empowering communities through agricultural development, skill development of youth, and preserving culture ethnicity of indigenous communities. The company attempts to capitalize on its partnership with government and independent organizations worldwide to work towards improving the overall health and hygiene of the plant communities.

The website attempts to create the impression that improving the environment and its protection is an integral part of the ways the company operates and has been embedded in the company's

vision and policies. According to the website, 27 sites out of 46 operating sites in India have achieved ZED (Zero Effluent Status). The company is ensuring to extract all the raw materials without damaging the ecology. It has adopted a strategic approach towards mine safety, management of shared and natural resources, especially- water, air, and land. The company's environmental compliance reports showcases several mining projects and different operations of the company where they are adhered to international reporting standards and ensure necessary compliance.

I.T.C. LIMITED:

ITC Limited is one of India's leading multibillion enterprises. By clicking their ITC portal, one can learn about ITC limited & their history & evolution. ITC Limited was established on 24 August 1910 with the name 'Imperial Tobacco Company of India Limited' which later came to be known as ITC Limited in 1974. Today, the company is producing a wide range of fast-moving consumer goods (FMCG) such as foods, personal care, cigarettes, cigars, apparel, educational & stationery products, etc. The company is also dominating in the hospitality market, agribusiness & information technology.

ITC Limited corporate website's home page foregrounds the central philosophy of the company, i.e. 'sab Saath badhein.' The homepage's background colour is black. The many social ventures accompanied by relevant pictures run in the backdrop. The myriad of social & sustainability initiatives undertaken by the company has been aptly highlighted on the homepage as sustainability holds an integral value in the company's core policies. ITC Limited's website describes it as an enterprise that runs for the nation & holds a massive responsibility towards its people. The website's theme is pragmatic & successfully showcasing the company's connection with the under privileged sections of the society.

On the topmost right-hand side, there is an icon namely 'ITC portal home.' It directs the user to the inside contents of the website. On the first page, numerous ITC brands are displayed at the top. They are categorized as FMCG, Hotels, Paperboards & Packaging, Agribusiness & Information Technology. On clicking the individual categories, one can get additional information about the products as they have been further divided into subcategories giving further details. This section is quite detailed & rightfully capturing the multi-dimensional theme of the company. The drop-down menu lists are also quite elaborative. The About Us section covers the company's policies, core values, vision, profile, stakeholder information, etc. The Sustainability section gives a comprehensive account of the sustainability initiatives as described below in this research paper. The Media Centre section talks about the press releases, press reports & media interviews. ITC's brand world section takes the user into the gigantic world of ITC products. The website successfully establishes the company as a global brand, which operates with the motto of national benefit. It scores in proving the fact that every ITC product is manufactured keeping sustainability in mind.

However, apart from the homepage, the website lacks the grandeur and should have been more interactive as it does appear plain at times. In addition, the minimal focus has been given on employee relations.

The businesses section of the website lists all the business programs run by the company for various stakeholders. In the dropdown menu of about ITC section, the code of conduct for the employees is stated. It is derived from three interlinked fundamental principles, viz. good corporate governance, good corporate citizenship & exemplary personal conduct.

As quoted in the sustainability report 2017, there are various social investments programs run by the company that aims at benefitting the community people such as ITC e-Choupal ecosystem, which is a network of village internet kiosks known as e-Chaupals.

The website talks the company's Animal Husbandry program to improve the productivity of animals (15, 00,000) & to improve milk quality. ITC corporate website also claims that its education program aims to strengthen the working & infrastructure of government schools. These activities include building toilets for boys & girls, providing drinking water, furniture, etc. The website portrays that the company's Women Empowerment program is providing economically weaker women (55,000) with sustainable economic livelihood opportunities through financial assistance as well as skilled training. It is also claimed that the company's Skilling & Vocational Training program for boys & girls (46,000) focuses on employability & employment linkages with the larger purpose of empowering the community as a whole.

The investor relations section gives a transparent view of the company's annual report, annual general meetings, financial performances, listings on stock exchanges, etc. One can go through all the press reports & press releases in the media centre section of the website. Different sustainability & accounts reports can be viewed in the ITC at a glance section.

The company focuses a great deal on investor relations & providing information to various stakeholders. Comparatively less emphasis is laid on employee communication policies & employee relations.

NTPC (National Thermal Power Corporation):

National Thermal Power Corporation (NTPC) is India's largest power utility with an installed capacity of 51,385 MW & plans to become 130 GW by 2032. Their corporate website is based on the green theme, which represents sustainability & environment protection. In the about us section, history of NTPC is told through various photographs that show the evolution of the company until now.

NTPC corporate website is based on the 'green theme' that rightfully captures the company's principal policy, i.e., 'Beyond power & profit.' The homepage has quite a creative content. It is dynamic & appealing. In its centre, there is a green coloured image of a thermal power plant &

moving images of clouds & the sun. This symbolism intertwines the concept of energy generation & simultaneous environmental protection rather well.

On the left-hand corner, there is a section namely 'NTPC in numbers.' This section talks about NTPC's latest accolades & achievements. At the bottom of the homepage, there is a list of many ongoing government initiatives, namely Swachh Bharat, Digital India, Ujwal Bharat, Mann ki Baat, etc. The NTPC in social media provides Facebook, Twitter, YouTube & LinkedIn links.

Content has been given quite an emphasis on NTPC's website. The drop-down menu lists are elaborative & cover all topics in detail. Adequate importance has been given to employee's section & grievance handling. Ash availability has been allotted a separate section as well.

The NTPC corporate website is interactive, catchy & user-friendly. There is an ease of navigation while exploring the website. The theme is also attractive & aptly matching the goal of the organization.

The HR section of the website is employee-oriented & gives all the detailed information regarding the company's HR vision, like recruitment and career advancement opportunities. The website claims that talented employees are recognized & rewarded accordingly. As per the website, the company continually seeks to enhance the creativity, innovation & teamwork of its employees through various initiatives.

The employee section of their website provides links to the corporate webmail. It also provides a link for Online Transit Camp Facility for employees. Employee Self Service Portal link is also provided. The Website attempts to create the impression that the health & safety of its employees constitute NTPC's top priority. The many steps taken by NTPC to attain the goal of zero accidents are listed.

For stakeholders & investors, the power generation section lists the different power generated by NTPC like coal-based, gas-based, hydro-based, etc. The sustainability section gives a glimpse of the strategies & policies adopted by the company to create reliable power at competitive prices.

As per their environment policy 2017, NTPC claims to recognize that protecting the environment is essential for sustainable business & for them, the definition of environment covers all the domains of environment, i.e., physical, chemical, biological & socio-economic aspects. They claim to follow all the policies like National Environment Policy, NTPC environment policy, etc. The various pollution control systems such as Electrostatic Precipitator, Fuel gas stacks, coal setting picks & ash disposal system to minimize the negative impact of their processes have been duly portrayed. The environment policy & management section has all the status reports of environment clearance of coalmine as well as of thermal power projects. As per the website, the ash produced during various processes is re-used to produce cement & other concrete products.

The corporate citizenship section gives a brief account of the company's CSR policy. As per the records, the amount allocated for CSR by NTPC was 227.85 crore INR & their expenditure was

227.81 crore INR for the year 2016-17. They claim to utilize this amount for the upliftment of the community located near their power plants & projects. The CSR spend on education, including building schools, construction of watersheds for housing RO plants, custom-built mobile health clinics for the underprivileged section in remote villages, and skill development training programmes such as tailoring, stitching, beauty, etc. especially for financially weak & underprivileged women, have been aptly show-cased.

NTPC'S website has a separate detailed section of investor relations. Their media section further categorizes the various media initiatives like press releases, advertisements, films & TVC, power sector coverage, etc.

Indian Oil Corporation Limited:

The Indian Oil corporate website describes the organization as 'the energy of India'. Indian Oil accounts for half of India's petroleum products market share. The homepage seems to be customer-oriented. The white backgrounded website provides various tools for customer interaction such as online gas booking, 24/7 customer helpline, round the clock LPG emergency helpline number etc. Moving images provides glimpses of Government policies, namely Pradhanmantri Ujjwala Yojna, PAHAL Scheme, MoPNG, e-Seva etc. Videos on the bottom right- corner of the homepage attempt enrich and add life to the homepage content.

The overall design of the website is quite basic, although navigation within the website is simple. However, the navigation falls short of striking balance in the organization of the content. If you click any section, it opens the same drop-down menu. The website projects that IndianOil covers all of the country's energy needs. The IndianOil for motorists, IndianOil for households & IndianOil for businesses section particularly project the corporation as the leading supplier of major petro chemical products in the country and do that effectively. CSR & environment activities have been given importance, but the main emphasis is on the business areas. To summarise, the website leaves much to be desired to match the theme of the top-notch global website.

The about us section leads to the history of the organization. The history has been told through pictures. Fifty years of IndianOil starting from 1959 to 2009 have been covered. IndianOil Company Limited, a wholly government-owned enterprise, was established in on 30 June 1959 to supply petroleum products to government organizations all over the country. Today, IndianOil provides all streams of oil, petrochemicals & alternative energy sources.

The IndianOil for your section gives an overview of the many walks of life where IndianOil products are used. The IndianOil for society section is all about its CSR activities and initiatives, which are guided by the company's corporate vision of caring for the environment & community. They claim to have developed Green Belts & Eco Parks around the refineries. Some of their CSR flagship

projects include LPG scheme for BPL families, Swachh Bharat Abhiyan, Swachh Vidyalaya Abhiyan etc. The Swachh Vidyalaya Abhiyan is their initiative to construct/repair 2855 toilets in government schools across 16 states. As per the website, IndianOil constructs hospitals nearby oil refineries. They also claim to be engaged in educational & skill training activities. IndianOil claims to provide many sports & academic scholarships to the underprivileged deserving students.

The IndianOil for environment section covers the three pillars-health, safety & environment that ensures safe community & happy stakeholders. Their corporate website showcases following environmental management processes such as waste water management, water conservation (it leads to 80-95% wastewater being reserved in their refineries), prevention of air pollution, solid waste management, e-waste management, noise pollution control etc. They also implement a clean development mechanism (CDM) to encourage clean & green environment.

Safety management at IndianOil is an employee-oriented section. IndianOil claims to have a well-defined safety, health & environment policy (S, H & E) that encompass well-sensitized management focusing on regular training & culture of safety throughout the company.

We are listening section of IndianOil corporate website provides toll-free numbers, email & social networks links for assistance, query registration, HR/careers & other services.

The IndianOil for your section gives a detailed list of IndianOil suppliers, investors, business partners, overseas trade & different media publications.

Public Perception on Effectiveness of Corporate Websites:

Table 1-Frequency of Visiting Corporate Websites:

Frequency	Number of respondents	Percentage of total
At least once a week	5	7.14%
Once in a month	16	22.8%
Occasionally	49	70%
Never	0	0%

Table 1 reveals that 70% of respondents visit corporate websites occasionally. While 22.8% & 7.14% of respondents visit at least once a month & at least once a week, respectively.

Table 2-Purpose of using Corporate Websites:

Purpose	Number of respondents	Percentage of total
To know about the company	16	22.8%

To know about the products	33	47.1%
To know about CSR activities	8	11.4%
To know about employment opportunities	17	24.2%

Table 2 concluded that 47.1% of respondents use corporate websites to know about their products. 24.2% visit websites to know about employment opportunities & 22.8% read them to know about the company. Only 11.4% of respondents use websites to know about the CSR activities of the companies.

Table 3-Factors, which make Corporate Websites Effective:

Purpose	Number of respondents	Percentage of total
Attractive design & layout	25	35.7%
Ease of navigation	23	32.8%
Contents	21	30%
Any other	1	1.4%

Table 3 suggests that 35.7% of respondents find design & layout as the main factor that makes a corporate website attractive. 35.8 % of people went in favour of ease of navigation while 30% found contents of the website as an attractive attribute.

Table 4(a) -Audiences' Perception on Effectiveness of Corporate Websites:

Aspects	Tata Steel						ITC					
	1	2	3	4	Total Weig htag e	Ran k	1	2	3	4	Total Weig htag e	Rank
Design	41 (58.5)	15 (21.4)	10 (14.2)	4 (5.7)	233	1 st	25 (35.7)	34 (48.5)	11 (15.7)	0 (0)	224	1 st
Color Scheme	16 (22.8)	39 (55.7)	8 (11.4)	7 (10)	204	4 th	24 (34.2)	23 (32.8)	22 (31.4)	1 (1.42)	210	2 nd
Navigatio nal easiness	32 (45.7)	24 (34.2)	10 (14.2)	4 (5.7)	224	2 nd	9 (12.8)	32 (45.7)	17 (24.2)	12 (17.1)	178	4 th
Contents	27 (38.5)	26 (37.14)	12 (17.1)	5 (7.14)	215	3 rd	23 (32.8)	25 (35.7)	10 (14.2)	12 (17.1)	207	3 rd

(Very Good-1, Good-2, Average-3, Poor-4); Data in parentheses reflect percentage.

Table 4(b) -Audiences' Perception on Effectiveness of Corporate Websites:

Aspects	IndianOil						NTPC					
	1	2	3	4	Total Weigh tage	Ran k	1	2	3	4	Total Weight age	Ra nk
Design	9 (12.8)	17 (24.2)	23 (32.8)	21 (30)	154	4 th	15 (21.4)	34 (48.5)	14 (20)	7 (10)	197	3 rd
Colour Scheme	10 (14.2)	21 (30)	24 (34.2)	15 (21.4)	166	3 rd	28 (40)	19 (27.1)	11 (15.7)	12 (17.1)	203	1 st
Navigational easiness	14 (20)	35 (50)	12 (17.1)	9 (12.8)	194	1 st	14 (20)	31 (43.6)	16 (22.8)	9 (12.8)	190	4 th
Contents	9 (12.8)	38 (54.2)	12 (17.1)	11 (15.7)	185	2 nd	15 (21.4)	37 (52.8)	12 (17.1)	6 (8.5)	201	2 nd

(Very good-1, Good-2, Average-3, Poor-4); Data in parentheses reflect percentage.

Table 4(b) highlights audiences' perception of various aspects of public sector organizations' corporate websites. It suggests that NTPC leads in design, colour scheme and contents categories. Also, Indian Oil was better only in the navigational easiness of corporate websites.

Table 5(a) - Information adequacy of Corporate Websites

Stakehold ers	Tata Steel						ITC					
	1	2	3	4	Total Weigh tage	Ran k	1	2	3	4	Total Weight age	Ran k
Employee s	26 (37.1)	27 (38.5)	10 (14.2)	7 (10)	212	3 rd	16 (22.8)	18 (25.7)	22 (31.4)	14 (20)	176	4 th
Customers	24 (34.2)	37 (52.8)	7 (10)	2 (2.8)	223	2 nd	12 (17.1)	33 (47.1)	16 (22.8)	9 (12.8)	188	2 nd
Investors	27 (38.5)	26 (37.1)	9 (12.8)	8 (11.4)	212	3 rd	13 (18.5)	30 (42.8)	16 (22.8)	11 (8.5)	185	3 rd
Communit y	34 (48.5)	23 (32.8)	7 (10)	6 (8.5)	225	1 st	35 (50)	19 (27.1)	8 (11.4)	8 (11.4)	221	1 st

(More than adequate-1, Adequate-2, Inadequate-3, grossly inadequate-4)

Data in parentheses reflect percentage.

Table 5 (a) shows the perspectives of employees, customers, investors and community regarding the information adequacy of corporate websites of private organizations. This table reveals that TATA Steel leads in information adequacy in all the four stakeholder categories. ITC was far behind in providing adequate information to different stakeholders.

Table 5(b) - Information adequacy of Corporate Websites:

Stakeholders	IndianOil						NTPC					
	1	2	3	4	Total Weight age	Rank	1	2	3	4	Total Weight age	Rank
Employees	19 (27.1)	33 (47.1)	10 (14.2)	8 (11.4)	203	3 rd	13 (18.5)	32 (45.7)	15 (21.4)	10 (14.2)	188	2 nd
Customers	25 (35.7)	29 (41.4)	9 (12.8)	7 (10)	212	1 st	14 (20)	20 (28.5)	30 (42.8)	6 (8.5)	182	3 rd
Investors	20 (28.5)	25 (35.7)	19 (27.1)	6 (8.5)	199	4 th	9 (12.8)	36 (51.4)	13 (18.5)	12 (17.1)	182	3 rd
Community	21 (30)	34 (48.5)	7 (10)	8 (11.4)	208	2 nd	27 (38.5)	27 (38.5)	12 (17.1)	4 (5.7)	217	1 st

(More than adequate-1, Adequate-2, Inadequate-3, Grossly inadequate-4)

Data in parentheses reflect percentage.

Table 5(b) throws light on the perspectives of employees, customers, investors and community regarding information adequacy of corporate websites of public sector organizations. This table suggested that Indian Oil is ahead than NTPC in providing adequate information from the perspective of employees, customers and investors on its website. And NTPC leads in only one category, i.e. information adequacy from the perspective of community people.

Table 6(a) -Adequacy of the website in reflecting the Company's character:

Character	Tata Steel						ITC					
	1	2	3	4	Total Weight age	Rank	1	2	3	4	Total Weight age	Rank
Unique identity	55 (78.5)	10 (14.2)	2 (2.8)	3 (4.2)	257	1 st	26 (41.4)	24 (34.2)	8 (11.4)	9 (12.8)	201	5 th
CSR commitment	22 (31.4)	40 (57.1)	6 (8.5)	2 (2.8)	222	3 rd	26 (37.1)	25 (35.7)	12 (17.1)	7 (10)	210	2 nd
Sustainability initiatives	22 (31.4)	33 (47.1)	14 (20)	1 (1.42)	216	5 th	25 (35.7)	27 (38.5)	10 (14.2)	8 (11.4)	209	3 rd
Business potential	33 (47.1)	19 (27.1)	12 (17.1)	6 (8.5)	219	4 th	18 (25.7)	34 (48.5)	11 (15.7)	7 (10)	203	4 th
Sense of belongingne	23 (32.8)	30 (42.8)	6 (8.5)	11 (15.7)	205	6 th	22 (31.4)	21 (30)	19 (27.1)	8 (11.4)	197	6 th
An attractive employer	35 (50%)	24 (34.2)	3 (4.2)	8 (11.4)	226	2 nd	26 (37.1)	31 (44.2)	7 (10)	6 (8.5)	217	1 st

(More than adequate-1, Adequate-2, Inadequate-3, Grossly inadequate-4), Data in parentheses reflect percentage.

Table 6 (a) shows the adequacy of corporate websites of private organizations in reflecting the company's character. This table suggests that again TATA Steel is ahead in all six categories reflecting the company's characteristics and ITC does not lead in a single one.

Table 6(b) -Adequacy of the website in reflecting the Company's character:

Character	IndianOil						NTPC					
	1	2	3	4	Total Weightage	Rank	1	2	3	4	Total Weightage	Rank
Unique identity	19 (27.1)	20 (28.5)	28 (40)	3 (4.2)	195	3rd	26 (37.1)	24 (34.2)	8 (11.4)	12 (17.1)	204	4th
CSR commitment	16 (22.8)	36 (51.4)	17 (24.2)	1 (1.42)	207	1st	23 (32.8)	29 (41.4)	13 (18.5)	5 (7.1)	210	2nd
Sustainability initiatives	11 (15.7)	37 (52.8)	16 (22.8)	6 (8.5)	193	4th	26 (37.1%)	27 (38.5)	13 (18.5)	4 (5.7)	215	1st
Business potential	19 (27.1)	31 (44.2)	11 (15.7)	9 (12.8)	200	2 nd	16 (22.8)	33 (47.1)	17 (24.2)	4 (5.7)	201	6th
Sense of belongingness	9 (12.8)	40 (57.1)	15 (21.4)	6 (8.5)	192	5th	20 (28.5)	31 (44.2)	15 (21.4)	4 (5.7)	207	3rd
An attractive employer	15 (21.4)	28 (40)	20 (28.5)	7 (10)	191	6th	20 (28.5)	29 (41.4)	14 (20)	7 (10)	202	5th

(More than adequate-1, Adequate-2, Inadequate-3, Grossly inadequate-4)

Table 6(b) highlights the adequacy of corporate websites of public sector organizations in reflecting the company's character. This table reveals that NTPC is ahead than IndianOil in all six categories reflecting the company's characters.

Table 7-Corporate Website matches the company's brand personality:

Name of the company	Fully		Mostly		Moderately		Marginally	
	No	% age	No	% age	No	% age	No	% age
Tata Steel	42	60	20	28.5	6	8.5	2	2.8
IndianOil	6	8.5	24	34.2	30	42.8	10	14.2
NTPC	11	15.7	37	52.8	13	18.5	9	12.8
ITC	27	38.5	23	32.8	12	17.1	8	11.4

(Fully-1, Mostly-2, Moderately-3, Marginally-4)

As per Table 7, 60% of respondents agree that TATA Steel fully matches its brand personality & 28.5% think that it mostly matches its brand personality. 8.5% & 2.8% opted for moderately & marginally respectively. Only 8.5% of respondents agree that Indian Oil fully matches its brand personality & 34.2% think that it mostly matches its brand personality. 42.8% & 14.2% opted for moderately & marginally respectively. 15.7% of respondents agree that NTPC fully matches its brand personality & 52.8% think that it mostly matches its brand personality. 18.5% & 2.8% opted for moderately & marginally respectively. 38.5% of respondents agree that ITC fully matches its brand personality & 32.8% think that it mostly matches its brand personality. 17.1% & 11.4% opted for moderately & marginally respectively.

Table 8-Suggestions to make Corporate Website more effective:

Suggestions	No of Respondents	% age of total
Navigational easiness	19	37.2
More content	17	33.3
Increase interactivity	8	15.6
Attractive design	8	15.6
Less complexity	6	11.7
Customer-oriented	4	7.8
More CSR images on the homepage	3	5.8
Customer feedback	3	5.8
No advertisements	3	5.8
Employee oriented	2	3.9
Careers section	2	3.9
Customer grievance	1	1.9
Social media connectivity	1	1.9

(Out of 70 respondents 51 gave suggestions. So, the percentage has been calculated out of 51.)

In table 8, 37.2% of respondents suggested that navigational easiness can make the corporate website more effective, while 33.3% asked for adding more content in company websites. Equal percentage, i.e. 15.6% of respondents suggested increasing interactivity & attractive design. 11.7% went in favour of less complexity in websites, while 7.8% wants the corporate website to become more customer-oriented. Suggestions like more CSR images, customer feedback & no advertisements got 5.8% each. 3.9% of people want that website should focus more on employees & career section to make the user experience more favourable. Customer grievance & social media connectivity got 1.9% of respondent suggestions each.

Conclusion

Based on the content analysis of the four websites, it can be concluded that each of the company has a distinctive motto, which gives them a unique corporate identity. Tata Steel offers a top-notch & visually attractive website that appeal to the visitors more than others do. ITC's homepage is quite appealing & offer a myriad of moving images, but other aspects of the website leave more to be desired. Nevertheless, their design, colour scheme & navigational easiness, make them stand out. NTPC's site is simple yet sophisticated, having a green theme which perfectly synchronizes with its energy conservation & environmental protection endeavours. Whereas, Indian Oil corporate website is far too basic & lacks the grandeur of a global website. The findings suggest that private sector organizations have invested a great deal on the visual appearance of their corporate websites to make them stand out, whereas, the public sector corporate websites leave much scope for improvement.

Tata Steel & ITC offer a detailed content of all the companies' endeavours with proper categorization of various sections & sub-sections. Their websites seem user-friendly with navigational easiness & good interactivity. NTPC's corporate website also offers adequate categorization and navigational easiness in exploring the website. The content is quite elaborative in both public sector organizations. However, organization of the contents in Indian Oil website seems little messy; it shows the same drop-down menu under each category in it.

Both private sector corporate websites, i.e., Tata Steel & ITC, aptly portray their strong CSR commitment to spreading of quality education, healthcare and providing sustainable livelihood opportunities to the community people, etc. The websites demonstrate a robust vision of fulfilling their responsibility towards society as a whole.

NTPC's website claims to spend a lot of efforts on CSR initiatives such as providing pure drinking water, education & upliftment of the plant communities. It successfully demonstrates that Indian Oil's CSR policies & initiatives flows from the company's corporate vision of caring for the environment & community, but the company's efforts fall short of matching the other three corporate websites. The website emphasizes more on the business areas, compared to issues that factor in corporate branding.

The Websites also conveys the impression that Tata Steel, NTPC, and Indian Oil work rigorously for environmental protection & sustainable development; they encourage clean & green environment; they continuously work towards minimizing the negative impacts of their industrial processes, but ITC focuses mainly on providing skill development, livelihood and infrastructure to the people.

NTPC Website emerges as the most employee-oriented website, that provides a separate employee section that provides links to log in to the corporate web mail, online transit camp facility & employee self-service portal. As per the website, the company continually seeks to enhance the creativity, innovation & teamwork of its employees by introducing various initiatives from time to time.

All the four companies' corporate websites have separate sections dedicated to investor relations, business partners, overseas trade, press releases & different media publications, which provide useful information to various stakeholders.

As per the survey, the results indicate that 70% of the respondents visit corporate websites occasionally & their purpose of visiting them is to know about the products & services the website has to offer. According to the respondents, attractive design & layout tops in the list of factors that make a corporate website most attractive, followed by ease of navigation & contents of the website. Audiences' perception suggests that Tata Steel is better in terms of design, navigational easiness & content than the other three websites. While ITC ranks first in terms of the colour scheme used on the website. The study reveals that private sector corporate websites are much better in visual appearance than public sector organizations. The result of the survey highlights that Tata Steel emerges the best in terms of providing adequate information from the perspective of employees, customers, investors & community. The findings related to adequacy of the website in reflecting company's character indicate that Tata Steel corporate website scores in five categories namely unique identity, CSR commitment, sustainability initiatives, business potential & an attractive employer, while NTPC is ahead in terms of a sense of belongingness. The results also reveal that only Tata Steel corporate website fully matches its brand personality. Lastly, the respondents also suggest that these corporate websites should focus on improving navigational easiness, followed by adding more content to their company websites. People want increased interactivity & attractive design to make the user experience more satisfactory. Further, incorporating links for feedback would make corporate websites' more effectiveness.

References

- Johnson, M. A. (1997) Public Relations and Technology: Practitioner Perspectives, *Journal of Public Relations Research*, 9(3), pp. 213-236
DOI: 10.1207/s1532754xjpr0903_02
- Heinze, N. and Hu, Q. (2006) The evolution of corporate web presence: A longitudinal study of Large American Companies, *International Journal of Information Management*, 26 (4), 313-325.
- Tauriainen, A. (2012) master's thesis on Corporate Online Presence: A Study of eight Finnish Exporting Companies' corporate websites,
<https://jyx.jyu.fi/bitstream/handle/123456789/38300/URN:NBN:fi:juu-201208192169.pdf;sequence=1>
- Kotler, P. and Keller, K.L (2006) *Marketing Management (12th Edition)*, Upper Saddle River (N.J.): Pearson Prentice Hall
- Winter, J.S., Saunders, C. and Hart, P (2003) Electronic window dressing: impression management with websites, *European Journal of Information Systems*, 12, 309-322

- Matherly, C. M. and Burton, H. A (2005) An Analysis of Corporate Website Disclosure, *Management Accounting Quarterly*, winter, 2005, Vol. 6, No. 2, pp. 26-33.
- Garcia, M. G., Carrillo-Duran, M. V. and Tato-Jimenez, J.L (May 2017) Online Corporate Communications: website usability and content, *Journal of Communication Management*, Vol. 21, Issue 2, pp. 1-19 <http://dx.doi.org/10.1108/JCOM-08-2016-0069>
- Jurado, E. B. et al., Evaluation of Corporate Websites and Their Influence on the Performance of Olive Oil Companies, *Sustainability*, 10, 1274, pp. 1-11, DOI:10.3390/su10041274
- Bravo, R et al. (May 2012) Corporate Social Responsibility as a Vehicle to reveal the Corporate Identity: A Study Focused on the Websites of Spanish Financial Entities, *Journal of Business Ethics*, Vol. 107, No. 2, pp. 129-146, accessed- 23/6/2018 <http://www.jstor.org/stable/41476238>
- Jose, A. and Lee, S. M (June 2007) Environmental Reporting of Global Corporations: A Content Analysis Based on Website Disclosures, *Journal of Business Ethics*, Vol. 72, No. 4, pp. 307-321, accessed- 23/6/2018 <http://www.jstor.org/stable/25075385>
- Holm, A. B (2012) E-recruitment: Towards a Ubiquitous Recruitment Process and Candidate Relationship Management, *German Journal of Research in Human Resource Management*, Jahrg. 26, H. 3, *Electronic Human Resource Management: Transformation of HRM?* pp. 241-259, URL- <http://www.jstor.org/stable/23279203>
- Krishen, A. S (2013) First impressions count: exploring the importance of website categorisation, *Int. J. Computer Applications in Technology*, Vol. 47, No. 1, pp. 32-43.
- Levis, M., Helfert, M. and Brady, M (2008) Website Design Quality and Form Input Validation: An Empirical Study on Irish Corporate Websites, *J. Serv. Sci. & Management*, 1: 91-100, www.SR Publishing.org/journal/jssm
- Thorlacious, L (2007) The Role of Aesthetics in Web Design, *Nordicom Review*, 28 (2007) 1, pp. 63-76, DOI- <https://doi.org/10.1515/nor-2017-0201>

Newspaper Coverage on Human Rights Issues: A Comparative Study of the Times of India and the Indian Express

Afaq Ahmad**

Dr. Gopal Krushna Sahu**

Abstract

The newspapers play a crucial role in creating awareness and raising consciousness among the readers about their political, social and economic rights. As mediators in contemporary society, news media set the agenda on different issues and influence public opinion. The study intended to analyse the human rights issues covered by newspapers by employing the content analysis technique. The contents of The Times of India and The Indian Express from 01 January to 30 June 2017 relating to human rights issues were taken by applying systematic random sampling mechanism. The outcome of the study indicated pervasiveness of the incidents of human rights violations covered by The Times of India as well as The Indian Express. The papers also covered a few news items portraying positive aspects of human rights during the study period. Overall the newspapers understudy tried to build consciousness about human rights in its readers by including a good number of stories related to the issues.

Keywords: Human Rights, Content Analysis, News, The Hindu, The Indian Express

Introduction

News media plays a leading role in the smooth operation of democracy by covering various issues, problems and difficulties that the people face in their day to day life. Newspapers are the most effective medium for initiating a stimulating dialogue on human rights and sensitising the public regarding their social, economic, political, educational, cultural, and religious rights. The primary goal of the newspaper is aimed at informing, educating and entertaining people. The newspapers also shape public opinion.

Press has a sacred duty to expose human rights violations and take necessary measures for protecting the people from such acts. The significance of newspapers cannot be denied for addressing the grass root problems and pressing challenges that confront marginalised sections of

* Dr. Afaq Ahmad is Research Scholar, Department of Mass Communication, Aligarh Muslim University, Aligarh ; email id: afaqmasscom@gmail.com

** Dr. Gopal Krushna Sahu is Assistant Professor at the Department of Mass Communication, Aligarh Muslim University, Aligarh-202 002, Uttar Pradesh, India

the society, including Dalits, Tribals, women, farmers, workers of the unorganised sectors, Maoist armed conflict, militancy, terrorism, etc. as the issues highlighted by the papers sow seeds of consciousness among masses. The required space given by the newspapers to human rights issues offer different voices to be expressed and heard in public discourse and it empowers the functioning of the executive, the legislature and the judiciary.

Media has been entrusted with the responsibility of guarding the rights of the people in a democratically elected political system. The print media play a pivotal role in protecting, promoting, upholding and expanding human rights by acting as the eyes and ears of our democratic society and sheds light for the effective realisation of civil and political rights and social and economic justice. Newspapers are thus considered as an essential part to the people in safeguarding their fundamental rights and freedoms. It can make people aware of the need to promote certain values in the cause of human rights, which are of eternal value to humankind. The newspapers can create an atmosphere of peace, non-violence, disarmament and ensuring human rights for all irrespective of caste, creed, colour, race, sex, religion, group or language. Newspapers are considered to be the torchbearer of the society that draw the attention of their readers to the gross violations of people's dignity and rights, but the critics say that in the contemporary society newspapers seem to be turned into profit-making machines rather than the torchbearer of democracy.

The news media can inform, educate and enlighten the public to address their grievances to the government. The priorities of the media strongly influence the priorities of the public. The media agenda leave an indelible mark on the minds of the public and shape their opinion towards a democratically elected government and its policies for their uplift. In order to understand the mass awakening role of news media, two of the most prominent and reputed daily newspapers of India, The Times of India and The Indian Express have been taken into cognisance for conducting the content analysis.

Literature Review

Silva et al. (2011) noted that "between 1984 and 1996, more than 10,000 individuals were allegedly killed or disappeared during counter-insurgency operations conducted by Indian security officials against suspected Sikh militants in Punjab, India. Ongoing official investigations are assessing 'what happened' within limited parameters, while human rights groups are attempting to determine institutional responsibility. Such assessments have begun to draw on statistical evidence. They tried to clarify the magnitude and pattern of conflict-related deaths in Amritsar District and associated institutional responsibility".

Kumari (2016) discusses the role of media for the promotion of human rights and outlines the reasons for media coverage on human rights issues. The researcher noted that media has the power to shape public opinion and expand the human rights discourse in contemporary society. She

suggests that adhering to ethical guidelines and spearheading to foster peace in the society, media can develop awareness among the people, which in turn help to stop human rights violations.

Sahoo (2005) examines the implications of capitalist market-oriented development model followed by the Orissa government. The author contended the conditions of the tribal populations are deteriorated day by day and at the same time caused great damage to the environment. Further, the capitalist development model denies the tribal communities their right to livelihood and sustenance. It also greatly influenced their culture, land, common property resources, employment and participation. Their survival is at stake under the New Economic Policy regime and accompanying process of privatisation and globalisation. These circumstances have resulted in the creation of tribal displacement from the state.

Alaimo (2016) discussed the role of government to uphold women's rights in society. The researcher made a comparative study of Eritrea, Thailand, and Yemen. The author criticises the governments of these nations. According to the author, these nations pompously report to UNO that they are taking all necessary measures to combat human trafficking—which spills across national borders. However, at the ground level, they are making little effort to combat the violence against women, a crime that is heinous and pervasive but often happens behind closed doors. This suggests that the motives of these nations are largely dubious.

Roy and Chaman (2017) endorse the view that trafficking in women and children is one of the most despicable forms of violations of human rights. Being a complex issue, it has been given short shrift from the academia, legal field and the civil society. It has often equated with prostitution but that is the half story. The authors present the trends and dimensions of trafficking from the human rights paradigm and elucidate several issues surrounding it. The paper also sheds some light on the role of NGOs, the civil society and the family. Further, the authors noted that the human rights discourses are profoundly silent on this major issue which snatches away most of the human rights from the most vulnerable group. It has immense implications for the future course as India is fast becoming a source, transit point as well as a destination for traffickers.

Guzmán (2010) analysed the documents available in the Guatemalan National Police Archive, which was disbanded after the 1996 peace accords between the Guatemalan government and the country's guerrilla movement. The researcher discloses that the archive was found accidentally in an explosives storehouse in 2005 and held what archivists estimate to be 8 kilometres or approximately 80 million sheets of paper. The documents contained in the archive were heterogeneous along any of the dimensions one could imagine using for a reference frame. Many of the policy documents were created during the country's internal armed conflict from 1960 to 1996, during which tens of thousands of Guatemalans disappeared.

Objectives of the Study

The broader objective of the study is to understand the agenda of The Times of India and The Indian Express newspapers relevant to the coverage of human rights issues. Further, the researchers formulated the following specific objectives for closer scrutiny:

- To measure the coverage of different issues related to human rights in The Times of India and The Indian Express newspaper;
- To make a comparative analysis of the coverage of human rights issues in the newspapers under study;
- To assess and identify the ideological differences between The Times of India and The Indian Express;
- To assess the role of the selected newspapers in upholding human rights;

Methodology

The present study is aimed at analysing the human rights-related news by employing the content analysis method. As content analysis is intrinsically an orderly and coherent mechanism and it is the most reliable way to enumerate and analyse the content of the print media, hence it is carried out. The present study aims to quantify and itemise the issues related to human rights with just, fair and reasonable attention, hence systematic random sampling was preferred and applied instead of simple random sampling, stratified sampling and cluster sampling. Further, systematic random sampling was employed to reduce sampling error. The data extracted through systematic random sampling spans from 01 January to 30 June 2017. News stories on human rights were selected in a way that was being published in every fourth day covering a period of six months. By which the researchers drew samples viz. 1, 5, 9, 13, 17, 21, 25, 29 issues of a newspaper in a month.

Unit of Analysis: Each and every published newspaper content that are being, directly and indirectly, relevant to human rights issues.

Prominence: The space allocated to a news story on a particular page either in the Front or inside or back page determines its importance.

Frequency: The number of stories relevant to human rights covered by the newspaper

Newspaper Items: Newspaper content that are being classified as News Stories, Editorials, Features/Articles, Letters to Editor, Photographs, Special Stories/Opinion Pieces

Results & Discussion

Frequency of coverage and Space allocation to Human Rights Issues*Table 1: Frequency of coverage and Space allocation to Human Rights Issues in The Times of India & The Indian Express*

Newspaper Content Category	The Times of India Frequency (Space in cm²)	The Indian Express Frequency (Space in cm²)
News	482 (60196.61)	434 (75995.8)
Editorial	14 (2626)	18 (3335.05)
Feature/Article	4 (1207.25)	12 (5180)
Letter to Editor	--	16 (505.5)
Photograph	2 (252.75)	40 (10244.8)
Special Stories/Columns	7 (1665.5)	23 (18860.5)
Total	509 (65948.11)	543 (114121.65)

The Times of India had published 509 new stories and allocated a space of 65948.11 cm², and there were 543 news stories with the allocation of 114121.65 cm² in The Indian Express. The frequency of news stories and space allocated for human rights issues indicates the special interest paid by the newspapers under study on human rights issues. 14 editorials have been published with 2626 cm² of space in The Times of India whereas The Indian Express had given 3335.05 cm² of space with 18 editorials. Under feature/Article category, The Times of India published 4 stories with a space of 1207.25 cm² while The Indian Express published 12 stories with 5180 cm². The letter to the editor has indispensable significance as this is the only way by which readers can contribute their views with the newspaper; giving prominence by the newspaper by publishing 16 letters with a space of 505.5 cm². The Indian Express had allocated adequate space to its readers to express their views. Denying the space to the readers, The Times of India curtailed the freedom of its readers to express their problems, grievances and opinions. There is a general saying that a photograph speaks more than a thousand words. Under this category, the photographs which were covered separately as well as along with the story items were simultaneously included for the purpose of this study. There were 40 photographs encompassing the space of 10244.8 cm² covered by The Indian Express while The Times of India had published only two photographs with a meagre space of 252.75 cm². 23 special stories and/or opinion pieces with the area of 18860.5 cm² published during the said period by The Indian Express whereas The Times of India covered only 7 stories with an area of 1665.5 cm². The frequency of coverage and space allocation to different categories of newspaper content in the table - 1 reveal that the Indian Express newspaper gives more importance to the human rights issues in its agenda as compared to The Times of India.

Relative Importance of Human Rights Issues**Table 2: Placement of News**

Placement of News	The Times of India		The Indian Express	
	Frequency	Space in cm ²	Frequency	Space in cm ²
Front Page	93	6726.41	56	8466.65
Inside Page	416	59221.7	487	105655
Total Coverage	509	65948.11	543	114121.65

The placement of stories conveys a kind of importance, which, however, depends on the discretion of the newspaper editors – which stories should be placed on front page and which should be placed on the inside pages. Although the newspapers tend to cover stories under different sections and especially devoted pages, the front page is still considered the most important. Focussing on this aspect of placement of stories in The Times of India, it was found that out of the total collected 509 stories, 93 were on the front page. Rest of the stories were on inside pages, which numbered 416. Likewise, The Indian Express had produced a total of 543 news stories, of which 56 appeared on the front page and 487 on inside pages. Area wise, out of the total 65948.11 cm² area devoted to the issue in the selected study period in The Times of India, on the front page, 6726.41 cm² space was given to stories, and 59221.7 cm² space was on inside pages. The Indian Express covered 114121.65 cm² of space, of which 8466.65 cm² appeared on the front page, and 105655 cm² emerged on inside pages.

Conclusion

The data extracted from the content analysis point out that the newspapers understudy given necessary attention towards the coverage of human rights issues, but the negative aspects found prominence. While dealing with the issues of the farmers, Dalits, tribals, minorities, child abuse, sexual violence, refugees, elderly people, harassment and intimidation, religious violence, rape, murder, punishment to the oppressor, etc. the selected newspapers tried to enlighten and educate the readers regarding the grim realities of our society. The Indian Express not only covered a greater number of stories but also provided more space to stories related to human rights than that of The Times of India. In terms of frequency, The Times of India covered an almost double number of stories relevant to human rights on the front page as compared to The Indian Express. However, a more significant number of stories appeared on inside pages of The Indian Express which manifests that the selected newspaper has given special coverage to the news related to human rights. The Times of India should develop a reader-friendly approach and provide a considerable space to its readers to develop a cosy relationship between the newspaper and readers through letter to editor column.

On the contrary, The Indian Express considered the opinion of its readers and published a considerable number of them in its letter to the editor column. Moreover, photographs left an indelible mark on readers' psyche as 40 photographs seem adequate to develop an understanding

of human rights-related concerns of readers by The Indian Express. In this slot, The Indian Express has stood unmatched and created a niche in print reporting related to human rights issues.

These days, newspapers try to stitch a warm rapporteur with all sections of the society, and they try to cater to interests of all groups and communities in the society viz. child, youths, adults or elderly people. It also shares a wide range of issues with people's understanding related to human rights. An attitudinal change in human behaviour is required so that knowledge of human rights is disseminated. At the same time, The Indian Express has sustained its effort of ensuring that the violations of human rights got covered significantly as compared to The Times of India. Identifying the significant differences in the ideology of news-coverage, it has been revealed that The Times of India had adopted market driven approach to cover news related to human rights whereas The Indian Express tried to expose the truth during reporting human rights issues. Although human rights issues have had tumultuous backing from various NGO's and organisations, it appears that in the news media, human rights' issues have been relegated to secondary importance. It is astonishing that no page is devoted to human rights in The Times of India in spite of the fact that the newspaper has covered violations of human rights issues regularly. Whereas The Indian Express published special stories devoted to human rights issues on certain intervals. Issues and problems related to human rights need deep focus, extensive research, elaborate interpretation, and understanding on the part of both journalists and readers. News about human rights is to be regarded as separate, and the reporters covering it need to have a general understanding of the socio-economic conditions of the people, the rights related to a human-being in a society and the intricacies of their problems. A dedicated team of reporters committed to the uplift of human rights will be of great help in attaining this goal. Media organisations need to sensitise their reporters to human rights' issues by organising workshops, training, seminars, lectures, etc. The nuances and complexities of the age-old tradition of deep-rooted oppression and injustice meted out to common people, farmers, Dalit, tribal, minorities, women, children etc. need to be addressed in a larger domain and penetrated deep into the reader's psyche. This is possible only through analytical or interpretative writings on violations of human rights. Thus, the entire reporting or coverage pattern of news on human rights currently existing in the Indian news media needs to be revamped in favour of the down-trodden and weaker section of the society.

References

Alaimo, K. (2016). Increased Efforts by the Modern States to Improve Their Reputations for Enforcing Women's Human Rights. *International Journal of Communication*, Vol. 10.

Guzmán D. (2010) Speaking Stats to Justice: Expert Testimony in a Guatemalan Human Rights Trial Based on Statistical Sampling. Retrieved from <http://chance.amstat.org/2011/09/guatemala/> on 27 June 2018

Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. Sage Publications. Singapore.

Kumari, U. (2016). Role of Mass Media in Promoting Human Rights. Chetana Education International. Vol. 1(1).

Montiel, A. V. (2012). *Communication and Human Rights. International Association for Media and Communication Research*. Mexico.

Reese, S. D., Gandy O. H., & Grant A. E. (2001). *Framing Public Life Perspectives on Media and Our Understanding of the Social World*. New Jersey: Lawrence Erlbaum Associates.

Riffe, D., Lacy, S., & Fico, F. G. (2005). *Analysing Media Messages: Using Quantitative Content Analysis in Research*. Lawrence Erlbaum Associates Publishers. Mahwah New Jersey. London.

Roy S. and Chaman C. (2017). Human Rights and Trafficking in Women and Children in India. Med Crave. Journal of Historical Archaeology & Anthropological Sciences, Vol. 1(5).

Sahoo, S. (2005). Tribal Displacement and Human Rights Violation in Orissa. *Social Action: A Quarterly Review of Social Trends*, April-June. 2005. Vol. 55(2).

Silva, R. et al. (2011). *Collecting Sensitive Human Rights Data in the Field: A Case Study from Amritsar, India*. Retrieved from <https://hrdag.org/wp-content/uploads/2013/02/silva-marwaha-JSM-2011.pdf>

Communication Apprehensions-Reasons and Remedy: A Study Among Students in Aligarh

Dr Pitabas Pradhan*

Pratibha Mittal**

Abstract

Communication apprehension is a problem most people encounter in life, irrespective of age. However, at a young age, the problem severely impedes learning and hurts self-confidence. It impacts the overall personality and affects one professionally. Nevertheless, it being treatable, appropriate behavioural and psychological exercises can cure the symptoms and help one lead a healthy personal and professional life. This paper explores the causes of communication apprehension among students and remedies available to overcome such anxiety.

Introduction:

Communication skill is an essential defining factor of human personality. Much of our success in professional life is defined by the way we communicate. As such, the ability to communicate effectively provides a rewarding experience and fills life with confidence. The failure to communicate effectively, on the other hand, often becomes unrewarding, eventually forcing people to avoid communication situations. By avoiding such communication situations, one might risk losing an opportunity. This avoidance is induced by personal traits known as communication apprehension, the intensity of which is attributed to several individuals, psychological, social, and situational factors. Under certain situations, such anxieties overpower the person and critically affect performance. However, research suggests that such communication apprehensions are treatable, and one can overcome it. This paper explores the causes of communication apprehension and the remedy available through a study among the youth in Aligarh.

Objectives of the Study:

The study primarily explores communication apprehensions among students, their leading causes and remedies. Specifically, this study seeks to:

Spell out communication apprehension and its various manifestations;

Explore the leading causes of anxiety among students;

* Dr Pitabas Pradhan is Associate Professor at the Department of Mass Communication, Aligarh Muslim University, e-mail: pitabaspradhan@rediffmail.com

** Pratibha Mittal is Assistant Producer and Reporter, F.M. News, Noida.

Find out ways to overcome communication apprehensions;
Explore ways to develop self-confidence in public speaking;
Examine the impact of anxiety on learning among students;
Analyze student's perception of communication apprehension and its remedy.

Review of Literature:

Communication apprehension refers to problems of communication avoidance and anxiety. In his original conceptualization of communication apprehension (McCroskey, 1970) viewed it broadly as "anxiety related to oral communication". Research findings suggest that there exists a significant correlation between measures of state, trait, and general-context of communication apprehensions.

Communication apprehensions are linked to personality traits of students and their inability to articulate English words correctly (Normazle, 2008); highly anxious speakers would have lower self-efficacy expectancies (Tsagarakis, 1990). Most people have a willingness to communicate, especially with friends but less with strangers (Wattanavong, 2003) and persons with high willingness to communicate have low scores in communication apprehensions and vice-versa. Students mostly experience communication apprehension in formal situations like meetings, interpersonal communication and platforms of public speaking (Normazle, 2008). Lack of exposure and practise leads to poor performance among students (Shetty, 2006). Students with high communication apprehension are significantly more likely to drop out compared to students with a low degree of communication apprehension (Gardner, 2009).

Main reasons for anxiety are lack of knowledge on the subject, ignorance, lack of expression of the thoughts and the nervousness due to lack of confidence or the fear of audience response (Hussain, 2017). Anxiety is more likely found in those students who have anxiety related to competition, and those who have experienced failure or rejection.

Possible ways to overcome anxiety includes problem-focused coping strategies, social support, developing the habit of learning from others, a disciplined mind and proper control of emotions. The best method to overcome this anxiety is the regular practice of meditation.

Research Questions:

What are the causes of communication apprehension among students?
What are the possibilities to ease the anxiety of highly apprehensive students?
How does communication apprehension affect social, emotional and educational life?
Does communication apprehension vary across gender, race and academic levels?
What learning strategies help students with their apprehension?
Do remedial courses help to overcome the communication apprehension?

Concept of Communication apprehension:

Some people feel discomfort when they confront the need to speak to an audience. Many terms like communication apprehensions, stage fright, speaker anxiety, or speaker reticence etc. are used to describe such feelings. The causes may be situation related or personality centred. New or unexpected situations cause situational anxiety, whereas, trait anxiety is caused by an internal feeling, which may be learned, or inborn. Filing of dissimilarity, negative speaking history, or a feeling of subordinate status are the three characteristics that indicate learned trait anxiety (Beatty¹, 1988; McCroskey & Beatty², 1998). Some communication scholars (Beatty³ et al., 1998; McCroskey & Beatty⁴, 2000) suggest genetic factors as primary determinants of trait anxiety. However, other communication scholars such as (Condit⁵, 2000) suggest biology is only one factor, and situational factors are also significant.

Personality trait which induces some people to avoid situations where communication is required is known as communication apprehension. It is defined as “the level of fear or anxiety associated with either real or anticipated communication with another person or a group of persons”.

Communication apprehension may cause among others: discomfort that develops just before starting to speak in front of an audience, the anxiety felt before having to converse in group settings, nervousness experience when walking into a meeting, or when calling someone famous on the phone or when entering the room for interviews etc.

Feelings of discomfort, like rapid heartbeat, sweaty palms and dry mouth are often noticed.

McCroskey(2000) classify communication apprehensions into four categories i.e. trait, context, audience, and situation.

Trait anxiety is linked to intensification of negative emotions when communication is desired.

Formal communication situations like press conferences, new of unpredictable communication situations induce context anxiety.

Audience anxiety is linked to characteristics of the audiences one is required to talk to.

Combined effects of audience, time and context created unique situations developing situational anxiety.

The predominant causes of communication apprehension are:

Fear of being stared at, Fear of failing in public, Fear of the unpredictable.

As communication apprehension is treatable, the trick is learning how to manage anxiety than avoiding communication situations. One can overcome communication apprehension through careful planning and conscious action. Some best way forward would be to identify and understand one's fears, focus more on positive strengths overpower negativities, and practice of some relaxing exercises.

Here are some techniques public speakers have found beneficial in managing natural anxiety (Hamilton, C. and Bonnie Creel, 2011)⁶.

- Be prepared
- Engage in skill training
- Use positive imagery
- Enjoy deep breathing and relaxation
- Apply cognitive restructuring
- Become audience centred
- Practice speaking often.

Steps to Overcome Anxiety:

1. Desensitizing Yourself:

Pinpoint your fears

Identify what makes you fear and construct an anxiety hierarchy of 10 to 20 situations where tension is felt. The list should include the lowest to the highest stressful situations in rank order.

Practice ways to control fear

Identify and take small steps to work through your fear. Identify the situations that make you fear and familiarize yourself with such conditions slowly and incrementally. If you are fearful of being in front of an audience, start to speak in front of a small group of other students and gradually keep facing larger groups.

Practice relaxation techniques

Adopt yoga, meditation and other relaxation exercises to overcome the fear.

2. Restricting Yourself

Foresee success, not a failure

Foresee your success and work for that.

Challenge your negative thoughts

Focus on strengths and not weaknesses. Your assessment of yourself may be worse than what you are.

3. Relaxing Your Nerves

Actions like deep breathing and other relaxing exercises reduce anxiety.

Sit comfortably contract and relax your muscle.

Recitation of a calm mantra sometimes helps tremendously.

A specialist having treating communication apprehension and other forms of social anxiety can help you overcome your fears.

Research Design and Methods:

At the core, this study is a survey among university students to examine the primary reasons of communication apprehension and remedies available. For the survey, 20 students representing different levels of research, and having some communication apprehension were selected. The

researcher was able to get participants from various departments of AMU and other colleges of Aligarh for the survey. Both boys and girls have been included within the purview of this study for a gender-based comparison of the problem.

A pre-structured questionnaire and interview schedules were used as primary tools of data collections for the study. The questionnaire, containing questions about various aspects of communication anxiety, was administered among the 20 selected respondents. The interview schedule was used to interview the experts on the subject. The opinions collected through the survey are presented in the tables and are analyzed using simple statistical tools.

Data Analysis and Interpretations:

The 20 respondents who successfully responded to the survey through the questionnaire comprised 12 females and 08 males, selected randomly from among AMU students representing different faculties, and students of other colleges. The respondents were in the age group of 20-28 years, of which 30 per cent were in the age group of 20-22 years, 50 per cent in the 23-25 age group, and the rest 20 per cent in the 26-28 age group.

Table-1: Respondent Profile

	Characteristics	Total number	Percentage
Gender	Male	08	40%
	Female	12	60%
	Total	20	100%
Age	20-22	4(F)+2(M)=06	30%
	23-25	7(F)+3(M)=10	50%
	26-28	0(F)+4(M)=04	20%
	Total	20	100%
Education	Graduate	06	30%
	Post-graduate	12	60%
	Ph.D	02	10%
	Total	20	100%

Table-2: Feel some-kind of anxiety during public-speaking or stage performance

Option	Response	Percentage
Yes	20	100%
No	0	0%

The study has found that 100% of the population (sample size) feel anxiety during public speaking or stage performance. Only the level or type of stress varies. Further, some people successfully keep anxiety under control, whereas some get overpowered by their fear when required to express either on the formal platform or on informal.

Table-3: Kind of anxiety felt while speaking/self-presentations

Option	Response	Percentage
Trait Anxiety	07	35%
Context Anxiety	04	20%
Audience anxiety	05	25%
Situational Anxiety	04	20%

Data in table-3 transpires that 35% of adults have trait anxiety, 20% have context anxiety, 25% have an audience, while the 20% adult have situational anxiety.

Table-4: Symptoms of anxiety

Option	Response	Percentage
Feel nervous while participating in a conversation with new acquaintance.	07	35%
Have some fear in speaking.	08	40%
Thoughts get jumbled and/or become confused while answering questions in seminar.	03	10%
Feel relax in group discussion but unable to express.	00	0%
Try to avoid eye contact with the audience while speaking.	03	15%
Any other	00	0%

Data in table 4 reveals that 40% of people have agreed that they fear in speaking-it is the most occurring fear; the 35% agreed that they feel nervous while participating in the conversation with a new acquaintance. The data also found that none faced the situation of 'feeling relaxed in group discussions but unable to express'. Only 10% of respondents agreed that before speaking their thoughts get jumbled or become confused while answering questions in the seminar, and 15% of people avoid eye contact with the audience while speaking.

Table-5: Symptom of anxiety first noticed

Option	Response	Percentage
4-8 Classes	07	35%
9-12 Classes	07	35%
Graduation	05	25%
Post-graduation	01	05%

It is clear from data in table-5 that 35 per cent of respondents each first noticed the symptoms of anxiety during 4to8 class and between 9 to 12 classes, respectively. Twenty-five per cent saw the signs during their graduation, whereas five per cent first saw the symptoms of anxiety during post-graduation.

Table-6: Information about symptoms of anxiety was first shared with

Option	Response	Percentage
Friends	08	40%
Family Members	08	40%
Classmates	02	10%
No One	02	10%

Data in table 6 reveal that 40 per cent of respondents each first shared information about the symptoms of the anxiety with their friends and family members, respectively. Ten per cent shared the news with classmates, even if 10 per cent did not share the information with anybody.

Table-7: The way family members responded when told about the symptoms first time

Option	Response	Percentage
No Response	03	15%
Normal	04	20%
Advice	09	45%
Support and Motivate	04	20%

Data in table 7 transpires that when told about the symptoms of their anxiety for the first time, 45% of respondents were advised by their family members to overcome this problem. 20% of respondents received support, and motivational advice from their families, 20% received a normal response from their families, whereas 15% did not receive any response from their family members.

Table-8: Main reasons of anxiety

Option	Response	Percentage
Educational	07	35%
Social	06	30%
Emotional	07	35%

Thirty-five per cent of the respondents each believes that educational and emotional factors are responsible for anxiety, whereas 30% believe that social factors contribute to anxiety.

Table-9: Response to the problem of anxiety

Response	Yes	No
Undergone some therapy/remedial course to address the anxiety	1(5)	19(95)
Have you consulted a therapist or doctor	1(5)	19(95)
Participated in speech improvement classes	4(20)	16(80)
My institution organizes group discussions among students to improve public speaking	9(45)	11(55)

It is evident in the data presented in table-9 that, 95% adults had never gone through any therapy and remedial course to overcome their anxiety, while only 5% had taken the therapy or course to overcome the problem. 95% also agreed that they had never consulted a doctor for the treatment of anxiety, while 5% had consulted a doctor to overcome the problem.

80% of respondents had never participated in speech improvement classes to overcome fear, while 20% had joined it. 55% of students said that their institution did not organize any group discussions, whereas 45% said that their institution holds various kinds of group discussions among students to improve public speaking abilities.

Table-10: Activities practiced to overcome anxiety

Option	Response	Percentage
Walking and Movement	02	10%
Eating and Drinking	04	20%
Mirror Practice	06	30%
Sharing and Discussion	02	10%
Self-Motivation	06	30%

Over 30% of respondents engage in self-motivation and another 30% practice in front of the mirror to overcome anxiety. About 20 % attempt to control anxiety through eating and drinking. Another 10% use engage in walking and involve themselves in sharing and discussion to overcome this problem.

Table-11: Activity which helped the most in overcoming anxiety

Option	Response	Percentage
Self-Motivation	05	25%
Practice	05	25%

Sharing and Discussion with Friend and Families	08	40%
Talking with Strangers	02	10%

40% of adults agreed that habit of sharing views and discussion with friends had helped the most in overcoming the anxiety, whereas 25% said that self-motivation has been more beneficial. 25% of adults found that practising in front of the mirror helped them to reduced anxiety level, and only 10% agreed that anxiety level was reduced by talking to strangers.

Table-12: Extent to which remedial courses helped to overcome the problem

Option	Response	Percentage
Fully Overcome	02	10%
Subsequently Overcome	08	40%
Marginally Overcome	04	20%
No Impact	05	25%

40% of people strongly agreed that anxiety level was reduced after going through remedial courses; 25 % have no impact on their anxiety level. 20% of people agreed that after doing remedial courses, they have marginally overcome the problem, while 10 % believed that anxiety behaviour was fully overcome remedial courses.

Table-13: Could be the best help in overcoming anxiety

Option	Response	Percentage
Family Members	07	35%
Teachers	02	10%
Friends	09	45%
Trainers	02	10%

Almost 45% of students strongly agree that friends are the best help to overcome anxiety, and 35% say that family members are the best help to overcome anxiety. Only 10% look forward to teachers and 10% to the trainers as the best help to overcome the problem of stress.

The respondents have various suggestions for reducing communication apprehension, which is as follows:

Teachers- Teachers should be friendly with the students so that they could discuss their problem efficiently with the teachers, and the latter could give proper guidance to overcome this anxiety. Teachers should give regular speech classes, group discussions, and help students set small daily goals by which they could reduce their anxiety level.

Friends and Classmates- friend and classmates should give personalized support and motivation, and they should not indulge in any kind of fun. They should practice with them and arrange a group discussion. They should be more clear, talkative and helpful and should give emotional support to those facing the problem of communication apprehension.

Family Members- Family members should be supportive and motivating to encourage overcome anxiety. They also should attempt to provide give quality education and proper diet and rest. They should promote the children interacting more and more with others and avoid imposing undue restrictions.

Institutions- Institution could be the best help to reduce the hesitation of students. Institutions should organize debates, extempore, mock classes, group discussions and speech improvement classes. They should provide counselling facility, remedial courses, yoga classes and self or personality development programmes.

The respondents had various suggestions for persons suffering from alimnt:

They should be socially active and extrovert and should participate in competition and debates on social issues.

Anxiety is temporary, and one could get control over it by keeping positive thoughts, better to say, be optimistic and have control over adrenaline rush.

Self-confidence and positive thinking is also an essential aspect one should have in him. They should also regularly practice in front of the mirror and with their friends, families' etc. on useful topics, which will help reduce their communication apprehension.

They should also practice yoga and meditation, which will be a very effective way of overcoming communication apprehension.

Findings, Conclusions and Suggestions

Most people have some anxiety either on the formal situation or informal or both. About one-third of people have trait anxiety; one-fifth suffer from context anxiety, which results in fear of speaking in formal platforms. One-fourth of the students feel audience anxiety in public speaking, while another one-fifth have situational anxiety.

Fear of speaking creates nervousness while participating in a conversation with a new acquaintance, which induces them to avoid eye contact with the audience while speaking their thoughts get jumbled and become confused. But, no one agreed that they feel relax in group discussions and still feel nervous. Students most likely share information about their anxiety with friends and family members. On being informed about the symptom, most family members support and advice to improve vocabulary, speak more and practice a lot. Few family members, however, forced their child to take part in events and live shows to enhance their efficiency, others suggested stereotype.

Educational and emotional factor are the leading causes of anxiety. A noteworthy finding of the study is that the institutions hardly arrange any group discussion and speech improvement activities to improve communication skills. About one-third also feel that they do not have proper freedom

from their families to talk more which make them shy, is responsible for nervousness to present them self in front of others.

Friends and family members provide the best help to reduce anxiety. Self-motivation and positive thinking are the best remedies for overcoming fear. Use of mirror practice, reading or gathering information about different issues also help. To hold something tightly and drink water or eat bananas before speaking, also help control anxiety. Some reduce stress by walking and staying alone for some time and trying to self-motivate.

Interestingly most of the students neither consult any therapist/doctor nor undergo any therapy or remedial courses to address anxiety. This study also found that teachers, friends or classmates, family members and institutions play a useful role in helping the anxious person to overcome the communication apprehension. Teachers could make things understandable by being friendly to the students. Through positive reinforcement, teachers could reward students for becoming friends and set daily goals, which help in overcoming anxiety. Friends could be the best help by cooperating the person and not make fun of him.

The family can provide a conducive environment to recover by ensuring proper diet, sleep and avoiding the stress of hard work. Discussion and sharing information with the child and giving therapy can help. Institutions could organize debates, extempore, group discussions; seminars, presentations etc. Speech improvement classes, mock classes, and self-development programs can be of much help. Counselling facilities and yoga classes could also be helpful.

What is very important to address any problem of anxiety is the victim should speak up, share the problem with whom he/she trust. Watching movies, comedy shows, playing with kids can help to overcome the problem. The person with such ailment should take an interest in current affairs, and surrounding issues to improve knowledge. They should focus more on strengths than on weaknesses. Self-confidence is also a crucial aspect one should try to develop.

Self-reflection to identify the causes of fear is a good step forward. If you feel unsure, do a run-through in the space, practice in front of the mirror, in front of a trusted friend, and front of family members.

References:

- Beatty, M. J. (1988). Situational and pre-dispositional correlates of public speaking anxiety. *Communication Education*, 37(1), 28-39.
- McCroskey, J.C. & Beatty, M.J. (1998). Communication Apprehension. In J.C McCroskey et.al. (eds.), *Communication and personality: Trait Perspectives*, Cresskill, NJ: Hampton Press, Inc. PP.215-231.

- Beatty, M.J., et.al. (1998). Communication Apprehension as Temperamental expression: A communibiological paradigm. *Communication Monographs*, 65, 197-219.
- McCroskey, J.C., & Beatty, M.J. (2000). The Communibiological Perspective: Implication for communication in instruction. *Communication Education*, 49, 1-6.
- Condit, C.M. (2000). Culture and biology in Human Communication: Towards a multi-casual model. *Communication Education*, 49(1), 7-24.
- Hamilton, Cherryl & Bonnie Creel. (2011). *Communicating for Success*. London: Routledge, 265-268.

Websites:

www.2012books.lardbucket.org
<https://www.verywell.com>
www.helpguide.org
www.ericdigests.org
www.ccwicccommunicationanxiety.wordpress.com
www.bartleby.com
www.wikihow.com
www.jcdu.net
<https://scholar.unwindsor.ca/etd/1480>
www.funderstanding.com
www.collected.jcu.edu
www.mentalhelp.com
<https://ir.lib.uwo.ca/tips>
www.tandfonline.com/connection.ebscohost.com
www.pakacademicsearch.com
www.worldwidejournals.com
<https://link.springer.com>
www.jamesmccroskey.com

From TV to Online TV: Shifting Priorities of Media Access Among the Youth in Jaipur

Jitendra Singh*

Abstract

Rise of the World Wide Web as a journalism platform has significantly impacted the news seeking habits of the youth. There has been a substantial shift of audience from conventional television to web tv. The interactive features and the convenience to see tv on the move are primarily attributed to this shift. Being the most active internet users, the youth leads the change in India. This paper analyses the shift in television viewing habits of the youth.

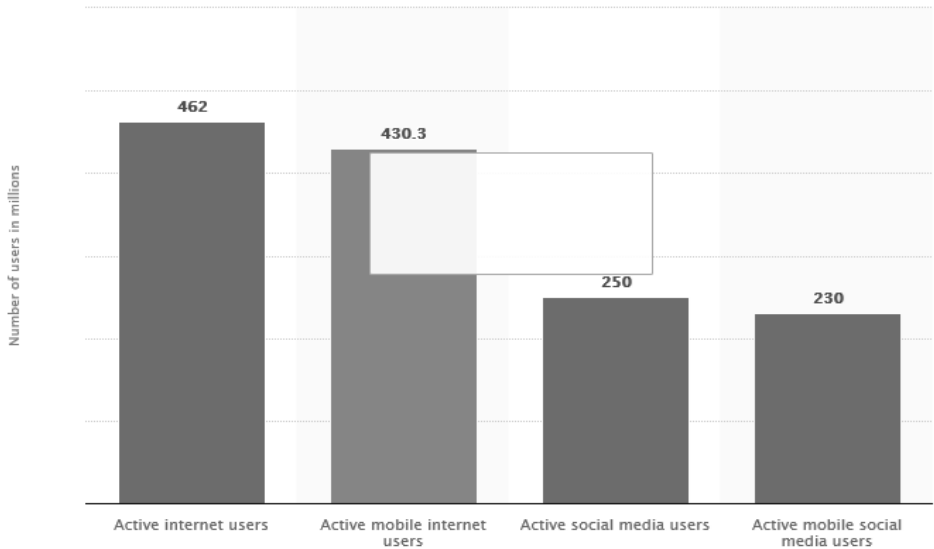
Introduction

Despite television having been viewed as a medium of entertainment, it has played a crucial role in bringing the much-needed social change (Government of India 1997, cited in Vilanilam 2005). It emerged as a catalyst of change after the early 80's when melodramas and soap operas entered our lives and soon became a part of it. With the mixed king of programming that included entertainment, patriotism, mythology and comedy coated with family values, it made a direct entry into the living rooms of every Indian family. The opening of skies in 1991 virtually resulted in information and entertainment implosion as a large number of television channels entered with new generations of programmes. Indian television audiences, which until then were served by the public service broadcaster DD with an old age programming, were now exposed to a variety of television programmes, which had all the flavours, and creative excellence of global talent. The advent of the new media was viewed as a challenge for the conventional media, including TV, and its audience was more prone to be affected with the growing access of this new media.

It has been a long debate about whether the new information and communication technologies are opportunities or risk for the traditional established media. But the growing popularity of the new media has proved that its users have no concern with this. The rapid proliferation of the Internet has made India the second largest online market, ranked only next to China. The expected expansion of Internet users in India to 635.8 million by 2021 will further consolidate India's online media landscape. The advent of the web 2.0 and other interactive technologies has brought dynamic and shareable content to the audience. There are around 250 million active social media

* Assistant Professor, Faculty of Mass Communication & Media Technology, SGT University, Gurugram- 122505, India; e-mail: jitendrasingh079@gmail.com

users in India till 2018, which includes Facebook, Twitter, Whatsapp, Youtube etc. There are over 100 million views on youtube every day in the world.



The interactive, concurrent and asynchronous nature of the new media has posed an intense competition for the conventional media. It is where the audience is, therefore to expand its reach to the more diverse audience especially those who were earlier the users of traditional media, it has become mandatory for the conventional media to show its presence online. As a result, every media has opened an outlet online. Every TV channel has a website and has an application which provides you with a flexibility to watch TV content at your convenience but online. Likewise, every newspaper organisation a news website and e-paper available online. With the facility of live streaming, the Radio Channels also have started broadcasting online. Today, films are also available on sites like Netflix for which we have to depend upon the cinema halls or TV channels until now. Therefore, we cannot deny that the audience of traditional media is frequently shifting towards new media platforms. The shutdown of prominent newspapers in the UK and US is enough to understand the supremacy of this new medium.

Similarly, the TV audience is also decreasing day by day. And where else they can go if they are not on TV, obviously they would be accessing one or the other digital media. The number of internet users in India has gone up to 460 million; there is no reason for not to believe that these users were earlier the users of traditional media. The subscribers of some well-liked online media outlets have hugely expanded to reach unanticipated levels.

S No.	Online Platforms/Outlets/Programs	No of Subscribers
1	Filter Copy	4,190,124
2	TVF	5.1 M
3	BB Ki Wines	12,104,259

4	Y Films	1,893,805
5	Band Baja Barat (Y-Films)	1.8 M
6	Garliyapa	2.9 M
7	The Timeliners	4.4 M
8	The Screen Patti	3.2 M
9	Dice Media	1.6 M
10	Sony LIV	3.2 M
11	Bindass	3.3 M
12	Pocket Films	1.8 M
13	1 Million Creation	1.2 M
14	Shitty Ideas Trending	1.1 M
15	ScoopWhoop	1.49 M
16	Arre	1.2 M

Besides the above popular media outlets, there are popular videos which are well accepted by the young generation these days. They the VF's Pitcher, Tripling, Love Shots of Y Films, Dice Media's Adulging, The Timeliner's Flames, Amazon Primes's Breathe, Arre's I Don't watch TV, Blush's Alisha, A.I.S.H.A My virtual Girlfriend, #Love Bytes, Mans World, Star Boyz, Official Chukiyagiri, Maaya 2, Engineering Girls, The Reunion, Girl in the City Chapter-3, Not Fit, Permanent Roommates, Yeh Meri Family and Tere Liye Bro, to name a few. The rapid increase in the number of users and subscriber to these contents have made us investigate the ground realities of the online audience, their likes and dislikes.

Objectives of the Study

This study intends to explore the changes in media access and usage among the youngsters in Jaipur. The primary purpose of gaining an insight into the fact of how digital media became one of the most indispensable media for the youth and what are the probable reasons behind the decreasing popularity of TV.

The explicit research objectives are:-

1. To identify the online platform popularly accessed by urban youth.
2. To understand the reasons behind the popularity of Digital Content, and
3. To explore the probable reason behind the declining interest in TV programming among youth

Research Methodology

This being an empirical study, primarily uses quantitative techniques for the analysis. The researcher has gathered primary data to explore the possible reasons behind the changing priorities of media access among youth in Jaipur Region. An extensive literature survey was carried out for

building a theoretical framework of the study. About twenty benchmark studies, including quality research papers available in online journals, were also taken into consideration by the researcher. The main instrument for collecting the data was the research questionnaire. A carefully designed research questionnaire was administered among the sample respondents from the chosen field. The sampling technique used in the sample design process is the convenience sampling which is one of the non-probability sampling techniques in which the population elements were selected. The target population is the youth generation among the age of 18-25. Data collection has been done from the sample size 100 of young girls and boys enrolled in different Institutes of Jaipur National University in Jaipur.

The data collected is analysed and presented in tabular form the responses were entered by using different values and then analysed as needed.

Data Analysis

As per the previous studies conducted in this area highlights that as the number of internet users in India is increasing every day, there is a massive increase in the online audience. The data in Table 01 shows the interests of youth in watching Television content. The most alarming fact which came out here says that the majority of the have stopped watching TV

Table 1. Use of Television among students

S. No.	Response	Percentage
1	Don't watch TV	57.4
2	Watch TV often	35.8

Around 57 per cent of respondents (including male and females) have accepted that they don't watch TV and only 35 per cent have admitted that they watch it often.

Table: 3 Favorite TV Programs

S.No.	Preferred Television Programs	Percentage
1	Reality Shows such as Big Boss/Indian Idol	27.2
2	Comedy Shows/Programs	19.1
3	Films	9.4
4	News/News based Programs	4.7
5	TV Serials	3.6

Data in Table 2 shows that Reality Shows such 'Indian Idol', 'Big Boss', 'KBC', 'MTV Roadies', 'Baggage Battles', 'Pawn Stars', 'Splits Villa', 'Khataron K Khiladi' and 'Sa Re Ga Ma Pa' is the priority for watching TV among the respondents. In contrast, comedy programs such as 'The Kapil Sharma Show', 'Tarak Mehta Ka Ulta Chashma' and 'Bhabhiji Ghar par Hai' are the second choice. The daily Soaps and News Bulletins are least followed by youngsters.

Table: 3 Use of Online TV among the youth

S.No.	Response	Percentage
1	Regular watch Online TV	69.3
2	Watch Online TV often	22.7
3	Don't Watch Online TV	5.8

The Responses in Table No 3 shows that a majority of the respondents with 69 per cent, love to watch the Online TV and are regularly following it. In contrast, only 22 per cent respondents watch the online content often. Amazon Prime Video and Netflix are the first choices among the respondents. Web Series and films on these online outlets are the most preferred contents by the youngsters. Though Youtube and applications such as Hotstar, Sony LIV, Voot are also drawing an audience.

Table: 4 Popular Web Series/Youtube Videos/Programs

S.No.	Preferred Online Programs	Percentage
1	Game of Thrones	19.3
2	Mirzapur	17.1
3	Webbed	16
4	Sacred Games	17.2
5	Baked	6.7
6	Filter Copy	2.1
7	Dice Media	3.4
8	Bang Baaja Barat	5.7
9	BB Ki Wines	6.6
10	Twisted	2.2

The data in Table 4 shows the percentage of popular web series and YouTube videos among the respondents. 'Game of Thrones', 'Mirzapur' and 'Sacred Games' are found to be the most popular ones whereas Baked, Filter Copy, Webbed, Dice Media, Bang Baja Baarat, BB Ki Wines and Twisted are the online programs and outlets which are also quiet popular among the respondents.

Table: 5 TV audience is shifting towards Online TV or not.

S.No.	Response	Percentage
1	Strongly Agree	57.3
2	Agree	29.3
3	Strongly Disagree	9.3
4	Disagree	4.7
4	Can't Say	3.1

The data in Table 5 clearly shows that the respondents strongly believe that the audience is shifting towards the online platforms, while some of them were of mix opinion and a very few disagreed with this.

Table: 6 Reasons for liking Online TV.

S.No.	Response	Strongly Agree	Agree	Strongly Disagree	Disagree
1	Because there are no Ad breaks	13.7	21	11.2	2.7
2	The language of the online programs are popular among us	29.3	11.4	2.3	2.1
3	The online content is more youth-centric	16.8	11.4	3.3	6.5
4	We have the ease to access the online content at our convenience	27.4	18.6	4.5	1.5

Being asked about the reasons why they like these videos on online outlets, the majority of the respondents strongly agreed that the Language of the online content is more accessible to which they can easily relate to. So they prefer this medium for watching. They also subscribe to the notion and strongly agreed to the fact that with online media they have the ease to access the content at their convenience is also the biggest positive aspect for liking the videos at these platforms. Being asked to mention a probable reason for not viewing the TV programs, the majority of them were of the view that the TV Programs are quite annoying and need to revamp. Some people say that they are not doing anything new, and there are long ad breaks which distract the viewers.

Conclusion:

1. Majority of the college-going students do not watch TV while still, a few youngsters love to watch selected TV programs often.
2. Reality shows and Infotainment programs still can attract youngsters on TV while the news and current affairs program could not get much viewership.
3. Netflix, Amazon's Prime Video and Youtube have maximum viewership among online communities. 'Game of Thrones', 'Mirzapur', 'Sacred Games' are the most preferred web series. While BB Ki Wines, 'Bang Baja Baarat', 'Dice Media' and TVF are also commonly liked by the youngsters.
4. The majority of youngsters in Jaipur agree to the fact that the audience of TV is shifting towards Online TV.
5. The language of these web series and the ease to access the online content at one's convenience are the most suitable reasons accepted by the youngsters behind the popularity of the Online TV are the reasons behind the shifting of the audience here.
6. The longer commercial breaks on traditional TV Channels distract the audience and probably are a strong reason why the youngsters do not like TV and are shifting towards Online TV.

7. The conventional TV programs especially the 'Saas-Bahu' saga and the 'Nagin avatars' create boredom, and the youngsters feel that there is nothing for them on TV and even there is nothing new in their content also. It needs a revamp.
8. To attract the attention of the youth, the private TV channels should focus on creating content, which is more youth-centric. That is why shows like Splits Vila, 'Roadies, and 'Baggage Battles' are quite popular among the youngsters and could only bring them towards the TV.
9. The smartphones and the 4G Internet services have facilitated this shifting towards Online TV. The asynchronous nature of the New Media gives its user flexibility to access their content as per their convenience is also a key factor towards this shift. Now the youth can no longer wait for watching a particular program for which they have to glued to their TV sets for which they no more want to be called 'couch potatoes'.

References:

- Cisco VNI Mobile forecast- 2015. Accessed on 25 Jan 2019 from
<http://www.cisco.com/c/en/us/solutions/service-provider/visual-networking-index-vni/index.html#~mobilevni>
- Netflix Now Accounts for 34 Percent of US Internet Traffic at Peak Times. Accessed from
<http://gadgets.ndtv.com/internet/news/netflix-now-accounts-for-34-percent-of-us-internet-traffic-at-peak-times-524323>
- Cisco VNI 2014 forecast. See: <http://www.cisco.com/c/en/us/solutions/service-provider/visual-networking-index-vni/index.html#~complete-forecast>
- UK Consumers Spend over 9 Hours per Day Consuming Media. Accessed on 22 Dec 2019
<http://www.emarketer.com/Article/UK-Consumers-Spend-over-9-Hours-per-Day-consuming-Media/1011314#sthash.7yW7V7XB.dpuf>; Mobile Continues to Steal Share of US Adults' Daily Time Spent with Media. <http://www.emarketer.com/Article/Mobile-Continues-Steal-Share-of-US-Adults-Daily-Time-Spent-with-Media/1010782#sthash.3AFKZdPE.dpuf>
- TRAI, Performance Indicator Report–Jan'15.
<http://www.trai.gov.in/WriteReadData/PIRReport/Documents/Indicator-eports29012015.pdf>
- Indian application market is likely to touch Rs 3,800 crore mark by 2016.
http://articles.economictimes.indiatimes.com/2014-04-27/news/49437713_1_app-developers-revenue-share 8 The Rise of India as an App Superpower, Vserv.mobi, March 28, 2013. <http://www.vserv.com/the-rise-of-India-as-an-app-superpower/>
- Online marketing trends. See: <http://www.onlinemarketing-trends.com/2013/06/out-of-6-hours-on-media-consumption.html>
- Internet in India, 2014 IAMAI Report.
http://www.iamai.in/PRelease_detail.aspx?nid=3498&NMonth=11&NYear=2014 12
- Smartphone APAC Market Forecast 2014 – 2018: 34.9% Penetration Portrays A Huge Opportunity

For Vendors And Developers! <http://www.dazeinfo.com/2014/06/22/smartphone-apac-market-forecast-2014-2018-india-china-australia-japan-growth/>

India Mobile Broadband Index 2015, NSN. See <http://www.medianama.com/2015/02/223-nsn-mobile-data-traffic-2014/>

What Indian digital video companies plan to do in 2015.

: <http://www.medianama.Com/2015/01/223-outlook15-video/>

Prescribing Minimum Channel Spacing within a license service area, in FM Radio sector in India.:<http://www.trai.gov.in/WriteReadData/Recommendation/Documents/Reco-on-FM-19042012>.

Social Media Citation as News Source in Mainstream Media: A Content Analysis of Mainstream English Dailies

Niky Kumari*

Abstract

The advent of the Web as a journalistic platform with all the positive features of the previous generations of media has hugely impacted journalism. Having emerged as a huge source of user-generated content, the web has also become a news source for the mainstream media. The growing use of Twitter and Facebook as news platforms have made them inevitable news sources for the mainstream media. Much of the mainstream media stories today are attributed to these social media platforms along with the traditional sources. To have a deep insight into the rise of social media as a news source, this study explores the trends in the citation of social media tools as news sources through content analysis of the mainstream print media.

Introduction

Social media has become an essential tool for mainstream media in their news production process; from accessing news to the promoting news, social media provides a comfortable platform to journalists. Within a decade, every media organisation has made its presence on social media to exploit the unlimited audience to reach beyond geographic boundaries. The charm of social media is its user-generated contents, which attract the media houses for finding leads of stories. The social media is also attracting the prominent people of the society, politicians, celebrities, governments and other newsmakers by providing them with a vast audience group to interact with. Due to the presence of those prominent personalities and other newsmakers on social media, media organisations wander around their social media accounts to sniff the news. Mainstream media are not only accessing news from social media sources but also citing those sources in writing the news stories. In recent years, this has become an increasing trend in Indian mainstream media; so it becomes necessary to find out the reasons behind this trend. This research study keeps its focus on how the citation of social media sources in news stories takes place in Indian newspapers.

Objective of the Study

The study intends to analyse the contents of selected mainstream newspapers to explore the trends in the citation of social media as a news source. The main objectives are:

* Research Scholar, Department of Mass Communication, Aligarh Muslim University, Aligarh;
e-mail: tiwari.niky@gmail.com

- To find out the dominant way of the use of social media as a news source.
- To explore the influence of social media on the newsgathering practices of the mainstream print media.
- To explore how social media are cited as a news source by Indian newspapers
- To find out the preferred social media tools as news sources for mainstream media.

Research Questions

1. Which social media is mostly used by Newspapers for sourcing the story?
2. How is social media cited in the newspapers' story?
3. What type of stories is preferred by newspapers to source social media?
4. Who are the primary actors of the social media news?
5. What is the geographic focus of the news having social media source?

Research Design & Methods

Quantitative content analysis of the mainstream print media constitutes the core of this study. Krippendorff (2012) defines Content Analysis "*a research technique for making replicable and valid inferences from data to their context*". The Newspapers selected for the study are Times of India (Agra/Aligarh Edition) and The Hindu (Delhi Edition). Newspapers' edition is not by choice but by the availability of the paper at the location of the researcher. A content analysis of both the newspapers of November 2017 has been done. The November month is randomly selected to analyse the articles of the newspapers. The unit of analysis is every single story published in the newspapers. Items are divided into two category – articles having social media as a news source and materials with having social media as a source. Only those articles were used for further study, which had social media as a news source. Items which exclusively mentioned at least one social media tool as a source were considered.

Content Analysis of the Times of India and the Hindu

The Times of India was selected because it is the highest circulated English daily having pan India presence. The Hindu is the second most circulated English-language newspaper in India, next only to the Times of India according to the ABC (Jan-June 2017 data). The Times of India is most widely read in North India, whereas the Hindu is known for its South Indian base.

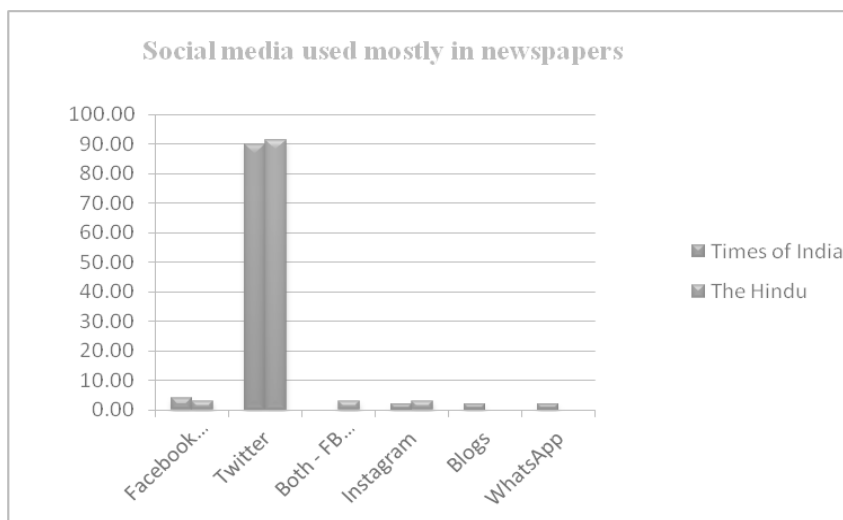
Total 119 articles from both the newspapers, i.e. the Times of India and the Hindu were analysed, of which 50 reported in the Times of India and the rest 69 published in The Hindu. Further, the study led to the coding of articles - primary source articles and secondary source articles. The 'Primary Source' code is defined as only those articles, which have cited social media as a primary or main source of the base of that story. The 'Secondary Source' code is used for those articles in which social media is cited as a source of information, but not the only source of the story. In 'Secondary

Source' articles, the social media contents are used just to add more details in the story, and that content is not so significant for that story.

Two more codes are used to identify how social media citation is included in writing the story. The Two identifiers are: 'Standalone source' and 'one among different sources'. Articles having social media as only one source are considered into the category of 'Standalone source', no other sources are mentioned except social media source. Articles which are written using other sources and social media source is also a part of that story; those articles fall in the category of 'one among different sources'.

Data Analysis & Interpretation

Chart 1 - Social Media Cited Mostly In Newspapers



It's clear from the Chart-1 that Twitter stands out among the social media services as a source of news in both the newspapers. Newspapers are getting more information from Twitter compared to other social media (Answer of RQ1). Both the newspapers use tweeter as news source almost to the same extent. As Broersma and Graham (2013) found, "Twitter has emerged as a regular source for newspaper journalists", that is why Twitter is most cited social media source in newspapers as Chart-1 is showing. Other researchers U. Hedman (2014), N. Newman (2011) also affirm the normalisation of Twitter in mainstream media.

Table 1 - Type of social media citation in newspaper articles

Type of citation	Times of India	The Hindu	Total
Primary source/ Significant source	36(72.00)	41(59.42)	77(64.70)
Non-primary/ Secondary source	14(28.00)	27(39.13)	41(34.45)

*Numbers in the brackets are showing percentage.

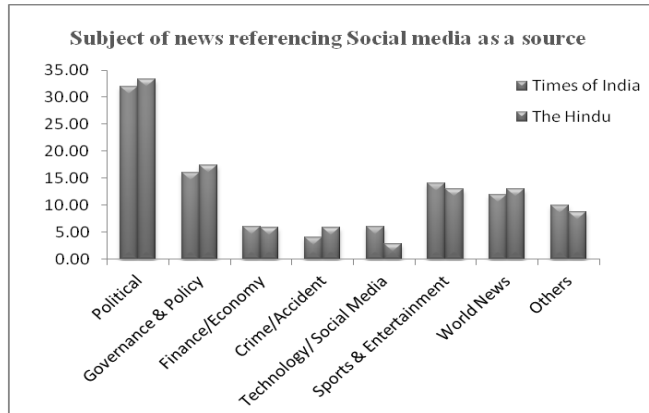
As discussed earlier, the articles were coded using two identifiers: 'social media as a primary source' and 'social media as a secondary source'. Primary sourced articles are using social media source as a significant part of the story; without that source, the story can't be completed. Secondary sourced articles are using social media source in the story but that source is not so significant to establish that story. The Table-1 is clearly showing that both newspapers are frequently using social media as a primary source of the story. It can be said that out of 119 articles, 77 articles are using social media as a primary source and 41 articles having a non-primary source. The Times of India is using 12% more social media sources as 'primary source' than The Hindu as the figure suggested.

Table 2 - Use of social media Source in newspapers

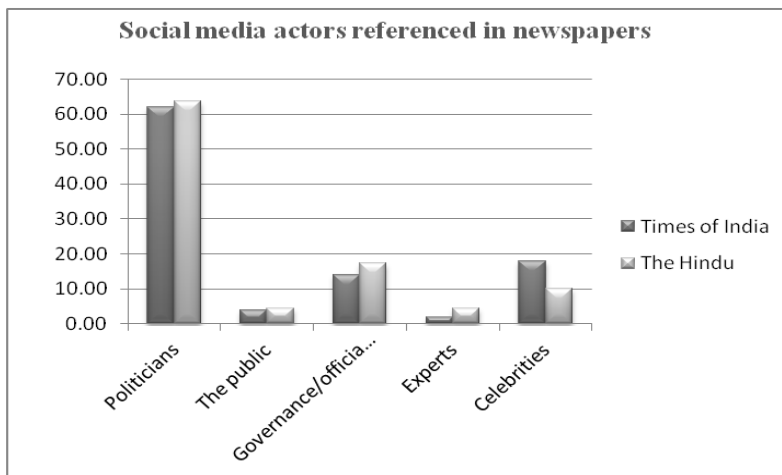
Use of social media sources	Times of India	The Hindu	Total
social media as a standalone source	27(54.00)	24(34.78)	51(42.85)
one among different sources/ part of the story	23(46.00)	45(65.22)	68(57.14)

*Numbers in the brackets are showing percentage.

For further study, two more codes are identified – 'standalone source' and 'one among different sources'. These two codes are used to determine how many articles are using social media as only one source and how many are using them one among various sources or just a part of the story. This table is suggesting that the Times of India is more using the social media source as only one source as compared to The Hindu. The Hindu is using other sources as well while mentioning the social media source. The Hindu is using bytes and counter-bytes, reports, survey or official data while including the social media source in their stories. The Hindu seems to be less enthusiastic towards using social media source standalone while seeing in totality, the majority is using social media source with other different sources. Table-1 and Table-2 are together giving the answer of research question-2 (RQ2) about the way of citing the social media sources in both the newspapers.

Chart 2 - Topic of the news referencing social media as a source

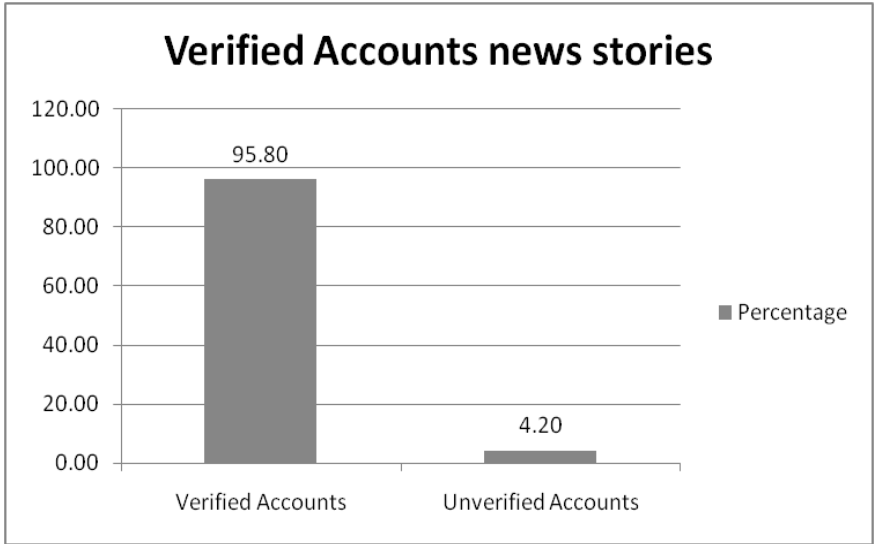
Newspapers mostly use social media sources in political news followed by 'Governance & Policy' and 'Sports & Entertainment' respectively and hence the answer of Research Question-3 (RQ3) is answered. Both the newspapers are getting information from social media and are using directly in writing stories. Both the newspapers are using social media sources in all the beats, there is a little difference between the no. of stories.

Chart 3 - Social media actors referenced in newspapers

As discussed above that newspapers are mostly using social media sources in political news, obviously the most used social media actors are politicians followed by 'Governance/Official handles' and 'Celebrities' respectively (RQ4 is answered). 'Experts' are the lowest referenced social media sources in the newspapers and then the 'Public' Vox-pop is referenced. The Times of India is using the 'celebrities' references more than The Hindu with the difference of 8% while The Hindu is referencing the 'governance & official' sources more than the Times of India with the difference of 3%.

Chart 4 - Social media verified accounts used by newspapers

A most important thing is noticed during data collection is that newspapers are referencing only those social media sources which are having verified accounts. A verified account has a blue check badge allotted by the social media services to mark the authentication of that account. All the social media sources used in both the newspapers, whether politicians’ accounts, Political parties’ accounts, Governance/Official accounts, celebrities’ accounts, Experts’ accounts, are verified accounts. Only the Public Vox-pop included as social media source in newspapers are not verified accounts.



Out of total 119 articles, 114 articles (95.80%) are written using verified accounts available on social media while only 5 articles (4.20%) related to public Vox-pop are written by newspapers having unverified accounts. Mainstream media trust the information posted on verified accounts, so they are directly quoting the social media content in their news stories.

Table 3 - Geographic Focus of the news cited social media source

Geographic Focus	Times of India	The Hindu	Total
National	28(56.00)	42(60.87)	70(58.82)
International	15(30.00)	17(24.64)	32(26.89)
Regional	7(14.00)	10(14.49)	17(14.28)

*Numbers in the brackets are showing percentage.

Table-3 answers the 5th research question (RQ5). Newspapers are using social media sources more in national issues, international issues and regional issues respectively. Out of 119 articles, 70 articles are of national issues, 32 articles are of international, and 17 are of regional issues.

Conclusion

This study provides an initial insight into how social media is used as a news source in Indian newspapers. The study suggests that Social media is frequently cited as a news source in Indian newspapers mainstream English newspapers. The Times of India and The Hindu, are using social media sources in almost all the beats. Overall, The Hindu is using social media sources more than The Times of India.

Mainstream media is getting most of its news sources from Twitter and cite it as a 'primary' and 'standalone' source. The Times of India is ahead of The Hindu in this context.

The study reveals that Politicians are the main actors for social media news sources. Mainstream media keeps an eye on verified accounts of politicians and their parties to access the news as soon as posted. Mainstream media is directly quoting the social media content in the story because they trust the information posted by the verified accounts.

This research has used a small set of sample already discussed in the methodology section. The small sample poses a limitation itself in concluding use of social media as a news source in mainstream media. Further research can be done by taking a large sample of data and also including the broadcast media as well to draw conclusions in a broader sense.

References

- Alejandro, J. (2010). Journalism in the age of social media. *Reuters Institute Fellowship Paper, University of Oxford*, 2009-2010.
- Belair-Gagnon, V., Mishra, S., & Agur, C. (2014).Reconstructing the Indian public sphere: News work and social media in the Delhi gang-rape case. *Journalism*, 15(8), 1059-1075.
- Broersma, M., & Graham, T. (2013). Twitter as a news source: How Dutch and British newspapers used tweets in their news coverage, 2007–2011. *Journalism Practice*, 7(4), 446-464.
- Dowdell-Baker, J. (2013). *Understanding how social media is used as a news source during crisis events* (Doctoral dissertation, University of Tasmania).
- Gillis, T. L., & Johnson, K. (2015).Younger Journalists More Likely to Use Social Media. *Newspaper Research Journal*, 36(2), 184-196.
- Hedman, U. (2015). J-Tweeters: Pointing towards a new set of professional practices and norms in journalism. *Digital Journalism*, 3(2), 279-297, DOI: 10.1080/21670811.2014.897833.
- Hladík, R., & Štětka, V. (2017). The powers that tweet: Social media as news sources in the Czech Republic. *Journalism Studies*, 18(2), 154-174.
- Hong, S. (2012). Online news on Twitter: Newspapers' social media adoption and their online readership. *Information Economics and Policy*, 24(1), 69-74.
- Katz, E., & Lazarsfeld, P. F. (1955). Personal influence: the part played by people in the flow of mass communications. New York: Free Press.
- Krippendorff, K. (2012). *Content analysis: An introduction to its methodology*. Sage.

- Lecheler, S., & Kruikemeier, S. (2016). Re-evaluating journalistic routines in a digital age: A review of research on the use of online sources. *New Media & Society*, 18(1), 156-171.
- Mansour, E. (2016). The adoption and use of social media as a source of information by Egyptian government journalists. *Journal of Librarianship and Information Science*, DOI: 10.1177/0961000616669977.
- McLuhan, M. (1964). Understanding media. *The Extensions of Man*. New York.
- Newman, N. (2011). Mainstream media and the distribution of news in the age of social discovery. *Reuters Institute for the Study of Journalism, University of Oxford*.
- Paulussen, S., & Harder, R. A. (2014). Social media references in newspapers: Facebook, Twitter and YouTube as sources in newspaper journalism. *Journalism Practice*, 8(5), 542-551.
- Robinson, S. (2011). "Journalism as process": The organisational implications of participatory online news. *Journalism & Communication Monographs*, 13(3), 137-210.
- Rodrigues, U. M. (2014). Social media's impact on journalism: a study of media's coverage of anti-corruption protests in India. *Global media journal: Australian edition*, 8(1), 1-10. Available at: <http://dro.deakin.edu.au/eserv/DU:30063338/rodrigues-socialmedia-2014.pdf> (accessed on 1st April 2018).

Maulana Abul-Kalam Azad's Role in Popularising Science

Asad Faisal Farooqui*

Abstract

Maulana Abul Kalam Azad (1888-1958) was one of the revolutionary leaders of freedom struggle, also stood for Hindu Muslim Unity. Maulana Azad journalistic work also stirred the freedom movement and influenced society. His two journals 'Al-Hilal' and 'Al-Balagh' played an imperative role in making the community aware of the politics of the world. But, very few people were aware that he also used these two journals in cultivating scientific temper among Indian society. This paper tries to discuss the Maulana Azad's role in popularising science in the pre and post-independence period.

Maulana Abul Kalam Azad (1888-1958), one of the most prominent faces of Indian nationalist movement, was a visionary, prolific writer and fearless journalist and played a central role in the freedom struggle. But very few people aware of his involvement in science popularisation activities. He enthusiastically took part in the science movement in the Indian sub-continent in his early life. He dreamt that Indians should be part of world-class scientific research and wished in future India to be self-reliant in the field of science and technology. So he wanted more and more Indians to adopt science as the subject of their studies.

His initiatives to popularise science through the Urdu language fired the imagination of Urdu knowing people. His scientific articles published in the early decade of the 20th century in different informative periodicals made a significant contribution in the popularisation and promotion of science in the Urdu speaking society in pre-independence India. According to noted science historian Syed Irfan Habib:

He began his career as a skilful journalist, with a remarkably insightful eye on a large number of burning issues. One of the issues he held dear was education, with an emphasis on scientific and technical education, which he felt was indispensable for the development of a country colonised and exploited for over 150 years. This commitment of Azad can be simply seen in the pages of Al-Hilal, as early as the second decade of the 20th century. (Habib, S. I., 2010, p. 15)

* Research Scholar, Department of Mass Communication, Aligarh Muslim University, Aligarh. E-mail: asadfaisalamu@gmail.com, mob: 9412595891

Early Works:

He showed a tremendous literary flare from a very young age and started writing about science in 1901 in "**Al-Misbah**", a weekly newspaper, where his articles on the work of Newton and '*Kashish-e-Saqal*' (Gravitational Attraction) published (Qaisar, W., 2004, p.32). He also wrote few science articles for "**Khadang Nazar**", a monthly magazine published from Lucknow (Qaisar, W., 2004, p.32). In 1904, he brought out his informative monthly magazine "**Lissan-u-Sidq**", in which along with other purposes, science popularisation was also included (Dasnawi, A. Q., 1988, p. 10). Shafey Kidwai rightly observes that:

'Insatiable quest for spreading awakening all-around had fuelled Azad's intellectual bent of mind, and he made it a point to publish articles, editorial and features on new discoveries and new method of education (Kidwai, S.,2010, p. 18).

The name and publications of some articles, written by Azad in his early life, reflecting his mind-set and motivation towards the pursuit of scientific knowledge; are given below:

S.No.	Article Headline	Magazine	Date of Publication
1	Zamana Qadim Me Kabutrun Ke Daak (Postal System through Pigeon in ancient era)	Khadung Nazar	May & June 1902
2	Zau Ghair Marai (X-Rays)	Khadung Nazar	May & July 1903
3	Taraqqi Urdu Number 2, Anjuman Taraqqi Urdu (Discussing the need of translation for Science books)	Lisan-us-Sadaq	April & May 1905
4	Europe Mein Gungoon ke Taaleem (Education of Deaf and Dumb in Europe)	Al Nadwa	March 1906

Science Contents of *Al-Hilal* and *Al-Balagh*:

'*Al-Hilal*', the epoch-making Urdu newspaper started by Maulana Azad on June 1912, whereas in 1915 when the '*Al-Hilal*' was raided and the press was confiscated, he started another newspaper '*Al-Balagh*' with similar features and characteristics of '*Al-Hilal*'. Both '*Al-Hilal*' and '*Al-Balagh*' were not scientific journals as they mainly dealt with the political, social and religious issues belonging the Muslim world and India. Since, Maulana Azad was aware that Indians lack scientific thinking, so he also devoted some of the pages for acquainting the readers with science development going in the world. Welcoming the *Al-Hilal*, noted journalist and freedom fighter, Maulana Mohammad Ali wrote in his weekly Comrade:

We can well understand the enormous labour and expense that Maulana Abul Kalam Azad, its talented editor, must have gone through before launching this weekly journal. It strikes a new line of journalism by including pictorial illustrations as permanent feature in its columns. Literary and scientific discussions and Muslim educational affairs will have

a permanent space assigned to them besides regular presentment of the state of affairs in Turkey, Persia, Morocco and the Islamic world in general (Natarajan, J., 1997, p. 248).

Having divided into two columns, *Al-Hilal* published the socio-political and religious content, including scientific articles and news items frequently. It carried information related with science in a separate column '*Mazakra-e- Ilmia*' or '*Academic Discussion*', in which new scientific discoveries, further advancement in social and physical sciences, philosophical debates and the contribution of prominent thinkers and leaders were always made the object of attention (Kidwai, S., 2013, p. 18). Apart from Maulana Azad who had immensely contributed to *Al-Hilal* with his articles, other personalities who had contributed to *Al-Hilal* were Molvi Nawab Ali, Abdul Majid, Mirza Mohammad Askari and Abul Mukarim. An article namely '*Hayat baad al Mumat*' by Molvi Nawab Ali, professor Baroda College was published in the issue of 24 May 1913 (*Al-Hilal*, 24 May 1913). Similarly, an article of Abdul Majid under title '*Mufridaat Jazbaat-ilm-ul-Nafs ka ek baab*' on psychology was published in two parts in the issue of 18 and 25 June 1913 (*Al-Hilal*, 18 & 25 June 1913).

A careful perusal of the files of '*Al-Hilal*' and '*Al-Balagh*' will leave one fully convinced that Maulana Azad was aware of the development going in the scientific world and he also knows that future of prosperous India depends on science. He wanted that Urdu knowing people should also be aware of the new discoveries and developments in science. So, he had devoted some pages of his journals for the discussion of science and other education topics. Both the journals contributed immensely in the disseminating of knowledge on science and education. Eminent journalism historian Nadig Krishna Murthy opined: 'The fascinating get-up and scholarly style of these journals have caught the imagination of the Urdu knowing public' (Krishna, M. N., 1966, p.258).

A list of scientific content including science articles published in *Al-Hilal* and *Al Balagh* is given below:

S. No	Article Headline	Subject	Periodical	Date of Publication
1	<i>Radium</i>	<i>Chemistry</i>	<i>Al Hilal</i>	26 February 1913
2	<i>Qutub Junubi</i> (South Pole)	<i>Geography</i>	<i>Al-Hilal</i>	19 March, 23 April & 7 May 1913
3	<i>Al-Hayat</i> (Life)	<i>Biology</i>	<i>Al Hilal</i>	2 & 9 April 1913
4	<i>Hayat baad al Mumaat</i> (Life after Death) by Molvi Nawab Ali, Prof. Baroda College	<i>Biology</i>	<i>Al-Hilal</i>	24 May 1913
5	<i>Istilahat Ilmiya</i> (Scientific Terminologies) by Molvi Abul Mukarim Fazlul Wahab, Calcutta	<i>Scientific Terminologies</i>	<i>Al-Hilal</i>	17 December 1913

6	<i>Tabqaat-ul-Arz-Istedraak bar Taqaddum Uloom</i> (Study of Geology)	<i>Geology</i>	<i>Al-Hilal</i>	24 December 1913
7	<i>Gharaib-ul-Aflaak aur Malkut- ul-Samawati</i> (Strange things of Sky and Stars)	<i>Astronomy</i>	<i>Al Hilal</i>	7& 14 January 1914
8	<i>Qutub Junubi Key leay ek aur Muhim-</i> (Another Mission of South Pole)	<i>Geography</i>	<i>Al-Hilal</i>	25 February & 11 March 1914
9	<i>Hawai Jung</i> (War in Air)	<i>War Affairs</i>	<i>Al-Hilal</i>	1 April 1914
10	<i>Safah Min Taareekh Keemia</i> (A page on history of Chemistry)	<i>Chemistry</i>	<i>Al Hilal</i>	3 June 1914
11	<i>Nama Ber Kabutar</i> (Pigeon Post used in War time)	<i>Communication</i>	<i>Al Hilal</i>	10 June 1914
12	<i>Ikhtilaaf Alwan - Safah Min al Haiwan</i> (A Page on Zoology)	<i>Zoology</i>	<i>Al Hilal</i>	1 July 19 14
13	<i>Hawai Rail</i> (Air Rail)	<i>Technology</i>	<i>Al-Hilal</i>	8 July 1914
14	<i>Ilm Nabatat wa Haiwanaat</i> (Knowledge of Plants and Animals)	<i>Biology</i>	<i>Al-Hilal</i>	8 July 1914
15	<i>Radium aur Uskay Asarat</i> (Radium and its effects) by Molvi Abdullah of Nanded	<i>Chemistry</i>	<i>AlHilal</i>	15 July 1914
16	<i>Khatarnak Makkhi</i> (Dangerous Housefly)	<i>Health</i>	<i>Al-Hilal</i>	15 July 1914
17	<i>Mashoor Professor J. C Bose aur Ulmaey Inglisann ke Qadardani</i> (Eminent Professor J.C. Bose and appreciation of English scholars)	<i>Botany</i>	<i>Al-Hilal</i>	22 July 1914
18	<i>Iktishaf wa Iktira</i> (Innovations and Inventions): <i>Khurdbeeni Durbin</i> (Micro Telescope), <i>Kohraba aur Khazain ul Arz</i> (Reservoir of Earth), <i>Wireless Typewriter</i>	<i>Innovations and Inventions</i>	<i>Al-Hilal</i>	29 July 1914
19	<i>J.C Bose Rooh Nabatat aur Ehsaas</i> (J.C. Bose on Plant's Sense)	<i>Botany</i>	<i>Al-Hilal</i>	5 August 1914
20	<i>Ilm –ul- Nabatat ka ek Safah</i> (A page on Botany)	<i>Botany</i>	<i>Al-Hilal</i>	9, 12 August 1914

21	<i>Qutub Junubi</i> (South Pole)	<i>Geography</i>	<i>Al-Hilal</i>	9 August 1914
22	<i>Sharab Ka Asar Haiwanat per</i> (Effects of Wine on Animals)	<i>Health</i>	<i>Al-Hilal</i>	2 September 1914
23	<i>Behri Surangein</i> (Sea Tunnels)	<i>War Technology</i>	<i>Al-Hilal</i>	7 October 1914
24	<i>Taar Peido</i> (Torpedo)	<i>War Technology</i>	<i>Al-Hilal</i>	14 & 21 October 1914
25	<i>Al-Naum: Neend Ke Haqiqat</i> (Phenomenon of Sleep)	<i>Biology</i>	<i>Al-Balagh</i>	12 November 1915
26	<i>Al-Tahawwul al Fijaai</i> (Mutation)	<i>Biology</i>	<i>Al-Balagh</i>	10, 17, 24 & 31 March 1916
27	<i>Ek Nai zameen ka iktishaaf-Daaera Qutub Shumaali</i> (Discovery of New Land -North Pole)	<i>Geography</i>	<i>Al-Balagh</i>	18 February 1916
28	<i>Zara-e Aab ke Sargushist</i> (An account of resources of Water)	<i>Hydrology</i>	<i>Al-Hilal</i>	10 June 1927
29	<i>Barqi Machliaan</i> (Electric Fishes))	<i>Zoology</i>	<i>Al-Hilal</i>	24 June 1927
30	<i>Insaan Key Takhleeq wa Zahur ka Awwalin Mahal</i> (First Step of Origin and Evolution of Human being)	<i>Biology</i>	<i>AlHilal</i>	July 1927
31	<i>Insaan Key Umar darazi aur Aada Shabab</i> (Long Life of Human being and its Sexual Life)	<i>Biology</i>	<i>AlHilal</i>	15,22 July 1927
32	<i>Radium Khazana-e Fitrat ka sub sey kmyaab jauhar</i> (Radium - A beneficial substance of Natural Treasure)	<i>Chemistry</i>	<i>Al-Hilal</i>	5 August 1927
33	<i>Zameen per Kainat Hayat ka Aaghaz</i> (Origin of Life on Earth)	<i>Biology</i>	<i>Al-Hilal</i>	12 August 1927
34	<i>La salki ka Raaz</i> (Mystery Behind Radio Wireless)	<i>Communication</i>	<i>Al Hilal</i>	2 September 1927
35	<i>Aalam Samawi Kia Sitaare Zindagi se Mahrum Hain</i> (Is their no Life on Stars)	<i>Astronomy</i>	<i>Al Hilal</i>	14 October 1927
36	<i>Radium</i>	<i>Chemistry</i>	<i>AlHilal</i>	5 August 1927

37	<i>Nazaria Irtiqā ka Ghumshuda Halqa</i> (The Missing Link of theory of evolution)	<i>Biology</i>	<i>AlHilal</i>	5 August 1927
38	<i>Qanun Twaris Jismani wa Manwi</i> (Law of Heredity)	<i>Biology</i>	<i>AlHilal</i>	9 September 1927
39	<i>Uloom Madia Ke Taraqqi</i> (Development of Material Knowledges)	<i>Scientific Development</i>	<i>AlHilal</i>	28 October 1927
40	<i>Qadma key Mafqud Sanatain</i> (Missing of ancient skills and crafts)	<i>Industry and Technology</i>	<i>AlHilal</i>	9 September 1927
41	<i>Nazariya Nashu wa Irtiqā key Maujuda Manzil</i> (The Present stages of theory of evolution)	<i>Biology</i>	<i>AlHilal</i>	4 & 11 November 1927

In 1914, he introduced a column '*Iktishaaf wa Irtiqā*' (Discoveries and Development) in *Al-Hilal* under which information about new inventions, discoveries and innovations had been published. In the issue of 29 July 1914 under this column three items with titles *Khurdbeeni Durbin* (microscopic telescope), *Kohraba aur Khazain ul Arz* (Amber and Treasure of Earth), and *Wireless Typewriter* were published (*Al-Hilal*, 29 July 1914). He also introduced a section of science news during the last phase of *Al-Hilal* i.e. 1927, which was placed under the column '*Aalam Matbuaat wa Sahaif*'. Science news was usually borrowed from the reputed international journals.

A list of such science news published by the journal is given below:

1	<i>Para Ka fauri Elaaj</i> (treatment of mercury)	24 June 1927
2	<i>Qadeem Hindustan Me Saanpon key Haisiat</i> (Snakes in Ancient India)	24 June 1927
3	<i>Kia Chaand tuk Pahunchna Mumkin hi</i> (Is it possible to reach on Moon)	2 December 1927
4	<i>Sanai Aankh jo Raat mein Dekhti hi</i> (Artificial Eyes)	2 December 1927
5	<i>Zalzaley se pahlay uska elaan</i> (Earthquake)	2 December 1927
6	<i>Sanai Aftab</i> (Aesthetic of Sun)	2 December 1927
7	<i>Junun Kay Baray main ek naya Nazaria</i> (A new theory on Melancholy)	5 December 1927
8	<i>Haiwanaat ke Umar</i> (Ages of animals)	5 December 1927
9	<i>Mushtari kay Mutaliq taza Malumaat</i> (New information about Jupiter)	9 December 1927
10	<i>Insaan ka Mustaqbil</i> (Future of Human being)	9 December 1927

Paying tribute to Azad's journalistic effort noted scholar Shafey Kidwai jotted down:

Azad was the first journalist who propounded a new model of journalism that was aimed at navigating Indians the ideas when they were at a crossroad. He believed that there

was no wall between people that dialogue could not breach and he was also aware that nothing inspires people more than truth and at he always clamoured for the truth which was central to the betterment of humanity at large (Kidwai, S.,2013, p. 28).

Maulana Azad, who began his career as a writer and journalist through *"Kadang Nazar"*, and also worked with *"Lisan-us- Sidq"*, *"Al-Nadawa"*, *"Al-Hilal"* and *"Al- Balagh"*. He was willing to continue this task; meanwhile, the Indian political scenario suddenly changed, and freedom struggle gained momentum. At this point, Maulana failed to control his emotions and jumped into freedom struggle with all the energy and sacrificed his passion for journalism for the sake of the country.

Post-Independence Initiative:

Like Nehru, Maulana Abul Kalam Azad was also hopeful that, India would compete with the developed nations by creating scientific temper and motivating young people to opt for science. As the Education Minister and the Vice Chairman of Council for Scientific and Industrial Research (CSIR), he not only took a keen interest in promoting scientific research but also in the popularisation of science among masses. Under his initiative, many programmes for disseminating science among common masses were started. It was on his recommendation; that CSIR brought out first popular Hindi science magazines 'Vigyan Pragati' in 1952, followed by 'Science Reporter' in English in 1964 (Salwe, D., 2002, p. 12). He also approved a popular science magazine in Urdu 'Science ke Duniya', which unfortunately appeared after sixteen years of his death in 1974. According to the first editor of 'Science ke Duniya', Pundit Anand Narain Zutshi:

The first attempt to publish a popular science magazine in Urdu was made by the then Education Minister Maulana Abul Kalam Azad, who was also Vice president of CSIR. He discussed the matter with the ministry. In 1958, before his death, he informed me through a letter that the government of India approved the proposal for publishing popular science magazine in Urdu (Dehelwi, G.Z., 2006, p.288).

Azad also played an imperative role in shaping the science and technology through the development of scientific infrastructure of newly independent India. Highlighting Azad's contribution in this direction, Md. Ali Habeeb writes:

Azad's role in shaping science technology in the process of national developments relates to his role in scientific infrastructure development in India, which he initiated during his tenure as Minister of Education. Maulana knew that the creation of a body devoted to recognising and promoting scientific talent in India is the first need of the newly independent state. He, therefore, mooted the idea of the Council of Scientific and Industrial Research of which he remained vice-president for a number of years (Ali, M.H., 2005, p.58).

Both Nehru and Azad explored new avenues, provided the basis and building blocks for science research and presented a new spirit to science & technology. Pillars of today's development in the fields of science, health, technology, information technology and communication technology are all erected upon the foundation which was laid by them for nation-building. In the meantime, digital and broadcasting media open the new doors for the promotion of science. Md. Habeeb Ali states:

Both Maulana and Jawahar Lal would have been thrilled about working together. While Maulana was contemplating about laying the foundation of technical education, Jawahar Lal was busy improving the backbone of Indian economy through building of economic resources bases through the primary industries like agriculture, energy, steel etc. (Ali, M.H.,2005, p. 58).

References:

- Ali, Md. Habeeb. (2005). *Maulana Azad's Vision on Science Technology and Development*. Lucknow. U.P. India: Centre for Development Studies. p. 58
- Dasnawi, Abdul Qawi (1988). *Lisan-ul-Sadq*. (A.K. Dehelvi, Ed.). New Delhi. India: Maktaba Jamia Limited. p. 10. See August, September 1904 issue of *Lisan-ul-Sadq* in its purposes also included publication of scientific articles
- Dehelwi, Gulzar, Zutshi (2006). 'Urdu Science Sahafat-Ek Sarsari Jaiza' in *Urdu Sahafat* (Ed. Anwar Ali Dehelwi). Delhi. India: Delhi Urdu Academy. p. 288
- Habib, S. Irfan (2010). *Maulana Azad and the National Education System*. New Delhi. India: National University of Education Planning and Administration. p. 15
- Kidwai, Shafey (2013). 'The Contribution of Al-Hilal in National Awakening'. Aligarh. U.P. India: *Indian Journal of Communication Review*. 1(1). p. 24
- Krishna, Murthy Nadig (1966). *Indian Journalism- From Asoka to Nehru*, Mysore. Karnataka. India: Prasaraanga University of Mysore. p. 258
- Natarajan, J (1997). *History of Indian Journalism*. Delhi. India: Publications Division, Ministry of Information and Broadcasting Government of India. p. 248
- Qaisar, Wahab (2004). *Maulana Azad Ke Sciencee Baseerat*. Delhi. India: NCPUL. p. 32
- Salwe, Dilip (2002). *Science in Indian Media*. Delhi. India: Vigyan Prasar. Delhi, 2002, p. 12
- Al-Balagh*. File of 1915
- Al-Hilal*. File of 1913 and 1914
- Al-Hilal*. File 1927

Changing Status of the Odia Press

Harish Chandra Behera*

Abstract

Press considered the fourth estate is a true custodian of public opinion in a liberal democracy like India. Its watchdog role amounts to keep the other three estates, i.e. Legislature, Executive, and Judiciary accountable to the will of the people. As misinformation constitute more serious a threat than no information, objectivity and accuracy constitute the core responsibility of journalism. The mainstream Odia press drew inspiration from its role in the freedom movement for upholding righteousness in reporting. The national media policy shift and technology up-gradation has offered stimulus to increase the reach and access of the Odia press. However, of late, it has come under the grip of maladies like decreased accuracy and increased sensationalism. Has it changed the quality of the contents of the Odia papers on offer? This article explores the changing status of the Odia press.

In today's world of cutthroat competition and the desire to be the first, media often gives little consideration to the authenticity of the facts they are putting before the public and how they are doing so. More often than not, this is because everyone wants to be the first to show particular news items to improve its rating. News helps people to make an informed decision, which finally culminates in Societal Consensus. This consensus is what we understand as public opinion. For this purpose, the media must be given the requisite freedom to decide upon the issues, which need to be brought into the light.

Technology has often driven changes in the media of mass communication. New techniques of the latter half of the Nineteenth Century were the telegraph, the telephone and the typewriter. In the late 20th century, satellites and later the Internet revolutionised communication and journalism to an extent never happened before. But, the press remained a vital tool of mass communication and public opinion formation, despite all new technology revolutions.

* Lecturer, Dept of Journalism and Mass Communication, Sanjay Memorial Institute of Technology, Berhampur University, Berhampur, Ganjam, Odisha.

Email: harish.behera71@gmail.com

Language Press in India played a prominent role in the social awakening, including the freedom movement. Though its influential role was noticeable since its modest beginning in 1818, it became more pronounced after the first war of Indian independence. Gandhi's emergence as the central figure of the Indian nationalist movement galvanised the Indian language press. The language newspapers gave a fillip and moral strength to the campaign and covered every corner of the country to spread the message of freedom.

The birth of print media in Odisha owe to the Christian Missionaries in 1882 as per Government gazette. Odia was adopted as the court language in 1839 and first Odia journal 'Gyanaruna' had come out in 1849 and 'Probodh Chandrika' in 1856. The first Odia newspaper in real sense was "Utkal Deepika" started by Gouri Sankar Ray on 4 Aug, 1865

Odia Newspaper Industry

As a manufacturing industry, newspaper products are to sell advertising space to business, news, and information to the public. The better the product, the better it will sell. A good newspaper is not achieved by accident but is the result of careful planning and organisation, each department work in close harmony with others to produce a continually improving paper. To ensure impressive advertising revenue, a newspaper must maintain better circulation figures, which can come through a quality newspaper.

The Circulation department must have a live newspaper filled with news, pictures and after that features to draw needs if it is to be building a good circulation. Each department must be active and efficient. If one is not strong, the others are weakened, and the newspaper begins to deteriorate.

Status of the Newspapers in Odisha in Pre-Independent Era

The infancy of printing technology and too many language obstructions made the growth of Odia journalism rather slow. But, the press began to assert its power and influence over masses and became a formidable force for social reform and political awakening. Odia Press has played a pivotal role in making Odisha the first linguistic oriented province in British India.

During the pre-independent era, newspapers were mostly organised into three distinct wings- the Editorial department dealing with news and views, the Printing and Production department taking care of the mechanical production, and the Business department, which attempted to increase the paper's revenue. It included sections for advertising, circulation, billing and collection. There was a time when all the newspapers were local, and most were individually owned. The 'Samaj' was started by under the individual initiative of eminent freedom fighter Pt. Gopabandhu Das which was later handed over to Lok Sevak Mandal, a non-profit trust. Similarly, 'The Prajatantra', another mass circulated paper, appeared under the sole initiative of Dr Harekrushna Mahatab, the then Chief Minister of Orissa, which is now being run under the editorship of his son Bhartuhari Mahatab, also a Member of Parliament.

New technologies like telegraph, telephone and typewriter in the mid of 20th century were adopted by the Odia newspaper industry to modernise itself and increase the speed of news dissemination. During this period, newspapers attempted to bring awareness among people of Odisha through their editorial content. They played an active role in spreading the message of freedom struggle and unification of Odia dominated areas under one administration.

Status of the Newspapers in Odisha in Post-independent Era

The Odia press got its significant boost with the formation of a separate linguistic providence of Orissa in 1936 after a prolonged struggle. After independence in 1947, the media industry slowly got professionalised. Gradually it became a stepping-stone for many to enter politics, and allowed itself to be used as a tool of political propaganda. The Dhahiri, another mass circulated paper was started by the then Chief Minister Smt Nandini Satapathy, the ownership was inherited by his son Tathagat Satapathy, also a Member of Parliament. In the 1980s, circulation of the newspapers quadrupled, and Odia newspaper readers rose from roughly 7percent to 22 per cent of the population.

A long-serving Chief Minister Janaki Balhaba Patnaik started the Sambad through his son-in-law, which was launched on 4 Oct 1984. The Sambad brought a revolutionary change in Odia newspaper industry by introducing multicolour Offset printing press. It was the first to add computer composing and phototypesetting in newspaper publication business in the state in the mid-1980s. It also changed the news presentation style- striking layout and visual replaced the tired old format. A completely new package offering multiple editions and weekend supplements were launched. Patnaik's deputy in the government Sri Basant Kumar Biswal started an Odia daily newspaper 'Samay', flowed by some other newspapers. This stipulation forced other Odia newspapers to adopt modern technology and change their evening edition newspapers to morning edition format to cater fresh news to their readers. To manage the contemporary press, most of the people working in this profession were trained professionally.

Further, the coming of technologies like DTP and computers replaced letterpress prints, and other handout works. With modern technology, the quality of printing improved and colour printing added graphic to the otherwise dull newspaper pages. The improvement in the quality of the newspaper as a product, however, slightly increased newspaper, cost.

Nowadays most of the Odia newspapers are coming out with 24 pages of daily, including four colour pages with multiple editions from different parts of Odisha. Most of them offer weekend supplements on Sunday to provide more information to their readers.

Objectives of the study

- To study the ownership pattern of Odia newspapers;
- To compare the advantages and limitations of private company ownership form to other forms of management of Odia newspapers;
- To examine the benefits of multi-business-oriented management in the success and sustenance of the newspaper;
- To explore the linkage between editorial policy and the success of a newspaper.

Methodology:

The study used both primary and secondary data. Personal observation and interview methods of data collection were applied in the study. Secondary data was also collected from different libraries, Office of the RNI and other sources. Apart from these sources, data about circulation, revenue and management were also gathered from daily Odia newspapers like Samaj, Dainik Asha, Prajatantra, Dharitri and Sambad.

Analysis & Discussion:

According to the Reference Annual 2004, there are 42 approved (by Dept. of I&PR) dailies being publishing from Odisha. Out of 42, Trust and Societies own five, and Private Limited Companies own seven. Today individuals own the most significant number of Odia newspapers. It is interesting to note that all the large papers are owned by non-profit Trust/Society and limited companies.

Nearly 70 per cent of newspaper circulation is in the hands of a few families or units, and although their number may be limited, their circulation and influence are much more than what their numbers are. The concentration of ownership or monopolies in the sphere of the newspaper and magazine publishing takes the form of industrial houses bringing out multiple publications such as morning and evening papers and dailies for the general readers, specialist dailies for people in business and professional as well as science journals, comics, business weeklies, women magazines and Children periodicals.

In Odisha, Samaj is seen as a trusted and impartial newspaper. Mr. Bamapada Tripathy, an eminent journalist, is the editor of the newspaper. Being a Trust, the critical decisions and policies are taken by the members of the Trust. No individual can decide on behalf of the Samaj. If the members support the proposal, then it works out at the benefit of readers and the Odia people. It takes time to have a new investment and expansion of any project.

The Dainik Asha:

Sashi Bhusan Rath gave up the editorship of Dainik Asha on 18 Apr 1936, and the paper changed hands with a Calcutta based businessman Mr M. L. Jajodia taking over the paper. The paper was also changed to Trust ownership. The Dainik Asha was revived in the seventies by a trust set up by

noted social activist Politician Brundaban Nayak. It was started again on 10 Feb, 1982 under the editorship of Sriharsha Mishra, a veteran journalist who was earlier associated with 'Prajatantra' for long years. After the demise of Sriharsha Mishra in 1984, the chair of the oldest paper shifted to Chandra Sekhar Mohapatro and then to Promod Panda. But, due to lack of proper management, and adaption of technology the newspaper clipped its pages just for timely publication.

The Prajatantra:

Prajatantra Prachar Samiti a Regd. Trust publishes the Prajatantra and English weekly named 'Eastern Times'. The Samiti is covered under the Employees Provident Fund scheme. But it failed to make payment of its contribution to the funds in time as provided by statute. The employees' interest was not properly entertained by the Samiti for which the employees lost the trust on the ownership and management of the newspaper. Apart from this, management did not think for the early settlement of the different problems and the issues of the employees. Though a society runs it, its decision is taken by like individual ownership. The editor Bhatruhari Mahatab, who a Member of Parliament belonging to the ruling BJD, is taking all responsibilities of the newspaper. Lack of proper attention by Mahatab has made the Prajatantra deteriorate in circulation despite having updated technologically.

The Dharitri:

The post-independent Odia daily Dharitri is run by Samajbadi Society from Bhubaneswar. During 1986 Dharitri started web offset printing. The real growth of the newspaper began during late Eighty and early Ninety.

The Sambad

Eastern Media Pvt. Ltd runs the Sambad. It was for the Sambad, Odia journalism witnessed the dawn of a new era in 1984. 'The Sambad', not only brought about a revolution in the Odia media industry, also set a new trend for colour publication adding morning editions. The Private Limited Company has been running other business organisations like Engineering Institution, Media School, Yatra Troupes, adding a strong influence of individual ownership. The Eastern Media Company Limited has become a No.1 entertainment and Media house in the industry.

This study found that multi business-oriented management is successful for sustaining the newspaper. Most newspaper managers realise the value of promoting their own houses, telling readers how will the classified advertisements pull showing merchants how to increase sales and turn over, calling readers attention to outstanding features in the news columns and urging subscribers to send the paper to relatives and friends. Promotion and Multiple businesses have emerged as a specialised business.

As far, the multi-business activities are concerned, the oldest newspaper 'Dainik Asha' only was commencing training and newspaper production and publication. It has started the professionalisation process in journalism in Odisha, on the line of social promotional activities, but not as a commercial endeavour. Thus, it acted as the harbinger of Odia journalism.

The Prajatantra set a new trend in Odisha by inspiring, encouraging and promoting the promising writers. On its foundation Day function, the paper honours the top 10 scores in the Odisha HSC examination. It has not initiated any business expansion to generate more revenue.

The other newspaper Dharitri is the only newspaper in Odisha, which provides different social feature Pages to its readers. Still, it has not given any initiative towards multi-business expansion except a media institution.

On the other hand, the Sambad has taken numerous initiatives to expand its media platform and Eastern Media Limited Company. It has started a news television channel, an FM radio station as a sister concern. The Company has been running an Engineering College and several entertainment yatra groups. Apart from this, The Editor produced a number of Feature films under the banner of Eastern Media Limited. Sambad has also tried to discharge its Corporate Social Responsibilities (CSR) by starting various activities like Suddha Odia Likhan, a movement to improve Odia handwriting and exact expression. Apart from this, Blood Donation Camps are also being organised by the Sambad. These days, Sambad has started a Journalism school for professional media training.

The Editorial Policy:

Successful running of a newspaper owes much to its editorial policy. The Dainik Asha played an active role in the freedom movement and the movement for the unification of the Odia speaking people. It inspired many public-spirited people to join the movements, and were trained in journalism. It provided the leading writers with a unified forum to ventilate their views. Thus, the paper gave a fillip to the growth of Odia journalism and played a vital role in the formation of public opinion.

In the annals of the pre and post-independence era, the role of 'The Samaja' has been instrumental in awakening the social values and contributing to the nation-building process. The founder Pandit Gopabandhu Das used the Samaja as a vital platform to spread his anti-British messages to the Odia speaking people across the state and beyond, resisting all kinds of pressures that came in his way. Being run by a non-profit trust, the paper stands for the high standard of accuracy, authenticity and the core value of Journalism. Today, the Samaja is among the most top circulated newspapers, which maintains independence from the political parties.

The Prajatantra draws its spirit from its struggle against feudalism, orthodoxy and dogmatism. It has been playing an active role in spreading Odia language culture and remains a torchbearer of responsible journalism. Though earlier it was a pro-Congress paper, the decline in the fortune of

the party gradually shifted the paper towards the ruling BJD. Owing to a management problem, the paper suffered a significant decrease. Once famous for its and now it is struggling to get back its lost circulation and lost glory. Once upon a time, the evening edition of Prajatantra was selling like hotcakes on the streets of Cuttack. It was famous for its catchy headlines that made the paper sell well. Dr Mahatab was the driving force behind the newspaper. The Prajatantra was the hub of political activities during Dr H.K. Mahtab tenure as the editor Mahatab himself was a veteran politician.

Among the post-independent newspapers, the Dharitri claims to be neutral, but the political affiliation of its editor gives it a pro-BJD stand. Tathagat Satapathy, who joined the Janata Dal under the leadership of the late Biju Patnaik, controls the paper, as such, the fortune of the paper is linked to the wealth of Mr Satapathy. It is for obvious reasons, Dharitri's political reporting and analysis aligns with that of the ruling BJD in Odisha. Therefore, the changes in the political situation in the state turned the Dharitri Pro-BJD in a radical shift from its long pro-congress stand.

For long, the editorial policy of Sambad remained pro-Congress party. But, of late its editor joined the ruling BJD marking a significant shift its editorial policy.

Findings:

The Odia media has reached its apex position that it captivates all the Odia people directly and indirectly. Almost the major Odia daily newspapers have become multi-edition dailies with editions coming from multiple locations in the state and from outside of the state. In spite of all these developments along with printing technology, the ownership pattern is mostly related to the sustainability of a newspaper organisation. In fact an efficient workforce and proper management sustains a newspaper. In terms of business, a newspaper like Sambad has proved very successful because of its state of the art of printing technology, news presentation, design and graphics giving a content which paved the way for generating more revenue. Apart from this under Private Limited Company ownership, the Eastern Media House has taken advantages of new media technology. It has updated all the modern methods of newspaper publishing. An individual like the decision in Private Limited Company the Sambad has established itself as a popular newspaper among the Odias.

The public trust run newspaper like Samaj appears to have, more social responsibility commitment than the privately owned or Society owned newspapers. Trust-based newspapers do not go for cross commercialisation. Whereas the other oldest newspaper like Dainik Asha and Prajatantra have not experienced spectacular growth much, on the other hand Samaj has achieved this aspect in recent times. The trust-based oldest newspaper Dainik Asha later switched over into a title ownership of Promod Kumar Panda. Due to lack of proper management, employee crisis and infrastructural inconvenience the newspaper continually deteriorated. The other newspaper

Prajantra run by Prajantra Prachar Samiti did not modernise itself and raised the circulation figure in comparison to Samaj in the later years.

As the study reveals, multi-business media industries proved very successful because of the state of the art of printing technology, news presentation, design and graphics. Sambad went for aggressive marketing, advertising revenue from Non-government sources increased, thereby decreasing dependence on government sources, for the first time, the print media began to get the status of an industry. In contrast, the others did not follow the multiple business principle to sustain their newspaper.

As per the news coverage and editorial policies are concerned, the Samaj is at a top position. The Trust run newspaper always published news and views with high accuracy. It maintained well-balanced neutrality whereas the other newspapers diverted their mission towards political gains with editors involving themselves in state politics and administration. The Sambad has maintained its status and business as it follows decentralisation of management power among different divisions in a clear-cut manner. Of all the five newspaper, the Samaj has built itself into the most favoured brand. A robust editorial policy can maintain the status and position of a newspaper.

Newspapers must adapt to new technology to completion and survive in the profession and business. Newspapers may seek for chain or sister publications to cater to the need of readers in different regions. Apart from this, the objectives of the papers must be very clear besides a clean editorial policy.

References

- Aggarwal, V. B. and Gupta, V.S. (2002); Handbook of Journalism and Mass Communication, New Delhi: Concept Publishing Company.
- Ahuja, B.N. (2005), History of Indian Press: Growth of Newspapers in India, Delhi: Surjeet Publications.
- Ahuja, B.N. and Chhabra, S.S. (2006), Principle and Techniques of Journalism, Delhi, Surjeet Publications.
- Association of Small and Medium Newspapers of India (ASMNI) Odisha Unit: Souvenir (2017), 8th Biennial Conference, Bhubaneswar, Nabeen Bhavan, Brahmapur
- Bhargava, G.S. (2007), The Press in India: An Overview, National Book Trust, India
- Bhatt, S.C. (1995), Indian Press Since 1995, Publication Division, Govt. of India, New Delhi
- Chatterjee, Mrinal (2013), History of Journalism in Odisha, Anita Chatterjee, Sephali Communications, Duduli Process, Bhubaneswar
- Dash, J. (2013), Relevance of Language Newspapers in 21st Century, New Delhi: Supriya Books.
- Datta, K. V. (2006), Journalism Today: Trends, Ethics and Laws, Akankshya Publishing House, New Delhi
- Ghos, S.(2008), Modern Trends in Journalism and Mass Communication, Adhyayan Publishers, New Delhi

Mahapatra, C. (2005), News Reporting, Snehalata Mahapatra, Bhubaneswar

Mahapatra, P.C.(1999) Odia- Samabdikata-ra-krama vikas re Utkal ra Bhumika, Ph.D Thesis, Berhampur University.

Parthasarathy, R.S. (1997), Journalism in India: From the earliest time to the Present Day, Sterling Publishers Private Limited, New Delhi.

Press Council of India, Future of Print Media-A Report PCI New Delhi

Sharma, K.C. (2007), Journalism in India: History, Growth and Journalism, Sanjay Books, Delhi

The Indian Newspaper Society, INS Press Handbook (201-15), Jupiter Printers, New Delhi

Websites:

- <http://www.thesamaja.com>
- www.thesambadnews.com
- <http://theprajatantra.org>
- www.dharitri.com

Mentoring in Higher Education: Status and Way Forward

Mohd Suhail*

Mohd Uzair**

Abstract:

The concept of mentoring goes beyond supervision and advising. It is a part of a broader thrust to build a knowledge-producing and sharing community, as well as an integral part of critical pedagogy. It is much concerned about building relationships, which involves knowledge sharing, being available, approachable, and proactive in building skills among students and colleagues. Mentoring is a relationship that fosters support between a mentor and mentee. Students need mentors, facilitators, and advisors. They require authentic professional human beings who are worthy of emulation. Indian higher education system is currently the third-largest in the world, next only to China and the United States. By 2030, India shall be among the youngest nations in the world. Therefore, with Indian higher education massive structure, the need for more focused quality level intervention is imperative, in which mentoring can be seen as an aid in ensuring quality education. This paper focuses on the pertinence of mentoring in higher education. Further, in this paper, a model of social work mentoring as a case study has also been presented. At last, the need for formalised mentoring is also discussed in this paper.

Keywords: *Mentoring, Supervising, Counselling, Advising*

Indian higher education system is currently the third-largest in the world, next only to China and the United States (World Bank, 2007). It is likely to surpass the United States in the next five years and China in the 15 years to be the most extensive system of higher education in the world (TOI, 2014). India is having 50 central universities, 404 State Public Universities, 126 Deemed Universities, and 340 Private Universities (UGC, 2019). The highest number of student's enrolment is at Under Graduate level across India. Of the total enrolment of students at the undergraduate level (3, 73, 99,388), a vast majority of 2, 98, 29,075 students enrolment is in Under Graduate that is a sweeping 79.8%. Second to Under Graduate, 10.8% of students are enrolled in Post-Graduation, which is approximately 40.42 lakhs students. There are 3,880 students enrolled in Ph.D. integrated, in addition to 1, 69,170 students enrolled at Ph.D. Level (AISHE, 2018-19).

* Research Scholar, Department of Social Work, Aligarh Muslim University, Aligarh

** Assistant Professor, Department of Social Work, Aligarh Muslim University, Aligarh;
e-mail: haideruzair@gmail.com

By 2030, India shall be among the youngest nations in the world (UNDP, 2017). Higher education in India has recorded phenomenal growth. Designing programs and implementing various schemes through academic, administrative, and financial support has contributed to the growth and development of Indian higher education. Many new institutions of medicine, science, technology, and others have been introduced. Therefore, with Indian higher education massive structure, the need for more focused quality level intervention is imperative, in which mentoring can be seen as an aid in ensuring quality education. With the introduction of new teaching pedagogical approaches, the student's learning level has enhanced. However, to ensure the student's all-round development, the need for additional attention outside the classroom is pertinent. This attention and care can be provided to the students in the form of mentorship as mentors offer support, direction, and essential resources to the mentees. It is a professional activity and a trusted relationship with a meaningful commitment. The origins of mentoring can be traced back to ancient Greece as a technique to impart young men important social, spiritual, and personal values (Metros & Yang, 2006). The concept of mentoring is not new; it has found purpose in practically all forms of learning. Dating back to Homer, Mentor is described as a wise and trusted counsellor (Daloz, cited in Rice, 2007). In academics, the term is referred to as faculty adviser. However, there is an essential difference between a mentor and an advisor. The role of the advisor is to give advice. However, a mentor is more personal as it focuses on the professional as well as on the personal relationship.

Thus we can say that mentoring provides a bond that develops over a while. It is considered a process of influencing and fostering the intellectual development of students (Daloz, cited in Rice, 2007). The need for mentoring in higher education has been widely accepted; many researcher emphasizes its necessity in their studies. As proposed by Lumpkin (2011), first, mentors socialize mentee into the culture of academic units and emphasize interactions and connections with the mentee to help reduce feelings of isolation while mentors benefit by helping initiate the next generation into the professoriate. Second, mentors provide emotional support, facilitate networking, and encourage open communications with the mentees. Third, mentors can give disciplinary and role-specific assistance that helps to increase job performance as mentees gain confidence in their abilities. Reciprocally, the mentee may share with their mentors disciplinary and technological insights brought from their doctoral studies. These outcomes directly contribute to mentees and mentors enjoying mutually beneficial relationships.

In education, mentoring is a multifaceted and multi-dimensional process of guiding, teaching, influencing, and supporting students to their development. According to Koki (1998), a mentor-teacher leads guides and advises another teacher more junior inexperience in work characterized by mutual trust and belief.

In India, the term mentoring is often used interchangeably with student advisor and supervisor. However, there is a difference between a mentor and a student advisor or counsellor. A mentor is more than an advisor, while advisor assists students in learning about discipline and skills needed to conduct research or practice; a mentor develops a trusted relationship with mentees on a professional and personal level. A mentor is a trusted guide who can offer support in difficult times. A mentor socializes with her or his mentee, the values, norms, practices, and attitudes of a discipline. The mentorship can be provided to the student or a newly recruited faculty by an experienced faculty.

Similarly, various disciplines like Medical, Social Work, Management focuses on supervising and mentoring students, where training is necessary for entering the job market. If we take the case of the social work profession, the essential requirement of the job market is that the student should be skilled enough to take up field action projects, project writing, and formulation. The graduation and post-graduation in social work are designed in such a way to provide classroom teaching and field exposure among students. A faculty supervisor is assigned to every student in graduation and post-graduation for guidance and supervision. These faculty supervisors give each student ample time to discuss issues regarding fieldwork, classroom learning, and other learning requirements of the course curriculum. Individual conferences designed in such a way that every student can get ample time with the supervisor. A student who spends time with the supervisor also helps to seek professional and carrier advice. Therefore, the supervisor, apart from routine fieldwork activities, also helps students in their carrier and personality development. It focuses on academic writing skills, group discussions in the form of tutorials and group conferences. Professions like medical, management and engineering also focus on imparting a practical aspect of learning to students. However, the formal component of mentoring in the Indian higher education system is missing. Therefore, the need for introducing a formal mentoring system in higher education in India is imperative for the overall development of students and better training and skills.

Concept of Mentoring

The concept of mentoring goes beyond supervision and advising. It is a part of a broader thrust to build a knowledge-producing and sharing community, as well as an integral part of critical pedagogy. It is much concerned about building relationships, which involves knowledge sharing, being available, approachable, and proactive in building skills among students and colleagues. Mentoring is a relationship that fosters support between a mentor and mentee. Students need mentors, facilitators, and advisors. They require authentic professional human beings who are worthy of emulation. They need models who exhibit professional behaviour, a sense of commitment, and purposefulness. Students cannot be divulged for work without showing them the practical aspect of it. However, mentoring is not easy; it needs time and commitment, professionally and personally. Despite the shortage of time in academic life, the need for mentoring

to develop students based on the requirements of the current job market and the sense of active citizenry is essential (Terrion & Leonard, 2007). Zeldrich (1990) defines the qualities of a mentor as:

1. An advisor, who have career experience and share their knowledge;
2. A supporter, who give emotional and moral encouragement;
3. A tutor, who provide specific feedback on performance;
4. A master who serve as employers to graduate student.
5. A sponsor who are sources of information and opportunities.
6. A model of identity, who serve as academic role models.

The essential qualities of a mentor, as discussed by Zeldrich (1990), show the mentor needs professional expertise in the subject as well as the commitment to give time, effort, and courage to students. Research has also shown that the mentor has a valuable, positive effect on a person's career.

Campbell & Campbell (1997) proposed definition of mentoring as "a situation where a more experienced member of an organisation maintains a relationship with a less experienced, often new member to the organization and provides information, support, and guidance to enhance the less experienced member's chances of success in the organization and beyond." This form of mentorship assumes a hierarchical approach where the mentor is doing the majority of the teaching and instructing and often includes more academic or career-related guidance. A similar yet different approach is peer mentoring, which "matches mentors and mentees who are roughly equal in age, experience, and power to provide task and psychosocial support." There are various types of mentoring discussed by authors. Informal mentoring, formal mentoring, peer mentoring are such types of mentoring. A formal relationship is established when protégés are assigned to mentors by the organization. Informal mentoring is not assigned by the institution, but are based on mutual collaboration.

Review of Literature

Research on mentoring argues that it has a positive impact on the personal and professional development of young adults. There is also a growing research argument that suggests an empirical link between student mentoring and student retention (Campbell & Campbell, 1997). For instance, Miller et al. (1988) found that students who received mentoring evinced higher retention rates than non-mentored students with similar pre-enrolment characteristics. Many studies on mentoring in higher education prove its positive impact on students as well as faculty. Sorcinelli and Yun (2007) and Lumpkin (2011), defined how mentoring programs can help smooth the transformation of faculty into newer roles.

Hudson (2013) conducted a study which emphasise on the strategies of how to teach effectively with pedagogical knowledge. The study includes 27 mentor teachers who were involved in a

professional development program titled 'Mentoring for Effective Teaching' (MET). The study found that mentors' ability to effective planning and teaching directly affects the mentee's development. Horenstein et al. (2010), also explored the impact of mentoring, the study on mentoring undergraduate students reveals that the students described their gains in cognitive skillsets and abilities including interpreting data on their own, making frequent presentations, questioning existing protocol, or getting published. This finding is consistent with the literature and supports the research belief that mentors provide to the students; they did better in their presentation and publication experiences. Sultana (2015), in his research study on 'knowledge and psychological Skills Training for Faculty to Mentor Students Having Learning Disabilities in Higher Education,' found the positive and significant relation between the mentoring and students learning the outcome. Parylo et al. (2012), in their study, found the mentoring was generally described as the best system of supports. Almost all studies on mentoring reveal a positive outcome, which supports the mentees in their career development.

The literature suggests that the concept of mentoring is an essential area in research. Many authors and researchers have conducted quantitative and qualitative research on the needs and importance of mentoring in different countries. However, the research on mentoring in India is still a long way to go. Very few writers and scholars are talking about the importance of mentoring in India. The need for formalized mentoring in the Indian higher education system is the gap in the review of the literature and need to focus by Indian writers and researchers.

Need for Mentoring in Higher Education

In the present competitive environment, where skills ranged from networking, collaboration, communication, documentation is pertinent; writers are focusing on the importance of mentoring. Similarly, various studies conducted by researchers uncovered the benefits of Mentoring. The research conducted by Campbell & Campbell (1997), reports that the students who had a mentor attained a higher grade-point average equivalent to between 0.2 and 0.3 of a grade point. In another study conducted by Fox & Connelly (2010) reveals that the mentees who participated in a peer-mentoring program achieved higher in-depth, strategic, and surface apathetic scores after their involvement (Fox & Connelly cited in Hatfield, 2011). The effects of mentors have been positive on the overall development of the student. Feminist educators have also seen mentoring as essential for the development and success of adult learners (Mullen et al. 2010).

It has been advocated that mentoring relationships be considered lifelong relationships. By definition, one of the contributions of a mentor is to offer the mentee helpful information, suggestions, and even an introduction to others who can be beneficial to the person. While initially, one cannot expect friendship, it may well be an outcome and long-term benefit (Penner, 2001). Another significant advantage of mentoring is psychosocial encouragement. Stress is listed as one of the essential reasons for student effectiveness. Terrion and Leonard pointed out that a peer mentor can serve as a source of support to reduce the stress experiencing by a younger and less

experienced student. The research of on mentoring introduced three ways that peer mentors can help mentees; connecting students to the community, providing support, and providing guidance. Colvin and Ashman (2010) offer a similar list of benefits for the mentees who described their mentors as being a connecting link, peer leader, teach coach, student advocate, and trusted friend. If students are mentored during graduation years, they will become self-determining architects of knowledge or users of research. It will assist them in moving on to the next phase of professional life (University of Michigan).

Many programs and course curriculum are designed and adopted by International Universities to foster students with the required skillset through mentoring. For instance, some international institutions link students with leading executives and career professionals to offer an innovative approach, thus providing practical application of networking skills, personal and professional growth. Indiana University South East Centre for Mentoring connects students through various programs that engage the institution and the local community to enhance student's ability to succeed in college. The University Of Iowa also has student-mentoring programs designed for different courses and based on the student's requirements.

Similarly, the non-residential Learning Community at the University of Michigan is also designed to help recent year graduates become more familiarize with campus life. The University of Minnesota, the College of Design, facilitates an annual program that allows students to develop professionally by matching them with a mentor within the same field of study. Together, they discuss the goals of the students and help them with career exploration, networking, and professional skill-building.

Mentoring in India: A social work model:

In India, Social work education focuses on practical exposure along with classroom teaching. The model of social work education in India can be applied to other streams of higher education. The mere focus on classroom teaching will not help students learn the practicality of a subject. Thus, they are not able to be equipped with the current demands of employability. Social work education in Indian universities follows a mostly similar pattern. The focus is on the integration of theory and practice. Graduate and Undergraduate level social work education in India provides 60:40 theory and practical exposure. Every student has to attend three to four days of lectures, followed by two days of concurrent fieldwork. The concurrent fieldwork serves as a practical lab where they learn working with individuals, families, communities, and groups. Through fieldwork, students of social work learn social problems, implementation status of policies, programs, and schemes. The fieldwork is usually conducted in slums, rural communities, and urban areas or with governmental and non-governmental organizations, hospitals, aganwaris, schools, etc. Every student of social work is attached with a faculty supervisor, who not only helps them to work in the community; they also assist them in report writing and presentations. These faculty supervisors closely monitor the

professional development of the student with the focus of developing the required skill set for being a responsible citizen and employable. As the faculty supervisor and student spend time together, they sometimes become mentors and mentees. This relationship helps the mentee to learn more from the mentor, and mentor also guides, helps them professionally, socially, and emotionally. The model of social work education is seen as an illustration of mentoring provided to students. However, the formal mentoring structure is also missing in Indian social work education. The model of social work education in India should also be followed by all the professional disciplines. This will be the initiation of developing a sense of mentoring in the Indian higher education system. In the future, this will also help in developing and launching formal mentoring programs for students and newly recruited teachers.

Conclusion

The meaningful relationship between mentor and mentee is advantageous for a productive academic and professional life. It is an interpersonal relationship that fosters support between a mentor and mentee.

The focus on formal mentoring in higher education is visible in western countries. They have launched various structured mentoring programs in educational institutions. The students should be mentored to make their careers in the areas of their strengths and abilities. There are many advantages to having mentored over those who do not have the same.

The prime advantage of having a mentor is the educational benefit that helps them to perform better in academics and industry world. Mentors socialize mentees into the culture of academic units. They also emphasize interactions and connections with the mentee to help reduce feelings of isolation and provide them a positive direction in life. At the graduate and postgraduate level, mentors are desirable to offer advice and guidance in academic matters. Besides, they become valued support for the mentee. The actual role of the faculty mentor is one of nurturing and providing support for a student during the difficult transition period. The mentor also serves as a resource that answers many questions, small or complex, that the student might enquire. Most importantly, the mentor serves as a positive role model.

With the recognition of mentoring by many international universities, formal mentoring programs in their curriculum are being included. This formalized mentoring should also be included in the Indian higher education system. A faculty or staff should be attached to the student to mentor them for constant skill development and help them in difficult times and transition periods. This will not only boost the academic performance and skill development among students, but it will also help them to develop a deep sense of commitment and attachment for the university and the organization. The social work education structure in India is nevertheless, focusing on individual supervision to students; other streams of higher education can adopt the similar. This will create a

system of formalized mentoring in Indian higher education and will ensure active learning and required skill set for employability.

References:

- Campbell, T & Campbell, D. (1997). Faculty/Student Mentor Program: Effects on Academic Performance and Retention. Retrieved from <http://www.jstor.org/stable/40196285>
- Colvin, J. & Ashman, M. (2010). Roles, Risks, and Benefits of Peer Mentoring Relationships in Higher Education. Retrieved from https://www.researchgate.net/publication/233052034_Roles_Risks_and_Benefits_of_Peer_Mentoring_Relationships_in_Higher_Education
- GOI. (2019). Total No. of Universities in the Country as on 01.11.2019. University Grants Commission. Retrieved from <https://www.ugc.ac.in/oldpdf/Consolidated%20list%20of%20All%20Universities.pdf>
- GOI. (2019). All India Survey on Higher Education 2019. Retrieved from <http://aishe.nic.in/aishe/viewDocument.action?documentId=262>
- Hatfield, T. (2011). Mentoring in Higher education and Student Development. Retrieved from <http://www.acsd.org/article/mentoring-in-higher-education-and-student-development>
- Horenstein, L. et al., (2010). Mentoring undergraduate Researchers: An explorative study of students and Professors perception. *Mentoring & Tutoring: Partnership in Learning*, 18:3, 269-291, retrieved from <http://dx.doi.org/10.1080/13611267.2010.492945>
- Hudson, P. (2013). Strategies for mentoring pedagogical knowledge. *Teachers and Teaching: Theory and Practice*, 19:4, 363-381, Retrieved from <http://dx.doi.org/10.1080/13540602.2013.770226>
- Indiana University South East. (2016). <https://www.ius.edu/mentoring/>
- Jaipuria, S. (2014) Higher Education in India: An introspection. Retrieved from <http://timesofindia.indiatimes.com/home/education/news/Higher-Education-in-India-An-introspection/articleshow/38776482.cms>
- Koki, S. (1998). The Role of Teacher Mentoring in Educational Reform. Retrieved from <http://www.charlesfrodeauthor.com/f/mentoring8.pdf>
- Lumpkin, A. (2011). A Model for Mentoring University Faculty, *The Educational Forum*, 75:4, 357-368, retrieved from <http://dx.doi.org/10.1080/00131725.2011.602466>
- Metros, S., & Yang. C. (2006). The importance of Mentors. Retrieved from <https://www.educause.edu/research-and-publications/books/cultivating-careers-professional-development-campus-it/chapter-5-importance-mentors>
- Mullen, C., Valorie L. & Hutingner (2010) Mentoring doctoral students through scholastic engagement: adult learning principles in action, *Journal of Further and Higher Education*, 34:2, 179-197, DOI: 10.1080/03098771003695452

- Parylo, S. & Zepeda. (2012) "The different faces of principal mentorship", International Journal of Mentoring and Coaching in Education, Vol. 1 Iss: 2, pp.120 – 135 Retrieved from <http://dx.doi.org/10.1108/20466851211262860>
- Penner, R. (2001). Mentoring in Higher Education, 30:1, 45-52, Education and Theology, retrieved from <http://www.directionjournal.org/30/1/mentoring-in-higher-education.html>
1. Rice, R. (2007). The Mentor's use of Adult Learning Theories: are theory and practice co-extensive? Retrieved from <http://www.leeds.ac.uk/educol/documents/166216.htm>
 2. Sorcinelli, M., & Yun, Y. (2007). From Mentor to Mentoring Networks: Mentoring in the New Academy. Retrieved from https://works.bepress.com/marydeane_sorcinelli/7/
 3. Sultana, N. (2015). Knowledge and psychological Skills Training for Faculty to Mentor Students Having Learning Disabilities in Higher Education. Unpublished. retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/34305>
 4. Terrion, J., & Leonard, D. (2007). A taxonomy of the characteristics of student peer mentors in higher education: Findings from a literature review. Mentoring & Tutoring. Routledge. Vol. 15, No. 2, May 2007, pp. 149–164. DOI: 10.1080/13611260601086311
 5. The University of Iowa (2016). <https://provost.uiowa.edu/mentoring/students.htm>
 6. UNDP. (2017). State of Youth Volunteering in India. Retrieved From
 7. https://www.in.undp.org/content/dam/india/docs/UNV/State_of_Youth_Volunteering_in_India/2017-State_of_Youth_Volunteering_in_India_UNV_in.pdf
 8. University of Michigan. (2016). <http://onsp.umich.edu/mentorship>
 9. University of Michigan. How to mentor Graduate students: a guide for faculty. Retrieved from <https://rackham.umich.edu/wp-content/uploads/2019/06/Fmentoring.pdf>
 10. University of Minnesota (2016). http://design.umn.edu/alumni_friends/mentor/
 11. World Bank (2007). Higher Education in India. Retrieved From http://siteresources.worldbank.org/EDUCATION/Resources/278200-1121703274255/1439264-1193249163062/India_CountrySummary.pdf
 12. Xavier University (2016). <https://www.xavier.edu/career/mentor/>
 13. Zeldich, M. (1990). Mentor roles. Proceedings of the 32nd Annual Meeting of the Western Association of Graduate Schools, Tempe, AZ, 16-18 March, 1990.

State of Media Education in India: A Study of North-eastern Central Universities

Rajesh Kumar*

Abstract

Media education after completion of five decades of its existence is celebrating Golden Jubilee in North-East India. The first formal program 'Diploma in Journalism' was started under the Department of Communication & Journalism at Guahati State University, Assam in 1967. With this beginning, North-East region made history to join a league of first ten university departments of media education in India. But, the discipline could not gain its momentum in next three decades.

In 1996, the Department of Mass Communication at Assam University, Silchar came into existence with launching of 'MA in Journalism & Mass Communication', which takes the credit to launch first Master program in the region. Thereafter, the discipline grew with beginning of new departments in each central university during next two decades.

Presently, nine central universities with a department of media education each are functioning in eight states of North-East India; which reflects its importance and portrays optimistic scenario. This research paper primarily focuses on the development of media education in North-East Indian central universities. It examines teacher-students ratio in media departments as per UGC prescribed norms. It also determines the status of research journal publication by the media departments of central universities located in Assam, Sikkim, Meghalaya, Manipur, Mizoram, Nagaland, Tripura and Arunachal Pradesh.

Keywords: Media Education, Central University, Media Department, North-East, Research Journal.

North-East Indian Central Universities: An Overview

North-East India, officially known as North Eastern Region (NER) consists of eight states of Assam, Arunachal Pradesh, Meghalaya, Manipur, Mizoram, Nagaland, Tripura and Sikkim. The area and population of North East Region is 7.98 % and 3.76 % of India respectively (Census of India, 2011).

* Assistant Professor, Department of Mass Communication, Central University of Jharkhand, Brambe, Ranchi-835205; Email: rajesh.iimc@gmail.com

This region holds an important position from strategic point of view as these states share border with other nations like Bangladesh, Bhutan, Myanmar and China. It is also a sensitive region due to its socio-economic, historical and cultural factors (http://mha.nic.in/northeast_new).

Assam is the largest state among all in geographical area as well as in population. It was divided into four parts in post-independence era, which gave birth of four states i.e., Nagaland, Meghalaya, Mizoram and Arunachal Pradesh. Meanwhile, Manipur, Tripura and Sikkim also attained statehood in the region. With the objectives of balanced development, inter-state coordination and peace process, North Eastern Council (NEC), a statutory and advisory body, was constituted as an acting agency in 1972. It paved the way for socio-political, economic and cultural development in the region.

Table 1: Formation of North East Indian States in Post-Independence Era

Sl. No.	State	Formation Year
1.	Assam	1947
2.	Nagaland	1963
3.	Manipur	1972
4.	Meghalaya	1972
5.	Tripura	1972
6.	Sikkim	1975
7.	Mizoram	1987
8.	Arunachal Pradesh	1987

Though Assam became first state in the region in 1947, however the first central university, North-Eastern Hill University (NEHU), Shillong came into existence in Meghalaya in 1973. Thereafter, Tripura University, Suryamaninagar (TU) was set up in 1987. That means two central universities came into being in North-East India during first four and half decades from 1947 to 1993 in post-independence era.

Thereafter in 1994, two central universities i.e., Assam University, Silchar (AUS) & Tezpur University (TEZU) in Assam and one as Nagaland University, Lumani (NU) in Nagaland were established. Whereas, Mizoram University, Aizwal (MZU) was set up in Mizoram in 2001.

Manipur University, Imphal (MU) and Rajiv Gandhi University, Itanagar (RGU), both state universities were upgraded to central ones in 2005 and 2007 in Manipur and Arunachal Pradesh respectively. Whereas, Sikkim Central University, Gangtok (CUS) came into being in 2007. That means seven out of eight states in the region are having a central university each. Only Assam is having two central universities i.e., Assam University, Silchar & Tezpur University, Tezpur (mhrd.gov.in/central-universities-0, 2017).

Media Education in North-Eastern Central Universities: A Historical Perspective

The journey of media education has completed five decades of its existence in North-East India. It was first started as a 'Diploma in Journalism' in 1967 under the Department of Communication & Journalism at Guahati University, Assam. It is credited to join a league of first ten university departments of media education in India (Dutta, 2017). Thereafter, the discipline marked slow development in the region during next three decades.

The discipline grew with the establishment of central university in each state and the first Department of Mass Communication was established at Assam University, Silchar in 1996. It has the credit to launch first Master program in the North-East region. Department of Mass Communication & Journalism at Tezpur University and Department of Mass Communication at Rajiv Gandhi University, Itanagar were the second and third in the region, which came into existence in 2001 and 2004 respectively.

Thereafter, Manipur University, Imphal and Nagaland University, Lumani established 'Department of Mass Communication' each in 2005 and 2007 respectively, whereas, 'Department of Journalism & Mass Communication' came into being at Tripura University, Suryamaninagar in 2009.

Sikkim University, Gangtok and Mizoram University, Aizwal set up 'Department of Mass Communication' each in 2010. It is interesting to mention that the first central university 'North-Eastern Hill University', Shillong in the region is the last in setting up 'Department of Journalism & Mass Communication' among all. They could begin media education in 2012.

Literature Review:

Singh (1971) first traced the growth of communication/journalism education in India and expressed concern over scarcity of trained teachers in journalism and poor infrastructural development of labs for practical training. He suggested that more equipped departments of journalism need to be set up in India in order to cater the need of different regional languages.

Eapen, Thakur and Sanjay (1991) expressed concern over less number of language text books written on journalism and mass communication in India, which doesn't reflect national realities. Most of the books are in English and represents western approach. They mentioned that despite of the UGC scheme for writing textbook for various subjects, no journalism/communication title has yet come out under this scheme till 1991.

Guru and Madhura (2005) in reviewing the state of journalism education in India pointed out about some deficiencies, which includes weak curriculum and inadequate faculty expertise; poor

infrastructure; lack of locally relevant English-language media textbooks, regional language journalism and poor student admission procedures.

Melkote (2006) expressed concern over decreasing state funding, disconnect between academia and media industry, lack of foundation in liberal arts and sciences and focus on diversity etc. He pointed out the future challenges for the discipline is to maintain quality media educators; continuous training to meet the demands of the industry and the academics; assessment of teaching, instruction, curriculum and research; assessment of student outcomes; connecting faculty performance to student outcomes; and maintaining high standards in teaching, research and service.

Bagchi and Rath (2009) expressed concern over the absence of quality teacher and failure of state govt. in providing infrastructure for the media departments. They also pointed out about dilemma of using old as well as new methods of technology; social science not incorporated in course curriculum and dearth of quality books on journalism and mass communication in India. They suggested media education should cater to the needs of all people of the country which is multi-lingual and multi-cultural in character. Further, the course structure should cater the present needs of the world. The new technology should be used properly in media education.

At policy level, for the first time First Press Commission (1954) emphasized on the need of journalism education and recommended to create a suitable agency for systematic development of the discipline, which will primarily focus on the methods of recruitment, education and training for media profession (Eapen, 1995).

Second Press Commission (1982) also advocated for creation of a national body for journalism education, which will primarily act as an accreditation body. For accreditation, a programme should fulfil the requirements laid down by this body in respect of admission and evaluation procedures, course pattern, student and staff strength, minimum qualifications and experience for teachers of different ranks, duration and pattern of internship and library and laboratory facilities (ibid.).

UGC Panel on Communication (1980) recommendations titled 'Journalism Education in India-A Press Institute of India Survey', stressed on the need to make the journalism courses relevant to the need of this country, which should be increasingly interdisciplinary in nature. UGC Document on Journalism/ Communication Education in India (1990-91) was more focussed on quality control, teacher's qualification, standardized program format, newer courses and diversification etc (ibid.). Sectoral Innovation Council of Ministry of Information & Broadcasting, Govt. of India (2012) expressed concern over the mushroom growth of media education in India and pointed out on various components such as journalism curriculum, teachers, research and publication etc. In order to deal with various qualitative issues of the discipline, Council recommended for creation of a new organization known as media Education Council.

Objectives:

- To examine teacher-students ratio at Master, Bachelor and PG Diploma level in media departments of central universities in North-East India as per UGC norms and;
- To determine publication of research journals by the media departments in the region.

Methodology:

The study undertakes an exploratory research design in which qualitative approach has been used. Telephonic interviews of teachers and research scholars from the respective media departments have been conducted as a method. An extensive review of literature has also been done through research papers, articles, policy papers, councils, commissions & committees' reports and experts' opinions on the subject matter.

Media Education Scenario in in the Northeast Indian Universities

Name of the University	Nomenclature of the dept.	Year of establishment of the univ/ dept.	Faculty strength			Student Intake		Research Programme /Journal		Teacher to student ratio
			Professor	Asso. prof	Asst prof	PG	PG Diplo /Diploma	Research	Research Journal	
Assam University	Dept. of Mass Communication	1994/ 1996	01	01	04	46*2	15	yes	Yes	1:18
Tezpur Uni	Dept. of Mass communication & Journalism	1994/ 2001	02	03	05	36*2 10*2	no	yes	No	1:9
Sikkim University	Dept. of Mass Communication	2007/ 2010	01	00	04	25*2	no	yes	No	1:10
NEHU	Dept. of Journalism & Mass Communication	1973/ 2012	00	00	03	20*2	no	no	No	1:13
Manipur University	Dept. of Mass Communication	2005/ 2005 (1980)	00	00	05	24*2	no	Yes	No	1:10
Mizoram University	Dept. of Mass Communication	2001/ 2010	00	00	04	30*2	no	Yes	No	1:15
Nagaland University	Dept. of Mass Communication	1994/ 2007	00	00	02	no	10	No	No	1:05
Tripura University	Dept. of Journalism &	1987/ 2009	00	00	02	26*2	N0	Yes	No	1:26

	Mass Communication									
Rajiv Gandhi University	Dept of Mass Communication	2007/2004 (1984)	01	00	04	36*2	36	No	no	1:21

Assam University, Silchar: Department of Mass Communication under the School of Creative Arts and Communication Studies was set up in 1996. It is one of the oldest departments of media education amongst all central universities located in the North-East region. Prof. Santosh Kumar Tewari was the first Dean & Head and Dr. Sisir Basu, Dr. Manoj Dayal, Dr. Biplab Loho Chowdhury and Dr. B. Balaswami were the founder members in the department (Prof. S. K. Tewari, personal communication, October 27, 2018). The department enjoys the credit to begin first MA program in Journalism & Mass Communication in the region (Dutta, 2017). D. Litt. is also the only program, which is being offered from there.

The department offers a varied range of media programs with special emphasis on research. It includes MAJMC, M.Phil., Ph.D., D.Litt & PG Diploma. Presently the student intake of MA and PG Diploma programs in Journalism & Mass Communication is 46 and 15 every year respectively, whereas full time regular teaching strength is six (Professor-01, Associate Professor-01 and Assistant Professor-04). Prof. G. P. Pandey is the Head of department. A research journal titled 'Journal of Assam University' was started in 1996-97, but its periodicity is not regular till date (Prof. G. P. Pandey, personal communication, March 25, 2018 & Dr. Partha Sarkar, personal communication, October 20, 2018).

Tezpur University, Tezpur, Assam: Department of Mass Communication and Journalism under the School of Humanities and Social Sciences came into existence in 2001 and started offering Master program from 2002. Prof. Sunil Kant Behera was the founder Head. Presently he is associated as 'Professor of Eminence' with the department and has contributed remarkably for the development of discipline in the region. The department is running Ph.D. and Master programs.

The intake of MA in Mass Communication and Journalism and MA in Communication for Development is 36 and 10 students every year respectively. Full time regular teaching strength of the department is 10 (Professor-02, Associate Professor-03, Assistant Professor-05), which is maximum in a single department amongst all central universities located in the North-East region. Presently Prof. Abhijit Bora is heading the department. The publication of research journal has not been initiated yet (Dr. Uttam Kumar Pegu & Mr. Saket Kumar Bhardwaj, personal communication, October 20, 2018).

Sikkim Central University, Gangtok: Department of Mass Communication under the School of Professional Studies was set up in 2010. It offers MA in Mass Communication with an intake of 25 students every year. It also runs Ph. D. and M. Phil programs. Full time regular teaching strength is five (Professor-01 and Assistant Professor-04) and Prof. Silajit Guha is heading the department.

Presently it is not publishing any research journal. (Prof. Silajit Guha, personal communication, March 15, 2018).

North-East Hill University, Shillong, Meghalaya: It is the oldest central university in the region. But its Department of Journalism & Mass Communication under the School of Economics, Management and Information Sciences came into existence in 2012 with the launching of a Master program. The intake of this program is 20 students every year. Full time regular teaching strength is three (Assistant Professors-03) and Mr. Kamaljit Chirom is the Teacher In-charge. The department is not publishing research journal at this stage (Mr. Barath N., personal communication, October 22, 2018).

Manipur University, Imphal: Department of Mass Communication under the School of Social Sciences was set up in 2005 with the launching of a one-year PG Diploma program in Journalism and Mass Communication, which was upgraded to MA in Mass Communication in 2008 with an intake of 24 students every year. It began doctoral program from 2011 (Singh & Rabindranath, 2017). Full time regular teaching strength is five (Assistant Professors-05) and Dr. Ganesh Sethi is the Head of the department. It is not publishing research journal till date (Dr. Ganesh Sethi, personal communication, October 20, 2018).

Mizoram University, Aizwal: Department of Mass Communication under the School of Economics, Management and Information Sciences was established in 2010 with the launching of a Master program. Presently the student intake of Master of Journalism & Mass Communication is 30 every year. It started doctoral program from 2016-17. Full time regular teaching strength is four (Assistant Professors-04) and Ms. Indira Devi Nongmaithem is the Head In-charge. One of the noted media educator, Prof. K. V. Nagraj has also been associated with the department. He has contributed remarkably for development of the discipline in this region. It is not publishing any research journal yet (Prof. K. V. Nagraj, personal communication, October 22, 2018).

Nagaland University, Lumani: Department of Mass Communication under the School of Humanities & Education came into existence in 2007. Initially, it began with short term media programs in collaboration with the Indian Institute of Mass Communication (IIMC), New Delhi. It started offering one year PG Diploma in Mass Communication from 2014-15 with an intake of 10 students every year (Singh & Rabindranath, 2017). Full time regular teaching strength is two (Assistant Professors-02) and Prof. Buno Liegise is the Head In-charge of the department. It has not published any research journal till date (Mr. Arjun Das, personal communication, March 05, 2018).

Tripura University, Suryamaninagar: Department of Journalism & Mass Communication was set up in 2009 with the launching of a Master program. Presently the student intake of Master in

Journalism & Mass Communication is 26 every year. It has also launched Ph. D. program from 2017. Full time regular teaching strength is two (Assistant Professors-03) and Dr. Indraneel Bhowmik is the Head In-charge of department. Until now, it has not published any research journal (Mr. Deepak Upadhayay, personal communication, October 22, 2018).

Rajiv Gandhi University, Itanagar, Arunachal Pradesh: Department of Mass Communication under Faculty of Information Technology was established in 2004. It offers Ph. D., M. Phil., Master and PG Diploma programs. The student intake of MA and PG Diploma in Mass Communication is 36 students each. Full time regular teaching strength is five (Professor-01 & Assistant Professors-04) and Prof. Khaba Kabi is heading the department. It has not published any research journal yet (Prof. Khaba Kabi, personal communication, October 20, 2018).

Teacher-Students Ratio in Media Departments:

University Grants Commission (UGC) has prescribed one teacher for every 10 students for master program and one teacher for every 15 students for bachelor program in media and mass communication (<http://pib.nic.in/newsite/PrintRelease.aspx?relid=71090>, 2017).

Here it is important to mention that the criteria for student's intake for M.Phil. and Ph. D. is governed by a separate UGC M.Phil./Ph.D. Regulations, 2016. As per norms, the student intake for research program varies from one department to another every year, depending on the teachers' availability and research infrastructure etc.

It is also not mandatory to take a student to Ph.D. program, if he/she is not found suitable for research as per norms. Therefore, the present study has not undertaken M. Phil. and Ph. D. student's intake for analysis. It primarily focuses on Master, Bachelor and PG Diploma programs, which reflects the following trends:

In Sikkim, full time teaching strength of DMC at CUS is five and student intake for a single master program is 50. That means teacher-students ratio is 1:10, which is as per UGC norms. In Meghalaya, full time teaching strength of DJMC at NEHU is three and student admitted for single master program is 40, which means teacher-students ratio is 1:13. It is more than the required number. In Manipur, full time teaching strength of DMC at MU is five and student admitted for single master program is 48, which means teacher-students ratio is around 1:10. It is as per UGC norms. In Mizoram, full time teaching strength of DMC at MZU is four and student admitted for single master program is 60, which means teacher-students ratio is 1:15. It is one and half times higher than the prescribed norms. In Nagaland, full time teaching strength of DMC at NU is two and student admitted for single PG Diploma program is 10, which means teacher-students ratio is 1:05. It is two times lower than the UGC prescribed norms.

In Tripura, full time teaching strength of DJMC at TU is two and student admitted for single master program is 52, which means teacher-students ratio is 1:26. It is more than two and half times higher than the required number.

In Arunachal Pradesh, full time teaching strength of DMC at RGU is five and student admitted for two media programs (Master-01 and PG Diploma-01) is 108, which means teacher-students ratio is 1:21. It is more than two times higher than the UGC norms.

Research Journal Publication in Media Departments of Central Universities

The trend clearly reflects negligible presence of research journal publication in media departments of North Eastern central universities. Only DMC of AUS has been publishing research journal since 1996-97 onwards, however the periodicity is not frequent. Remaining eight media departments of central universities in the region have not initiated publication of research journal.

Conclusion & Recommendations:

On the basis of above discussion, the following trends have been observed:

1. Barring few media departments of AUS, TEZU, RGU and CUS, media education in North Eastern central universities is in infant stage. Therefore, qualitative components such as media educators, curriculum & pedagogy, infrastructure, texts, research, publication and academia-industry linkage is in developing stage, which should be strengthen.
2. The role of teachers is vital in the development of the discipline. The study finds that the teacher-students ratio in the region is: DMC of AUS (1:18), DMCJ of TEZU (1:9), DMC of CUS (1:10), DJMC of NEHU (1:13), DMC of MU (1:10), DMC of MZU (1:15), DMC of NU (1:05), DJMC of TU (1:26) and DMC of RGU (1:21). That means media departments of AUS, NEHU, MZU, TU & RGU do not have full strength of regular teachers, which should be filled up immediately.
3. The publication of research journal in media departments of North-Eastern central universities is in poor shape. Out of nine, not a single department publishes research journal in the region. However, media department of AUS was assigned to publish a research journal titled 'Journal of Assam University in 1996-97, but its periodicity has not been regular. It should be initiated in those media departments, where teaching strength is adequate presently. In future, research journal should be published by other departments too.
4. In order to cater the need of North-East region, more media programs should be offered at different academic levels with specializations. Bachelor program has not been started yet by any of the media department in the region, which should be initiated soon. Research programs such as M.Phil. & Ph.D. should be given special attention by each media department.
5. Teachers must be encouraged through fellowships/grants to develop qualitative texts with respect to media education through books, research papers and articles etc.

6. In order to ensure qualitative development of the discipline, North-Eastern Media Education Council should be set up with a balanced composition of academia, industry and bureaucracy. It will act as an advisory/monitoring body in consonance with national policy framework.

References:

- Bagchi, G. & Rath, P. K. (2009). Media Education in the era of globalization: A study of India, Media Mimansa, 68-71.
- Buckingham, D. (2001). Media Education: A Global Strategy for Development: A policy paper prepared for UNESCO, Institute of Education, University of London, England. Retrieved from http://portal.unesco.org/ci/en/files/5681/10346129690Policy_paper_by_Pr_David_Buckingham.rtf/Policy%2Bpaper%2Bby%2BPr%2BDavid%2BBuckingham.rtf
- Dutta, A. (2017, September 24). 50 years of media education in NE, Assam Tribune, pp. 6.
- Dutta, A. & Ray, A. (2010). Science Communication Education in North East India, Paper presented in 11th International Conference on Public Communication of Science & Technology, New Delhi, Dec. 06-10, pp. 327-333. Retrieved from http://www.academia.edu/8948760/Science_Communication_Education_in_North_East_India.
- Department of Mass Communication, Assam University, 2018. Retrieved from <http://www.aus.ac.in/masscommunication.html>.
- Department of Mass Communication & Journalism, Tezpur University, 2018. Retrieved from <http://www.tezu.ernet.in/dmass/>.
- Department of Mass Communication, Sikkim University, 2018. Retrieved from <http://www.cus.ac.in/index.php/en/departments-of-mass-communication>.
- Department of Journalism & Mass Communication, North-Eastern Hill University, 2018. Retrieved from <http://nehu.ac.in/departments/13/Journalism-and-Mass-Communication>.
- Department of Mass Communication, Manipur University, 2018. Retrieved from <http://masscom.manipuruniv.ac.in/home.php>.
- Department of Mass Communication, Mizoram University, 2018. Retrieved from <http://www.mzu.edu.in/index.php/academics/2013-09-19-20-59-55/masscom>.
- Department of Mass Communication, Nagaland University, 2018. Retrieved from <http://hqlumami.nagalanduniversity.ac.in/node/13>.
- Department of Journalism & Mass Communication, Tripura University, 2018. Retrieved from <http://www.tripurauniv.in/index.php/departments?id=51>.
- Department of Mass Communication, Rajiv Gandhi University, 2018. Retrieved from <http://www.rgu.ac.in/Faculties/DepartmentsDetails/Department-of-Mass-Communication>.
- Dr. Ganesh Sethi, personal communication, October 20, 2018.
- Dr. Partha Sarkar, personal communication, October 20, 2018.

- Dr. Uttam Kumar Pegu & Mr. Saket Kumar Bhardwaj, personal communication, October 20, 2018.
- Eapen, K. E. (1995). *Communication: A Discipline in Distress*, Chennai: Gurukul Lutheran Theological College & Research Institute.
- Integration of the North-East: the State Formation Process. Retrieved from http://www.ide.go.jp/library/English/Publish/Download/Jrp/pdf/133_3.pdf.
- Muppidi, S. R. (2008). Journalism Education in India, *Media Asia*, 35 (2), 67-83.
- Mr. Arjun Das, personal communication, March 05, 2018).
- Mr. Barath N., personal communication, October 22, 2018.
- Mr. Deepak Upadhayay, personal communication, October 22, 2018.
- Singh, M. B. & Rabindrnath, M. (2017). North-East India Needs Quality Media Education (With Special Reference to Manipur, Nagaland and Arunachal Pradesh), *Communication Today*, Jan-March, Vol. 19, No. 1, pp. 1-12.
- S. Jacob & J. Leela (2002). *A Text book for Media Education*. Better Yourself Books, Mumbai.
- Prof. Khaba Kabi, personal communication, October 20, 2018.*
- Prof. S. K. Tewari, personal communication, October 27, 2018.
- Prof. G. P. Pandey, personal communication, March 25, 2018.
- Prof. Silajit Guha, personal communication, March 15, 2018.
- Prof. K. V. Nagraj, personal communication, October 22, 2018.
- University and Higher Education (2017). Retrieved from mhrd.gov.in/central-universities-0
- UGC Curriculum Development Committee report on Mass Communication. (2001). Retrieved from <http://www.ugc.ac.in/oldpdf/modelcurriculum/masscomm.pdf>
- UGC Considers New Norms for Teachers Student Ratio. (2011). Retrieved from <http://pib.nic.in/newsite/PrintRelease.aspx?relid=71090>
- UNESCO Declaration on Media Education. (1982). Grunwald, Federal Republic of Germany. Retrieved from http://www.unesco.org/education/pdf/MEDIA_E.PDF
- UNESCO. (2007). Model curricula for journalism education. Retrieved from <http://unesdoc.unesco.org/images/0015/001512/151209E.pdf>
- UNESCO.(2009). Mapping Media Education Policies in the World-Visions, Programmes and Challenges. Retrieved from <http://unesdoc.unesco.org/images/0018/001819/181917e.pdf>

Book Review

Sachin Kumar Agarwal*

Today we are in the era of advertising. We are constantly bombarded with colourful advertisements to influence and to educate. We are so accustomed to ads that life becomes monotonous without them. Our sense of the world mostly builds through our exposure to advertisements. In the present age of information overload, constant efforts are on to lure our attention. Advertising is a cost-effective way of reaching out to huge masses across geographic regions. This makes advertising a vital tool of persuasive communication.

As the taste of people keeps changing with time, advertising also continues to be transformed. This makes advertising an important and exciting subject of academic interest. Advertising is a cross-disciplinary subject catering to students of mass communication and management, whose number is continuously on the rise in India. To cater to the growing demand of the industry, a considerable number of agencies have come up, employing large pool of talent. For them advertising is an area of great importance. As such, a book on concept and practices in advertising must be a sought-after tool. Many books by both foreign and Indian authors are available to explore the idea of advertising, but for students whose mother tongue is Hindi, a book in Hindi is expected to be a useful resource. Against this backdrop the book titled **Vignyapan(Dot).(Com)** by Dr. Rekha Sethi is a valuable addition to the existing knowledge of advertising and marketing.

This book contains several chapters organised into eight units, each delineating with a different perspective of advertising. The opening chapter under the first unit attempts to spell out the concept of advertising through some well-received definitions of advertisement. The descriptions include the perspectives of Indian and foreign scholars. A definition by famous Indian advertising guru Alyque Padamsee adds professional perspective to the discussion. The second chapter under the title 'advertising: the journey' traces the history of advertising and extends the historical evolution to the modern era. Advertising being a part of marketing, the discussion on the linkage is expected to improve the reader's perspective of a good advertising strategy.

The third chapter dwells upon the types and classification of advertisements. The author aptly explains the kinds of advertising including Surrogate Advertising and Cave art advertising through

* Research Scholar, Department of Mass Communication, Aligarh Muslim University, Aligarh
e-mail: aligarhsachin20@gmail.com

simple examples, which the learners are likely to find very interesting. The last chapter of this unit discusses the importance, objectives and need of the advertisements.

The first chapter of the second unit discusses essential aspects of art of advertising production. The author has attempted to give a sense of advertising agency organisation by elucidating the organisational structure of advertising agency in detail. It gives a brief dose of knowledge about brand servicing, account planning, creative team and media planning.

The second chapter of this unit explains the importance of research in the preparation of advertisements, under which market, commodity, consumer and media research has been explained. The third chapter highlights the creative aspect of advertising through the use of famous punch line "daag acche hai(stains are good)", taking the example of Surf Excel in a text called creative aspects of advertising. Under the fourth chapter, the importance of advertising appeal has been discussed with an attempt to explain an effective appeal, through examples of popular appeals such as the 'Colgate Suraksha chakra (Colgate safety cycle)'. The chapter also explains how the appeal in the advertisement forces consumers to buy a product.

Chapter five under this unit, titled copywriting, which is considered the soul of advertising, has been discussed through well-illustrated examples. Various dimensions of writing ad copy, such as the headline, sub-headline, body copy, slogan, and logo have been explained.

Unit three provides a comprehensive account on media of advertising. Everyone knows that there are two prominent media of advertising- print media and electronic media, which include radio and television. The first chapter of this unit titled print media describes the different types of ad layouts, mentioning the characteristics of the print medium. Several advertisements have been illustrated to describe the concept of layout. The choice and presentation of fonts and pictures have also been highlighted in detail. The use of language and colours in advertising design is also discussed in this chapter. The second chapter under the title Radio medium introduces to the entertainment world of radio advertising and introduces the reader to famous radio jingles. It also provides an introduction to types of radio advertising. Themed television medium, the final chapter of this unit deals with essentials of television advertising and aptly explains the complexity of the process of ad creation for TV medium. It also carries a section on the type of advertisement on the TV medium.

The language of advertising must be very simple else, ads will not create desired impact on consumers. Unit four of this book highlights the difference between literary language and the language of advertising. The second chapter is devoted to a discussion on the merits of advertising language. The author focuses on the creative use of language, attention capacity, and simplicity. In the third chapter language tools in the text have been explained through compelling examples:

Aam Ki rasooli goli

Enjoy Barry Siloli siloli(Parley Mango Bite)

Aah se aaha tak (Moov cream)

Rin Ki Chamkar

60 saal ke boode ya 60 saal ke jawan (Zandu Kesari jeevan)

There was a time when advertising was only to give information about the product, but in the present scenario, ads are so effective that people are induced to buy undesired products. Consumerism is growing in society due to this ads culture. Under the fifth unit Consumerism, lifestyle and advertising explain all these aspects.

Unit six is entirely dedicated to India's best advertising gurus like Piyush Pandey, Prasoon Joshi, Alyque Padamsee, R Balakrishnan, Prahlad Kakkar, Anuja Chauhan, Joji Pal, KV Sridhar, Madhukar Kamat. Advertising gurus have produced many advertisements. For example, we can see through the punch lines of advertisements prepared by these people, like 'Chal Meri Luna', 'Dum Laga Ke Haisha', 'Mile Sur Mera Tumhara', 'Thanda Matlab Coca Cola', 'Do Boond Zindagi Ki', 'Happy Dent', 'Fast relief', 'Daag ache hai', 'Just do it', Dil mange more, mera number kab aayega, etc.

The Creators of these punch lines have been part of some advertising agency. But, most textbooks do not give us information about them. From this perspective, this book looks to be a value addition. Unit seven provides interesting information about Indian advertising agencies like Ogilvy, Lintas, Mudra group, JwT, FCBulka advertising, Leo Burnett, BBDO, Madison, Grey worldwide McCann-Erickson, etc.

The final unit of this book is about some famous commercials of India like Vodafone Ju Ju, Cadbury Dairy Milk, Fevicol, Onida, Amul, Mile Sur Mera Tumhara, Surf, Liril etc. The chapters tell the stories behind these ads. This is likely to make the reading very interesting while adding an extra layer of information on the context of advertisement.

The language of the narrative is simple but powerful enough to hook the readers. There is no trace of temptation to incorporate literary Hindi, words of everyday conversation enrich the descriptions, which enhances the readability of the book by the students.

The chapters on advertising agencies and advertising gurus are undoubtedly the author's value addition to the existing knowledge of advertising.

GUIDELINES FOR AUTHORS

The IJCR intends to consider for publication original research papers based on empirical research and discursive analysis in the field of media and communication studies. The journal focuses on fundamental concepts and critique on media and communication theory and methods.

Manuscript Preparation

- The content of articles must conform to strict academic standards, ranging from the choice of topic to the framework of study. The results should be able to meaningfully contribute to the field and add to the existing body of knowledge.
- Articles should include a short abstract and a cover page which clearly indicates the following information: article title, author(s) name and affiliations, contact address, email address and contact numbers, short bio-data of author(s) (maximum length up to three sentences only), up to five keywords.
- The articles should be typed in MS word format and up to a maximum of 5000 words including references. The contents, tables, and figures should all be in a single file.
- The references should follow the American Psychological Association (APA) format.

Manuscript Submission

- The research papers articles should be submitted at: ijcramu@gmail.com
- The work submitted for publication should not have been previously published elsewhere or be under consideration for any other publication.
- Articles that do not conform to the format and style will be returned to the author(s) for revision.

Peer Review Policy

All articles for this journal undergo editorial screening and double-blind peer review by at least two reviewers. Every submission will be checked for contemporary relevance of the issue discussed, appropriateness of the research design and methods, reliability and validity of the findings, language, and citations.

Proofs

Proofs will be sent to corresponding author(s) by email. They should be corrected and returned to the publisher within three working days. Major changes in the text cannot be accepted.

Ethics Policy

Authors may note that submitted manuscripts may be subject to checks using the Online Plagiarism Software service. The software checks submissions against millions of published research papers, documents on the web, and other relevant sources. In case of similarity index exceeding the acceptable limit, the paper/article will be rejected and there will be no communication with the author. The materials used must be properly cited, and used with proper permission whenever required.

Note: further detail information may be seen on the journal website www.ijcramu.in

Published by:
Department of Mass Communication
Aligarh Muslim University, Aligarh (UP) INDIA