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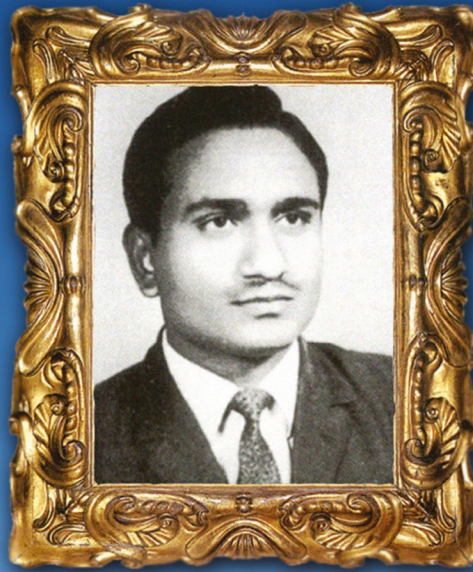
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A TRUE VISIONARY

*“You see things and you say **Why?** But I dream of things that never were and say **Why not?**”*

- George Bernard Shaw



Shri Jagannath Gupta
(1950 - 1980)

*Also a true visionary...who dared to dream!
He lives no more but his dreams live on....and on!*

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And more dreams to come!

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Editor's Desk

It has been fifteen years since the journal, Mass Communicator, was launched in 2007. During this period, it has not missed a single issue as the journal comes out in the quarterly format. Our contributors deserve a special word of praise for making this happen as they kept up a steady stream of research papers pouring in. There have been a few hiccups too on the way. When the University Grants Commission decided to come out with a CARE List of journals which alone will qualify for recognition of research paper publication by the faculty members in India, the journal got its first challenge.

Though the quality of articles published in the journal was never compromised, the journal struggled to gain recognition from a bureaucratic system which cares little for the impact in the delay of decision on the inclusion/exclusion of the journal from the list. As the country has very few journals of quality in media and communication studies that come out with the kind of regularity that Mass Communicator has exhibited over the years, faculty in India gave it a thumbs up by continuing to publish articles in it. Besides, with the reach of the journal beyond Indian shores, the journal has been able to evoke interest among researchers worldwide, especially those in African universities.

The journal has also been liberal in its approach in including articles across the academia and industry divide by creating special sections for articles that may not stand the rigour of academic research but are all the same significant by virtue of the industry insights and perspectives they may add to enrich the content. This schema was introduced not as an afterthought but at the very inception of the journal. So, apart from the Research Section, the journal has had sections on Perspective, Opinion, Research Note and Book Reviews to give it an integral appeal. Not surprisingly, the journal has been guest edited not only by researchers from the academia but also by reputed industry practitioners. The basic thought informing such a decision has been that knowledge accretion must always remain eclectic and catholic in its methods and reach.

As we wade into the sixteenth year of its publication, we struggle against yet another problem, that of COVID induced lockdowns and disruptions of normal and academic life. The pandemic has taken a heavy toll not only of lives but also of confidence. There is fear in the air and media organizations tend to fan the flames still further. In such a fear-surcharged atmosphere, only international organizations vested with the power of demystifying the fear could instill hope for life to bounce back despite all odds. But, as of now, that light at the end of the tunnel seems to be missing. Let's hope reason prevails and humanity finds better ways of meeting this challenge.

Happy reading!

(Ravi K. Dhar)

About the Journal

Mass Communicator: International Journal of Communication Studies has been conceived as an international quarterly peer-reviewed journal with the avowed objectives of stimulating research in communication studies in Indian academia of international level as also to publish research carried out abroad to serve as a window on the multi-dimensional aspects of media and communication research in countries beyond the Indian borders. To this end, the journal is a platform for the publication of outcomes of new and innovative thinking in the subject/profession that follow not only the rigours of academic research methodology but also non-conventional modes of expression such as perspectives and opinion, which often come from media and communication practitioners, be those journalists or development communicators self-interrogating their profession. The scope of research published in the journal is deliberately kept open-ended to facilitate an osmotic interchange of ideas across disciplines with a bearing on media and communication theory.

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NEW MEDIA AND FILMMAKING EDUCATION IN THE INDIAN CONTEXT

Sharmistha Jha* George Plathottam**

Cinema has evolved significantly since the time it originated. It has been celebrated by technological innovation and artistic experimentation. Every new cinema movement and method has paved way for the next breakthrough, resulting in the art form we know and love today. Soon after the invention of the filmmaking process in the 1890s, formal film education began with theoretical knowledge rather than practical teaching. Changes in digital technology have opened up new avenues as well as challenges for students and teachers involved in filmmaking pedagogy. This paper gives an overview of the influence of new media on filmmaking education in India.

Keywords: Filmmaking pedagogy, New media, Technology, Film institute, Digital filmmaking

Film is one of the most influential art forms of our time. It is one of the dynamic and comprehensive modes of communication. Cinema over the last hundred years has been holding a mirror to society. Similarly, the changing contours of society have been a reflection of cinema. It can inspire imagination and teach about life and people. It is also the first mode of communication that most children experience without much adult intervention. A large amount of interaction has always been going on between cinema and the collective audience and now also through individual viewership. Cinema, which has been a popular form of entertainment for almost a century, has changed in a big way. It is no longer a pure form of art, but rather a classical synthesis of art, science, and technology. It has become ingrained in a variety of media competitors, such as television and computer. As a result, the distinctions between the various types of media have dissolved. Post-production of films are now computer-based. Today's movies are heavily reliant on computer graphics, computer-generated animation, and computer-generated imagery (CGI). The cinema business is no longer a distinct medium with its own set of norms for composition and production; instead, it has evolved into a component of multimedia entertainment. The evolution of films since the silent era to the special effects dominated films, have been driven by technological advancements. The refinement of filmmaking technology, from cameras to sound recording to editing, has increased as cinema history has evolved. Technological improvements in these areas increase the filmmaker's creative capabilities (Picirillo, 2011). Digital cinema technology and techniques have invaded the film business that was traditionally held only by photographic film. Reception and display technologies have merged into a multimedia format: movies can now be seen on DVD's, on television, or on the internet. The cinema, as well as the film industry as a whole, is no longer a distinct medium with its

own set of norms for composition and production, but has instead evolved into a component of multi-media entertainment (Mambrol, 2017).

New media

Lev Manovich (2002) has defined new media as "cultural objects which use digital computer technology for distribution and exhibition." The term 'new media' refers to a class of media that are digital and interactive and hence differ from the electronic mass media that McLuhan (1964) addressed in *Understanding Media*. Even though the computers that he discussed were digital, they were not interactive in the way today's personal computers are, nor were they easily available to a large audience. What's new about today's new media is that they are digital, interactive and cross-linked with each other and the information they transmit is very easily processed, stored, transformed, retrieved and easily searched for. The internet as a medium is a non-linear form of communication. The flow of communication is not in one direction but in multiple directions.

Filmmaking pedagogy

Filmmaking teaching-learning is a practice based pedagogy taught in film institutes across the world. The focus of the education system is mainly on teaching scriptwriting, direction, cinematography, sound recording and design and film editing. Each of the courses are taught through classroom

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lectures and projects which are devised in such a way that each student gets maximum exposure to learning the module systematically. The students get to work hands-on with equipment and software related to their choice of specialisation and also get to attend workshops with people who are trained in that field.

Soon after the invention of the filmmaking process in the 1890s, formal film institute began with theory rather than actual technical training. Early cinema theorists were more interested in publishing studies on the subject, than in teaching students inside a class. Russian filmmakers Sergei Eisenstein, Pudovkin, and Lev Kuleshov founded the Moscow Film School in 1919. In the early days of cinema, most of those who wanted to learn the technical discipline of filmmaking were self-taught engineers or still photographers who liked to experiment with new film techniques. Apart from the film institute, anyone wanting to master the technical abilities of filmmaking had to start at the end of a tiered system to learn the craft as a pupil under a more experienced individual. Alfred Hitchcock and David Lean, among others, learned the trade in the same way ("Film school", 2021). Since then, many film schools came up in different parts of the world. The history of film education in India started in either 1947, when the Mysore Maharajas established Sri Jayachamarajendra Polytechnic in Mysore, which taught cinematography as part of its practical programmes, or about 1960, when the legendary FTII in Pune was established. The goal of establishing a film school was to formalize film education while simultaneously establishing a global environment for filmmaking and cinema theory. After FTII came up, several film schools started to be founded across the world - both government-supported and privately sponsored (Nathan, 2016). Filmmaking pedagogy has also undergone changes in mode of education to absorb and adapt to the changing technologies to give the students the best possible exposure to the changes in technique and aesthetics. With the emergence of the internet, students have been exposed to more information and resources easily.

Teaching film in the digital age

Teaching films in the digital age requires an eagerness to adapt to new technologies. The teacher has to have the desire to share with the students an excitement of viewing classic films vis a vis an understanding of how students perceive contemporary films. The rules of the game have changed as a result of a plethora of competing picture sources. The moving picture is everywhere around us. The moving image will continue to change throughout our lives and beyond, providing new challenges and opportunities for educators. Students can now access vital primary texts, photographs, and films while sitting at home or on the way to work, because of the advent of vast digital sources (Dixon and Forster, 2012).

With the film industry adopting digital technology, most film institutes have started to incorporate digital media in their curriculum. Even though some film institute's still use celluloid in their productions, most have shifted to digital media.

Today, anyone can capture images with a smartphone and then upload it on YouTube. They can go through the technical procedure that very accomplished filmmakers spent years learning. This has a significant impact on filmmaking. Filmmaking has become more portable and inexpensive because of rapid developments in digital technology. Anyone in the world who previously lacked access to resources and funds for filmmaking now has the ability to make and distribute films. Many film school academics and industry experts are now wondering what film schools should provide their students in these times (Stewens, 2017).

As films become more widely available via the internet and smartphones, the issue in the future can be that students are studying new media instead of cinema. Cinema as a form is sometimes mistaken with medium. With the introduction of "new" nonlinear media, we risk having cinema as a form confused with some kind of formless new media material. Although new media characteristics may overlap with those of film, they are however, distinct in terms of purpose, scope, and depth. As educators, the faculty should make sure that students have all of the information they need to choose the correct majors after doing the integrated course. All moving-image programs including cinema, can gain pedagogically through digital technology. Convergence, on the other hand, should not be permitted to become a threat to cinema (Kiwitt, 2012).

I. Review of Literature

With coming of digital filmmaking and new media, a lot of research is being done by academics and practitioners alike to deal with the changes in technology. According to Ganguly (2019), the ongoing hybridization of media such as film, video, video game, video art, New media, video installation and the internet has raised concerns about the underlying aesthetic qualities of these mediated forms. Filmmakers and media artists are eager to fill in the gaps in this evolving media landscape, to envision and create new sorts of experiences. The decline of editing as a discipline is one critical aspect that has been overlooked. While cinema editing made it possible to create the film narrative with traces of classical narrative structure to a large extent, discourse and research in the areas of editing pictures and sounds has been on the decline for over four decades. To a large part, this decline is due to the current media landscape's misconception, in which learning editing software (a technical skill) is

confused with learning editing, which is a conceptual discipline. A general theoretical discussion will not suffice to introduce these concepts into the teaching and learning framework. Modules must be created and activities must be set up so that these ideas can be nourished in a tangible way.

Stewens (2017) thinks that our media landscape has never been more diverse than it is today, and it is difficult to say where it will go next. There will be new kind of approaches to media education as a result of new media. Professional daily lives are becoming profoundly influenced by digital workflows and job profiles in the media industry are becoming more and more specialized. Many film school professors and industry experts are now asking what education should film schools give their students in these times.

Hassapoulou (2016) examined the potential contributions of social networking tools to the documentation of personal events in film history as part of a multimedia class project and presented an innovative, interconnected style of film historiography. In a mixed method learning assignment, students were asked to creatively use social media such as Facebook, FaceTime, Twitter and others to document and reflect on their experience of watching a specific film. The students were asked to use networked media they interact with on a regular basis to produce their unique perspective on a film screening. She found that students were very enthusiastic about the assignment, and enjoyed engaging in a project that was different and experimental.

Irwin and Murch (2010) are also of the opinion that in teaching a subject like film or video editing, the very idea of the teaching and learning experience can work when the professor does not think in the confinements of the four walls or just the twenty-one inch of the computer screen. He must take the standard practices of his or her pedagogy to a place of creative intuition. This reflection about teaching digital editing strives to encourage a new look at pedagogy in this area of education. A different language has to be used to build a connection of understanding in the classroom and the editing experience. A student of today's generation knows how to negotiate browsers and software interfaces. The computer use or experience has become so basic, user friendly and template laden, that the students in media programs and digital editing courses today spend far less time creating projects from scratch like it used to be done in the time of celluloid.

II. Research Design and Methods

In order to study whether there is an influence of new media of students of filmmaking, a survey was conducted with one

hundred and fourteen students studying in two national film Institutes of India. Both the institutes run a filmmaking course of three years duration, where the first year is an integrated course and the next two years are for specialisation. Both the institutes have slowly made the transition from celluloid to digital filmmaking. A Likert scale questionnaire in a google form was shared with students studying in the *film wing* of both the institutes. The questionnaire was designed to find out the extent to which the students are influenced by new media. The questions ranged from the amount of time students spend on New media to the extent to which they use New media in their curriculum related queries and solutions. The students were asked to express the extent of approval with each question by ticking a number. A higher rating would reflect a higher level of influence and a lower rating would reflect a lower level of influence. For instance, for questions 1-4, 8-12, 15, 16, 17, the rating 1 indicates "not at all" and rating 5 indicates "very much". Other ratings are intermediate between these two.

Similarly for questions 5-7, 13, 14 the rating 1 indicates "not at all" and rating 5 indicates "very often". All other ratings are intermediate between 1 and 5 where,

Likert item 1 corresponds to *Not at all*

Likert item 2 corresponds to *Hardly*

Likert item 3 corresponds to *Little bit*

Likert item 4 corresponds to *Quite a lot*

Likert item 5 corresponds to *Very much/Very Often*

In the questionnaire, the students were asked to rate questions based on the influence of new media in their daily lives. They were asked whether they watch films or web series on VOD platforms. They were also asked to mention the extent to which they refer to on-line tutorials to get help with topics taught in the classroom in the film course you are enrolled in. They were asked to rate the extent to which they thought that websites, YouTube channels and vlogs were good sources of information and knowledge relevant to their field of study. They were asked whether they watched long and short length fiction films on new media. The questionnaire included other questions like rating the extent to which industry professionals who came to take workshops and lectures in their institute took the aid of New Media in their classes. They were asked whether they wanted to include more new media related materials in their syllabus and whether new media provided enough material related to their syllabus. They were also asked to rate the extent to which they spent time on New media every day.

III. Results and Discussion

Graph 1: presents the graphical representation of the influence of new media in the life of the students.

While responding to the question of whether students are influenced by new media, 50% of the respondents replied that they are influenced by New media quite a lot. Only 4% respondents said that they are hardly or not influenced at all. 25% of the respondents said that they are influenced by New media very much in their everyday lives whereas 18% students said they were influenced by New media only a little bit.

Graph 2: presents the graphical representation the extent to which the students watch films and web-series on VOD platforms like Netflix, Amazon prime, Zee5 or any other.

When asked if the students watch VOD platforms like Netflix, Amazon prime, Zee5 or any other to watch films or to watch web series, 39% students responded by saying that they watch web series quite a lot and comparatively 33% said that they watch films on these platforms quite a lot. 17% of the students responded by saying that they watch web series in the VOD platforms very much and 10% said that they watch films on VOD platforms very much. 37 % of the respondents replied that they watch VOD platforms like Netflix, Amazon prime, Zee5 or any other to watch films only sometimes. Comparatively, 25% watch web series on these platforms. 6% of the respondents said that they don't watch films on VOD platforms at all.

Graph 3: presents the graphical representation of the extent to which students refer to on-line tutorials to get ideas in assignments and help in topics related to the filmmaking course they are enrolled in.

In response to the question whether they access on-line tutorials to get help with topics being taught in class or to get ideas for assignments, 30% of the students responded by saying that that they sometimes refer to on-line tutorials to get ideas in assignments and 32% said that they refer for help with topics done in class. 25% of the students said that they hardly referred to on-line tutorials and 18% said that they do not refer to on-line tutorials at all.13% students responded by saying that they referred to online tutorials for ideas in assignments very much and the same percentage of students declared that they used it quite a lot but 23% students said that they took help of on-line tutorials quite a lot for help with topics done in class.

Graph 4: presents the graphical representation of the extent to which the students thought that websites, YouTube channels and vlogs were good sources of information and knowledge relevant to their field of study.

45% of respondents said they thought that websites are good sources of information and knowledge relevant to their field

of study. 27% said that they feel that websites help them a little bit.12% students said that websites are a very good source of information and knowledge which is relevant to their field of study. 6% felt that they are not of any help at all.

34% of the respondents said that YouTube channels help them a little as sources of information and knowledge relevant to their field of study.31% reported that YouTube channels help them quite a lot as sources of information and knowledge relevant to their field of study.18% are very influenced by YouTube channels. 4% respondents said that YouTube channels are not good sources of information and knowledge relevant to their field of study.

Where vlogs are concerned, the opinion amongst the respondents was divided. 32% of the respondents replied that Vlogs are hardly good sources of information and knowledge relevant to their field of study and 29% of the students said that they thought that Video logs (vlogs) were quite a good source of information and knowledge relevant to their field of study. 20% students said that Vlogs were a little bit relevant and 12% said that they were not relevant at all.

Graph 5: presents the graphical representation of the extent to which the students thought that New media provided material related to the syllabus

36% of the respondents felt that New media provides them quite a lot of material related to their syllabus. 5% felt that New media does not help them at all. 29% students felt that New media helps them a little bit with materials related to their syllabus. The percentage of students who hardly take any help from New media in relation to getting material related to their syllabus was 18%.

Graph 6: presents the graphical representation of the extent to which the students watched short length fiction films (up to 60mins) on new media.

About 39% of the students said they watch short length fiction films on New media quite a lot. 26% respondents said that they hardly watched short length fiction films on New media.10% said that they do not watch it at all while 7% watched it very much.17% of the respondents replied by saying that they watched short length fiction films on New media sometimes.

Graph 7: The graph below presents the graphical representation of the extent to which the students watched long duration fiction films (up to 90mins) on New media

53% of the respondents said they watch long duration fiction films on New media quite a lot. 21% said that they watch it a

little bit. 12% respondents watched it very much and 12% said that they hardly watched it. 2% of the respondents said that they do not watch at all.

Graph 8: presents the graphical representation of the extent to which the students desired to include more New media related content in the syllabus.

In response to the question of whether the students would want to include more New media related content in the syllabus, 40% of the respondents said that they would like to do so a little bit more while 29% wanted to include it quite a lot. 14% students were interested to include more New media related content in the syllabus while 10% students hardly wanted any such inclusion.

Graph 9: presents the graphical representation of the extent to which industry professionals took aid of New media while taking workshops or lectures.

37% of the students said that people who came to take workshops in their institute do take help of New media in their classes but use only a little bit. 28% students said that the industry professionals hardly took the aid of New media while taking their workshops. 20% students responded by saying that industry professionals used New media quite a lot. In comparison, 46% students responded by saying that the guest lectures are aided by New media only sometimes and 27% students said that guest lecturers hardly use New media in their lectures.

Graph 10: The graph below presents the graphical representation of the extent to which students spent time on New media everyday.

Students were asked about how much time they spend on New media. They were given an option of choosing between Less than 1 hour, 1-2 hours, 2-3 hours, 3-4 hours and more than 4 hours. 32% of students responded by saying that they spend between 3-4 hours on New media every day and the same percentage of students said that they spend 2-3 hours a day. 18% students said that they spend more than 4 hours on New media whereas 11% students responded by saying that they spent less than 1 hour on it. A mere 6% of the students declared that they do not spend any time at all on New media.

The findings of the survey indicate that most of the students of filmmaking are influenced by New media in various ways. They watch quite a lot of content on New media, which includes films and web series. The students spend quite a lot of time on New media every day. They find New media to be an important source of knowledge and information in the form of websites, vlogs and YouTube channels. They sometimes

refer to on-line tutorials to get ideas in their assignments or to get help in the topics which are taught in class. New media provides students with quite a lot of material related to their syllabus. As evident in the results shown earlier, students watch quite a lot of short length and feature length films on New media. Students were only a little bit interested in adding more New media related material to their existing syllabus indicating that they were satisfied with the course syllabus being taught to them. They also mentioned that the guest lecturers who come to take classes in their institute sometimes took help of New media.

IV. Conclusion

Even though a majority of the students seem to be affected by new media quite a lot, in response to most of the questions, there were also many respondents who were affected by new media only a little bit. New media can provide a lot of access to information relating to the latest technology and advancements, but filmmaking education involves a lot of practice based and hands-on training in the curriculum, which is very essential for students to learn the basic craft of filmmaking. New media and digital technology have provided students, who are learning filmmaking, with numerous opportunities as well as challenges. As a result of technological advancements in digital communication, conceptions of traditional film language for film productions have shifted since the early 2000s. Dramatization, visualisation, editing, and dissemination are just a few of the filmmaking processes that have seen considerable changes. Professional and amateur filmmakers who have access to digital cinema technology have begun to shape the future of filmmaking by incorporating these breakthroughs and improvements. The film production process has become more accessible and convenient for anyone interested in cinema due to the Digital Video (DV) technology, while channels like YouTube have offered a platform for sharing these videos. As a result, the phases of a motion- picture's process, as well as the phases of delivering and sharing with the audience of these films created with digital cinema technology, have undergone significant modifications. The impact of New media in the education system cannot be ignored and filmmaking pedagogy may also be influenced by it. Cinema may have changed its form and packaging but it is here to stay and filmmaking teaching and learning will continue with its old and newer patterns.

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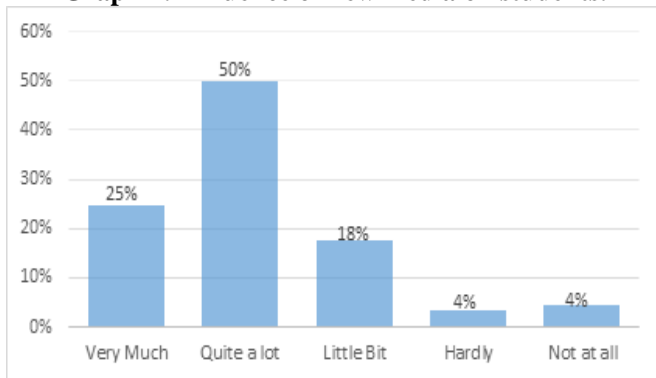
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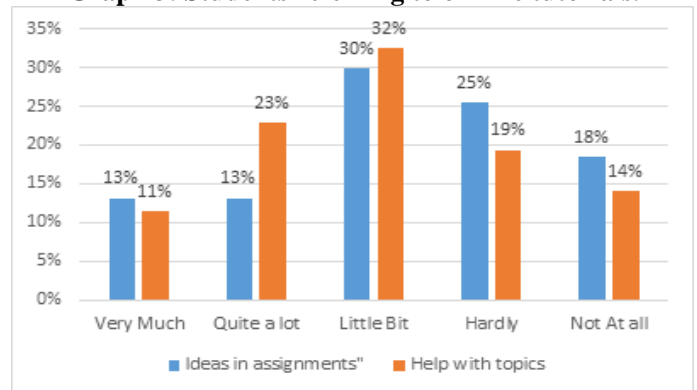
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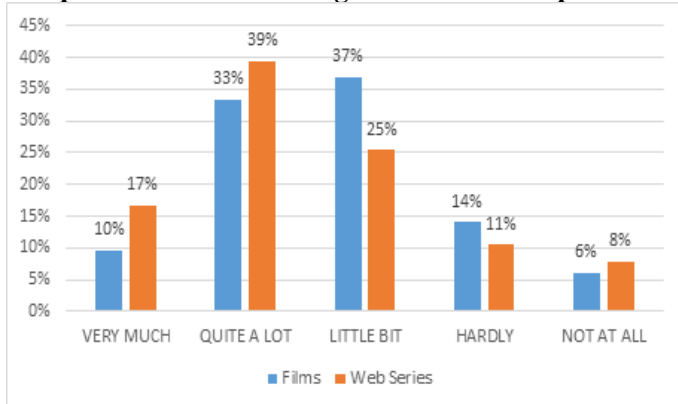
Graph 1: Influence of new media on students.



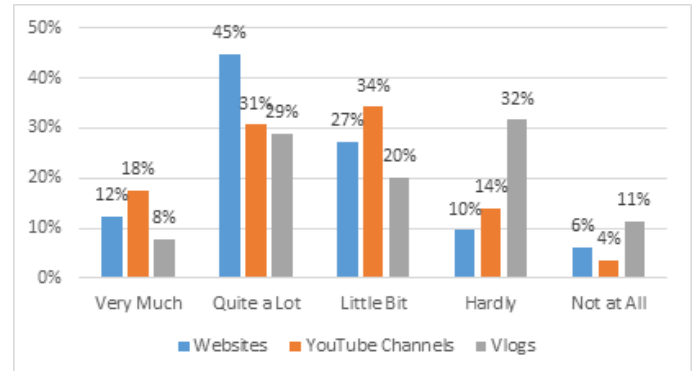
Graph 3: Students referring to on-line tutorials.



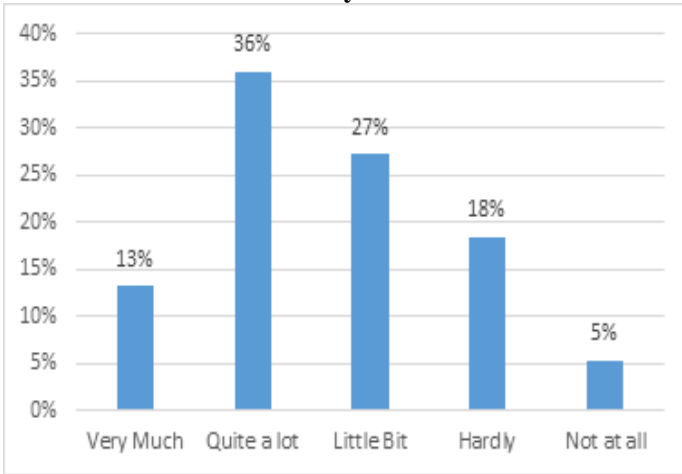
Graph 2: Students watching content on VOD platforms.



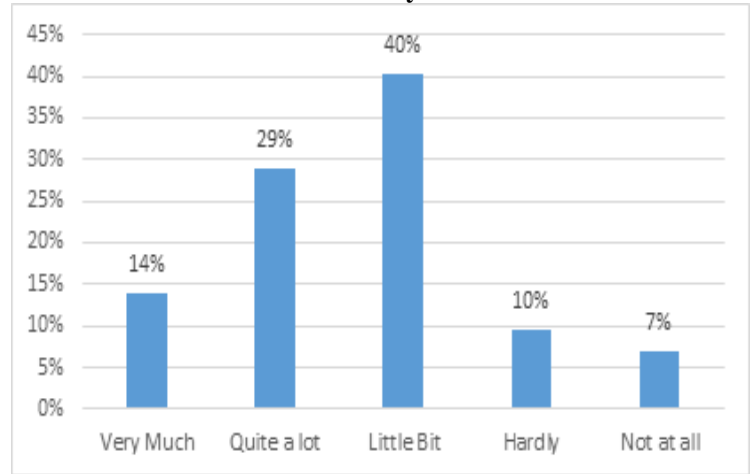
Graph 4: Sources of information and knowledge for students.



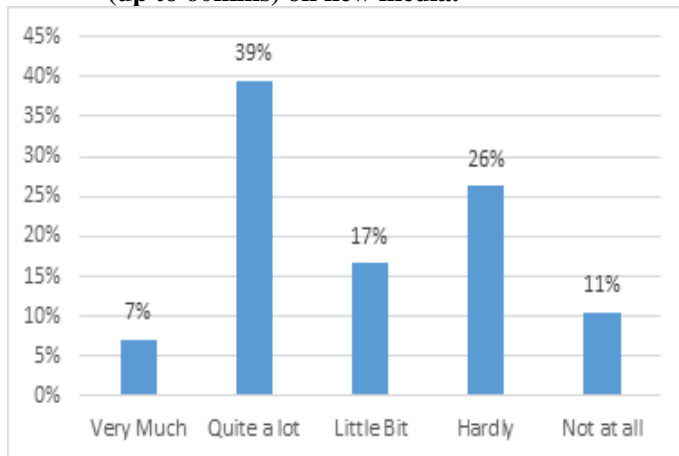
Graph 5 : Whether New media provides material related to the syllabus.



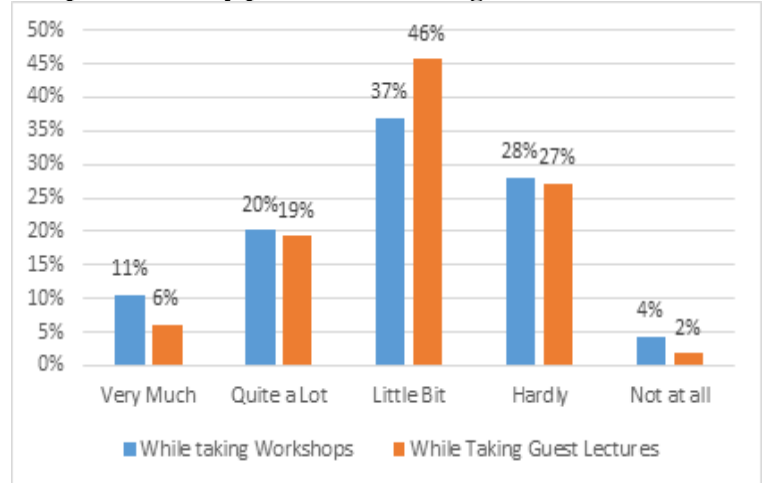
Graph 8: Desire to include more new media related content in the syllabus.



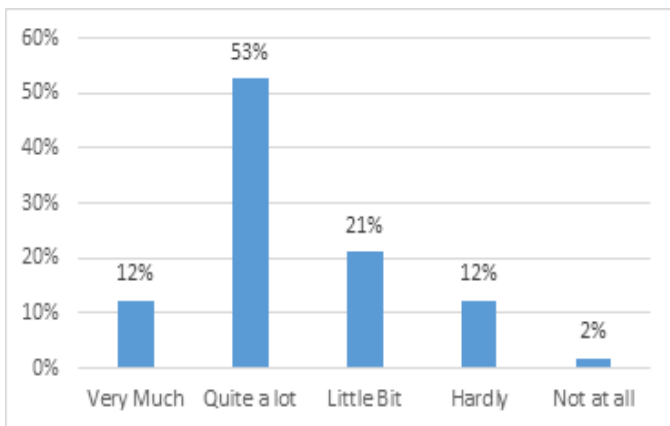
Graph 6: Students watching short length fiction films (up to 60mins) on new media.



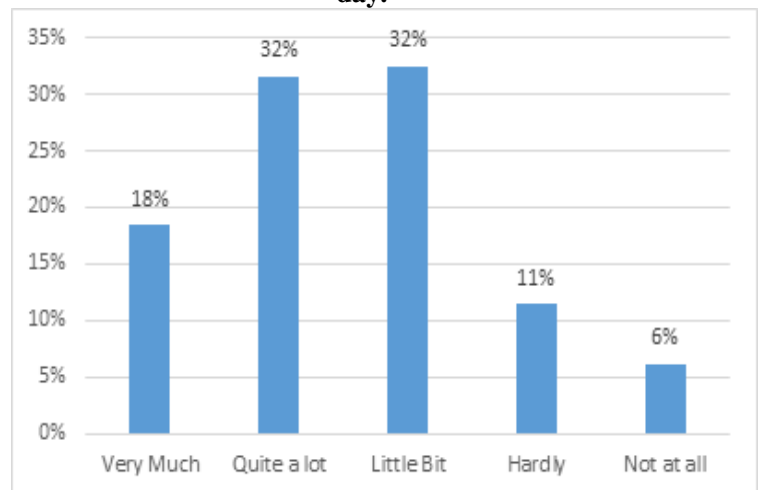
Graph 9: Industry professionals taking aid of New media.



Graph 7: Students watch long duration fiction films (90 mins and above) on New media.



Graph 10: Time spent on New media by students every day.



SELFIE: SELF GRATIFICATION (OR) SELF ESTEEM

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Social media such as Facebook, Instagram, LinkedIn, Whatsapp and Twitter, have influenced the life style of people all across the globe over the last two decades. Often usages of social media, and its relative innovation, are linked to rise of a new social and psychological phenomenon. Even though several studies have explored individual differences in available social networking, few have observed the current and swiftly popularized social occurrence of the “selfie” (a self-portrait picture of their own). The objective of this empirical study is to observe the influence of selfie on self-gratification among youth in higher education. A questionnaire has been created based on secondary data and a total of 100 students were selected randomly for the present study. The objective of study is to understand the concept of self gratification and self esteem among the students and to examine the sudden rise of “selfie” culture among the students.

Keywords: Social media, Selfie, Self-esteem, Self-gratification, Networking sites.

Photography has been an elaborate act, a celebration of family, a trophy occasion, where a photographer had to be summoned, and then briefed about the occasion and its grandeur. On the other hand, currently taking a picture of ourselves (Self Portrait) is an act over done using timer mode in early days of photography. It has been thought and considered that photograph presents better than the reality. To take a portrait shot one requires a studio or a camera. The cell phone embedded with camera paved new way of celebrating life. Take your own photo, why depend on others is now a recent trend on social media. The role of photographer in portrait shot has been sidelined. Photographer is no longer there to shout to say “Say cheese” and all is done by us. Once Pictures belonged to photographers now belongs to all who have the device.

“Photography Prohibited” - if you take a photography you will be in trouble can be seen everywhere. The statutory warning appears at the airports, in front of Defense Ministry, Government and Private establishments. The over indulging behavior of common man has created a code of conduct in public. Over the past years, with the coming cameras on mobile phones people have started capturing anything and everything and sharing it on different social media platform’s causing situations of embarrassment for not only individuals but also organizations and governments.

Selfie – Self Portraits:

Self-portraits or selfies gained popularity in the middle of 19th century. Selfie is a kind of self-portrait that became popular with the coming of mobile phones. The word got more familiar since the Oxford Dictionaries announced “Selfie” is the Word of the Year, on November 18, 2013. The mobile phone camera has created a platform for all to become a self-made photographer. Also the sense of occurrence associated with taking photographs is gone. Selfie can also be used as DP (Display Picture). The “Selfie” is taken

universally to show who we are? Where we are? What we do? And how we look?

The "looking-glass self" is a psychological idea that recommends to develop our sense of self based on the views of those we interact. Mullai, E.L.V.I.R.A., Macaj, O.R.G.E.S. A., & Kotherja, O.R.T.E.N.C.A.(2017). Studies have shown that the observations on Facebook profile picture powerfully affect the level of perceived social, physical, and professional attractiveness. One of the differences between the self-image in reality and online is the ability to change the look, and also mask one’s identity. Where the filters make any photograph look more attractive than what the image really looks like, let alone what the naked eye would've seen. There has been fewer psychological studies on the app, but one in particular showed that active users were apprehensive with both personal production and social reception. This is the age of selfies where people have the option to post their pictures with help of the powerful smartphone. This research investigates the impact of selfie on self-gratification among students through the following research questions;

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To understand the popularity of selfie

- To examine the influence of social media and self-gratifications
- To study the role of smart phones in “Selfie” to build self-esteem.

I. Review of Literature

Sandra Jon Amon (2014) in study on Taking Back the Gaze: The Contribution of Selfies to Women's Self-Identities that the word ‘selfie’ was chosen as the Oxford dictionary’s word of the year for 2013. There is no surprise to this as selfies are becoming increasingly popular with people. Moreover, women are more into taking selfies for the virtual world than men. The research study gives us a deeper insight of how selfies contribute to self-identities of a woman. Women in the male dominating society exposed their self-using “Selfie” to regain their gender identity. Selfies inspire women to pursue photography as they are exposed to knowing the best angle and lighting than never before. This can be a stepping stone for women to take control over the camera on other object than her. Women gain confidence and become aware by realizing the drawback in expecting other person’s view of her personal self. This becomes problematic only when she relies more on others opinion about herself. They also use selfie as a tool of self-reflection and learn to listen and trust in her personal judgment. In conclusion, a sensible use of the selfie is needed for women for the positive construction of self-reflections and self-evaluations.

Selfie is one kind of self representation. Self-portrait is a distinguished and visual form of self representation. Thus selfie traces its history back even before Christ birth where people from different parts of the world did their ‘self-portraits’. Later by the end of 19th century selfie was taken by looking at the mirror. There are different kinds of selfies which are not categorized by some serious scientific or analytical study but rather by following its visual aspects, the subject’s body language, etc. Also, with the advancement of technology, more and more people are finding virtual social life more interesting and thus selfie is becoming more common. Selfie has become a phenomenon for contemporary cyber culture. Self-more: Selfies are taken to attract the attention of the virtual society. Self-less: Although people tend to focus more on the image of the self, knowingly or unknowingly the virtual society gets to know more than what is necessary. The popularity behind the “Selfie” is the celebration of the self.

Jennifer Charteris, Sue Gregory, Yvonne Masters (2014) in study on Snapchat 'selfies': The case of disappearing data opines that that the use of self-destructing media among

young people in Australasia has the potential to afford opportunities for students to constitute agented discursive identities. With the rise of profile photographs, the ideas of self-presentation are no longer restricted to text oriented expositions. The request of picking any image and permitting the user to show how they need to be recognized with a personality or characteristic satisfies a gratifying want to be research questions; liked (Lin & Lu, 2011). Being adored on social media Platforms is taken by the number of likes expected from friends and/or peers in Facebook or Instagram to the regularity of being retweeted in Twitter and the volume of heart emoticons expected in Instagram following a post update. The profile photograph is nowadays a central part of self-image presentation, and one that is serious for relational success (Hancock & Toma, 2009). Yet, the choice to have a profile photo in a default way is not restricted to Facebook, but is comprised in other social media such as Twitter and Instagram too.

According to Toma and Hancock (2010), Self representation involves altering your social appearance during interaction and presenting yourself in a positive way. It creates impression among others and it is called impression management (Pounders, Kowalczyk, & Stowers, 2016). To create an intended response among others it is very important to create a positive impression (Toma & Hancock, 2010). Selfie pictures do not represent the original physical appearance of the user (Toma & Hancock, 2010). The social media users widely impress with a striking pose, Bright light, colour correction tools and filters to look good in the social media site. Especially while taking “selfies” Some may go beyond and do some re-touching work with the help of photo shop tools. (Anderson, Fagan, Woodnutt, & Chamorro-Premuzic, 2012) In this way, the social media account holders flattens the way they look and camouflage their imperfections (Anderson et al., 2012; Bell, Cassarly, & Dunbar, 2018; Pounders et al., 2016). The young women between the ages 16-25 spend nearly 5 hours in a week to take selfie and to share the same in social media (Pounders et al., 2016). When compared with men, women were more involved in selfie pictures and they are very popular in social media platforms (Haferkamp, Eimler, Papadakis, & Kruck, 2012; Toma & Hancock, 2010) Women are more interested in selfie than men and in similar ways younger people are more interested than older people (Dhir, Pallesen, Torsheim, & Andreassen, 2016). Selfie are deeply connected to characteristics and self importance attitude Weiser, E. B. (2018). The recent study reveals that selfie behavior did not affect by facial dissatisfaction Tiggemann, M., Anderberg, I., & Brown, Z. (2020). And the research also proves that there is no connection between body dissatisfaction and selfie related behavior Wang, Y., Xie, X., Fardouly, J., Vartanian, L. R., & Lei, L. (2021).

II. Research Design and Methods

Survey method has been used in this study where a questionnaire was administered to 100 undergraduate students. The questionnaire was designed in two parts namely general and influence of selfie among the youth. The instrument consists of Likert's five point scale and semantic scale to measure the emotional aspects, each statement ranging from 'strongly agree to strongly disagree' and 'very often' to 'never'. These standardized scales were used to mark the responses of the respondents. Therefore, restricting respondents to such standardized responses promotes consistency between respondent. One of the limitations of the study was that about fifty percent of the respondents were from the Sathyabama University itself and secondly some felt that the questionnaire was too long.

III. Results and Discussion

Table 1: shows that 48% (24) of the students belong to the age group of 17 to 21 and 46% (23) of the students belong to the age group of 21 to 23 and 4% (2) of the students belong to the age group of 24 & above.

Table 2: shows that 62% (31) of the students belong to the gender male and 38% (19) of the students belong to the female gender.

Table 3: shows that 90% (45) of the students says yes and 10% (5) of the students says No for taking selfies. This table shows how high selfies are reached among the under graduate students.

Table 4: shows that, 18% (9) of the students belong to the very often and 20% (10) of the students belong to the always and 36% (18) of the students belong to the sometimes and .22% (11) of the students belong to the rarely, and 4% (2) of the students belong to the never categories.

Table 5: shows that, 6% (3) of the students belong to the very often and 12% (6) of the students belong to the always and 24% (12) of the students belong to the sometimes and 38% (19) of the students belong to the rarely, and 20% (10) of the students belong to the never categories.

Table 6: shows that, 2% (1) of the students belong to the very often, and 22% (11) of the students belong to the always, and 46% (23) of the students belong to the sometimes and .12% (6) of the students belong to the rarely, and 18% (9) of the students belong to the never categories.

Table 7: shows that, 20% (10) of the students belong to the strongly agree, and 30% (15) of the students belong to the agree, and 28% (14) of the students belong to the neutral and .16% (8) of the students belong to the disagree, and 6% (3) of the students belong to the strongly disagree.

Table 8: shows that 22% (11) of the students belong to the strongly agree and 38% (19) of the students belong to the agree and 26% (13) of the students belong to the neutral and 8% (4) of the students belong to the disagree, and 6% (3) of the students belong to the strongly disagree.

Table 9: shows that, 16% (8) of the students belong to the strongly agree ,and 34% (17) of the students belong to the agree, and 38% (19) of the students belong to the neutral and 10% (5) of the students belong to the disagree, and 2% (1) of the students belong to the strongly disagree.

Table 10: shows that 22% (11) of the students belong to the strongly agree and 28% (14) of the students belong to the agree and 12% (6) of the students belong to the neutral and 22% (11) of the students belong to the disagree and 16% (8) of the students belong of the strongly disagree. The test clear from the above majority of respondents agree for tempting of social media.

Table 11: shows that 36% (18) of the students belong to the strongly agree and 24% (12) of the students belong to the agree and 18% (9) of the students belong to the neutral and 14% (7) of the students belong to the disagree and 8% (4) of the students belong of the strongly disagree the test clear from the above majority of respondents strongly agree for edit selfies.

Table 12: shows that 18% (9) of the students belong to the boys and 82% (41) of the students belong to the girls the test clear from the above majority of respondents girls for is more interested in selfie.

The findings of this study show that nearly all youngsters were experiencing the influences of selfie (see the figure 1) and covers percentage of selfies taken by classification and gender of the photographer. The Pictures tagged as selfie on Instagram, Facebook, or notice persons around us captivating self-portrait, it is hard to measure the forms or methodically compare selfie from several cities taken by people who vary in gender and age. Youngsters have always zealous attention to the appearance of self.

Young respondents were questioned that whether social media tempts to upload or take more selfies. And shows that 22% of the students belong to the strongly agree and 28% of the students belong to agree and 12% of the students belong to the neutral and 22% of the students belong to disagree and 16% of the students belong of the strongly disagree. The test clear

from the above majority of respondents agrees for tempting of social media. The motivations to post selfies on social platforms, makes respondent to answers in different patterns and it has shows that 30% of the students belong to the four like and 2% of the students belong to the fame and 28% of the students belong to the for people to notices 14% of the students belong to the to attract opposite sex and 26% of the students belong of the none of the above the test clear from the above majority of respondents like for motivation. This study reveals that the respondents are least worried about their family and social expectation. Rather they are much worried about their self-love and self-identity in social media. The researcher found that women posted more selfies than men. Among students, selfie is a tool of self-identity, self love, attention factor and positive image building weapon. Some selfie pose became viral in social media because of social attention and created a trend in pose among users. The finding result also revealed that the differently able students use selfie as a tool to overcome their negativity.

Selfies are taken for self-gratification:

Research Question, examine the influence of social media and self-gratifications, in Table 9 shows that 16% (8) of the students belong to the strongly agree, and 34% (17) of the students belong to the agree that the selfies are taken for self-gratification. Maximum respondents feel that the selfies will give self-gratification. Through the questionnaire method we have found that selfies taken by the under graduate college students are mainly for self-appreciation. The respondents have said that every time when they take a selfie they make effort to look good. By reviewing the comments given by others about their looks and posture, Most of the respondents are being self-gratified. The positive comment makes them more involved in taking selfie. Because of this the respondents have being addicted to selfies and it makes them to take more selfies.

Selfies helps to build self-esteem in social media.

Research Question, study the role of smart phones in "Selfie" to build self-esteem, in Table 6 shows that the respondents gone above and beyond to look nice for a selfie, 22 % (11) of the students belong to the always and 46% (23) of the students belong to the sometimes. The maximum respondents more than 50% accepted the hypothesis and since it is proved that the Selfies are taken for self-esteem. The respondents feel happy in posting selfies on social network sites. Facebook likes play a major role in tempting the respondents to upload selfies and they have been found addicted to the number of likes for their selfie. This encourages them to upload or to take more selfies. Selfies are highly dependent on the social networks and the smart phone technology. The psychological factors of these application users are unnoticed and ignored. The active users of these applications are less worried about

the security settings in the application. To lead a peaceful life it is very important to know the security features available in all social media platform.

IV. Conclusion

Secrecy now has a large influence on the feedback people receive about their image on social media. Today, the chance of being examined is greater because more people interact through a secure, anonymous filter, potentially creating any self-esteem issues more sensitive. People who tend to have low self-esteem and depression are more likely to engage in recurrent distorted thought about the self (such as negative self-statements). There is a likelihood that pressures of feedback can cause disruptions and lead to anxiety. Humans are naturally competitive. visual social platforms, like Facebook, WhatsApp, Instagram and Twitter allow quick and frequent access to others' profiles. Those whoever plead for selfie likes and positive comments may be controlled and motivated by virtual audience of Facebook and Instagram. Individual identity and opinion can have positive and negative implications both in personal and professional life. Most of the time the user may not be aware of security breach or multiple accounts created in their name and with their selfies as DP for fake accounts. These technological inventions have both negative and positive impact among users. The psychological paradigm of young users may be the determining factors in social media research thrust areas.

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Table 1: Difference in the age group of the students.

		Frequency	Percent
Valid	1	24	48.0
	2	23	46.0
	3	2	4.0
	Total	49	98.0
Missing	System	1	2.0
Total		50	100.0

Fig 1: Differences in the age group of students.

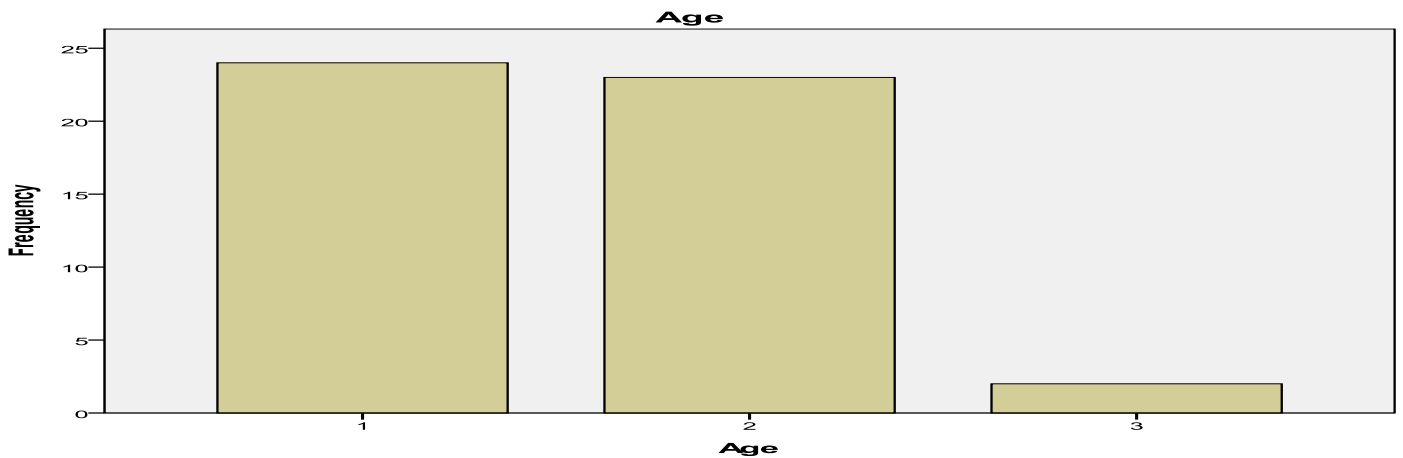


Table 2: Difference in the gender of students.

		Frequency	Percent
Valid	1	31	62.0
	2	19	38.0
	Total	50	100.0

Table 3: Do you take selfie?

		Frequency	Percent
Valid	1	45	90.0
	2	5	10.0
	Total	50	100.0

Table 4: Do you take selfie?

		Frequency	Percent
Valid	1	9	18.0
	2	10	20.0
	3	18	36.0
	4	11	22.0
	5	2	4.0
	Total	50	100.0

Table 5: Posting Selfie.

		Frequency	Percent
Valid	1	3	6.0
	2	6	12.0
	3	12	24.0
	4	19	38.0
	5	10	20.0
	Total	50	100.0

Table 6: Have you ever gone above and beyond to look nice for a selfie.

		Frequency	Percent
Valid	1	1	2.0
	2	11	22.0
	3	23	46.0
	4	6	12.0
	5	9	18.0
	Total	50	100.0

Table 7: Are you happy posting selfies on social network?

		Frequency	Percent
Valid	1	10	20.0
	2	15	30.0
	3	14	28.0
	4	8	16.0
	5	3	6.0
	Total	50	100.0

Table 8: Does the number of likes on your selfies make you to feel good?

		Frequency	Percent
Valid	1	11	22.0
	2	19	38.0
	3	13	26.0
	4	4	8.0
	5	3	6.0
	Total	50	100.0

Table 9: Do you feel gratified when you review and look at the photos after they are taken?

		Frequency	Percent
Valid	1	8	16.0
	2	17	34.0
	3	19	38.0
	4	5	10.0
	5	1	2.0
	Total	50	100.0

Table 10: Does social media tempts you to upload or take more selfies.

		Frequency	Percent
Valid	1	11	22.0
	2	14	28.0
	3	6	12.0
	4	11	22.0
	5	8	16.0
	Total	50	100.0

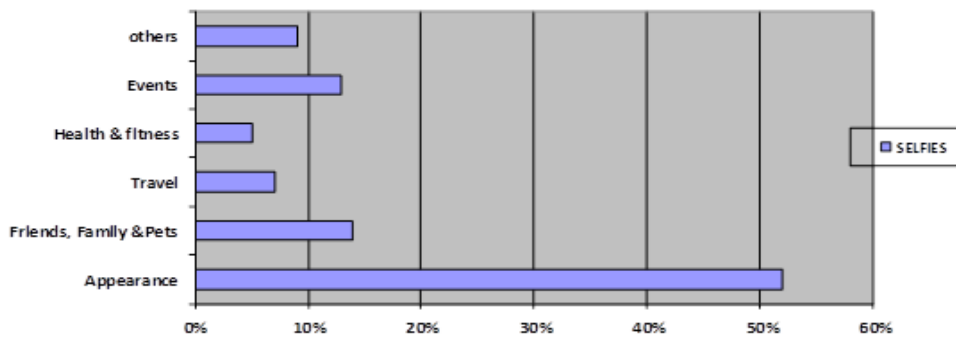
Table 11: Do you edit selfies before posting it on social media?

		Frequency	Percent
Valid	1	18	36.0
	2	12	24.0
	3	9	18.0
	4	7	14.0
	5	4	8.0
	Total	50	100.0

Table 12: According to you, whom do you think more interested in selfie?

		Frequency	Percent
Valid	1	9	18.0
	2	41	82.0
	Total	50	100.0

Figure 12: Selfies relate to appearance.



EFFECTS OF PORNOGRAPHY ON YOUNG ADULTS: A STUDY OF COLLEGE STUDENTS IN COIMBATORE

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In this research study data was collected from college going students/ respondents comprising of a 50 item questionnaire on pornography. Confidentiality was strictly maintained in data collection. Over 47.4% of female and 52.6% male were found having the habit of watching pornography and reported doing so between once a week and also almost equally once a month. Significant gender differences included that male were viewing pornography more than female. The objective of the study was to see the relationship between pornography and psychological effects among the young adults. Male respondents were found to be gaining more pleasure viewing pornography than the female respondents, but the female respondents were found to be affected psychologically on a higher level because of it. More than male, females readily accepted that they viewed pornography.

Keywords: Pornography, Films, Psychological, Addiction, Students, Pleasure.

In India, the advent of internet pornography has become widespread, resulting in 30 percent to 70 percent of web traffic (Ghosh, 2015). Advancements of internet-enabled technology have significantly changed the way the youth access, download and surf the web. In 2016 alone, more than 4,599,000,000 hours of porn was estimated to be viewed on one of the world's largest porn sites (PH Analytics, 2016). In the recent years, 35 percent of all internet downloads are porn-related and 34 percent of internet users have been exposed to unwanted porn via ads, pop-ups, etc. (WebRoot, 2016). The youth being no different are no exception to such horrors as 90 percent of boys and 60 percent of girls are exposed to internet porn by age 18 (Michael Castleman, 2016). The availability and use of pornography have become almost ubiquitous among youth and adults. As internet penetration increases by leaps and bounds in India, porn consumption has reached its zenith too. Overall, three in four people are watching porn on their devices like mobile phones globally, whereas desktops and laptops have become secondary choices for them to watch porn. India has seen rise in porn consumption owing to availability of cheaper data plans. The ongoing digital transformation in the country is expected to increase India's total internet user base to 829 million by end of 2021. The word pornography is derived from the Greek words, "porni" (prostitute) and "graphein" (to write). The word was originally used to refer to any works of art or literature that portrayed the lives of prostitutes. Representation of sexual behaviour in any media aiming to arouse sexual excitement is called pornography.

The objective of the paper is to study the relationship between pornography and psychological effects among the young adults. Following are the research questions:

- Is there any significant relationship between the usage of pornography and pain, pleasure among the individuals?
- Is there any significant relationship between loneliness and pornography addiction?

The present-day view of sexuality and porn had its beginnings in the 20th century with the publication of 'Sexual Behaviour in the Human Female' by Dr. Alfred Kinsey, the founder of the Kinsey Institute for Research in Sex, Gender, and Reproduction. The scientific publication made an unprecedented revelation that many people got themselves involved in sexual activities, which the society had labelled as taboo or aberrational and paved way for the prospering pornography business. It is also noteworthy that it was during

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this time that the Hollywood star Marilyn Monroe was featured in the first issue of the most iconic porn magazine *Playboy* of Hugh Hefner. This study of Dr. Alfred Kinsey along with the marketing techniques of Hugh Hefner normalized and established porn as acceptable in society.

Young people in the current context, also known as the “digital natives”, have got free, unsupervised access to internet and online sex. The consequence of it is that they are at the frontier facing adverse effects of pornography in their life. In an age of VR (virtual reality) and AR (artificial reality), which can be used to improve intimacy and sexuality, porn seems to drive them farther apart. The world even now considers sex a taboo and sex education is limited. It is imperative that parents and educational institutions pay close attention, monitor and educate them about sex and sexuality.

Pornography can be addictive and just like any other addiction, addiction to porn also starts with viewing for small duration gradually leading to obsession and craving for it. The availability and the ubiquitous nature of the porn websites give effortless accessibility increasing the number of porn consumption. However, it could be noted that the number of sex addicts seem to be stable over time. The aftermath of porn viewing can cause grievous effects. These include:

- Increase in high-risk behaviors.
- Skewed view of the world.
- Decrease in ability to build healthy relationships.
- Normalization of sexual violence.
- Increase in aggression towards women.

Research reveals that teenagers exposed to sexually explicit websites are more likely to be promiscuous and also more likely to have used alcohol or other intoxicating substances during their last sexual encounter. This puts them at a higher risk for developing a substance abuse disorder or mental health disorder. Following are the signs and symptoms of porn addiction;

- Excessive viewing of pornography, the definition of “excessive” depends on what people consider healthy, or it is the point at which pornography starts to have a negative impact on some aspect of their life.
- Watching pornography interferes with normal daily behavior or responsibilities.
- More time spent watching pornography, or searching for more stimulating types of pornography, is needed to get people aroused or to climax, i.e., they develop a tolerance.
- There is a sense of emotional distress, or feeling of withdrawal, when porn use is stopped.
- Continued use pornography despite serious consequences (e.g., loss of relationship or job, contraction of a sexually transmitted disease or “STD”).

- Compulsive masturbating- Sexual dysfunction (e.g., impotence, premature ejaculation).
- Use of pornography negatively affects the relationships, for example: it is more difficult to become aroused by the partner.
- Romantic or sexual behavior between one and their partner changes (e.g., becomes more aggressive, dominant, or emotionally disconnected).
- People watch porn as a way to alter their mood (e.g., obtain a “high”) or avoid other unpleasant feelings, like anxiety or depression.

Studies reveal that extensive viewing of pornography has a disastrous impact on one’s life as it alters the brain and the aftermath also includes increased rates of depression, anxiety, low self-esteem, aggression and violence towards women. Extensive viewing of pornography has a disastrous impact on one’s life. It alters the brain in ways similar to the neurological alterations of those addicted to cocaine, alcohol, and methamphetamines (David Perry, 2016).

The public are cognizant of the impacts of pornography on relationships and individual health than ever before. The extensive use of porn often leads to problems and has negative impact on couples and gender relationships. While there may be instances of pornography, prompting healthy sexual activity and respect within relationships, porn chiefly leads to hostile sexism, frequent violence, and general dehumanization and objectification. Addiction to pornography has a major role to play in the wiring of the brain, leading to the collapse of other systems of the body, sabotaging the relationship bond and the mutual affiliation. As with other similar behaviours, use of pornography may also be responded to from a possibly productive, non-judgemental perspective, rather than being discerned as a taboo.

Theoretical Framework Hedonism Theory

The term hedonism is derived from the Greek word ‘hedone’ which means pleasure. In general terms of theories that regard happiness or pleasure as the supreme end of life. This theory has taken in different forms: Psychological hedonism theory, Ethical hedonism theory.

In psychological hedonism theory, the belief that pleasure is more important thing in life, prone to substance abuse, it gives an addictive tendency. The theory is that all actions are aimed at attaining pleasure for the agent. In the formulation of John Stuart Mill: all actions are determined by pleasure and pain, pain and pleasures to which one looks forward as the consequences of his/her acts. In general, pleasure is understood as a pleasant feeling or experience: delight, enjoyment, gladness, gratification, gratitude, joy, like, love, relief, satisfaction, and so on. Pain or displeasure is meant as

unpleasant experience or feelings: ache, annoyance, anxiety, boredom, dejection, depression, discomfort, disgust, fear, guilt, hurting, dislike, dissatisfaction, shame, sorrow, unease and so on. It is the claim that only pleasure or pain motivates us. Psychological Hedonists tend to construe "PLEASURE", it includes all positive feelings or experience, such as joy, satisfaction etc. "PAIN" includes all negative feelings or experience, such as discomfort, fear, guilt etc.

I. Review of Literature

Tara M. Emmers and Sommer in 2017 conducted a study on Reasons for Pornography Consumption: Associations with Gender, Psychological and Physical Sexual Satisfaction, and Attitudinal Impacts. The study aims to evaluate the associations among gender and the reasons for pornography consumption as well as attitudinal impacts.

Mateusz Gola, Karol Lewczuk and Maciej Skorko, 2015 conducted a study to find: What Matters: Quantity or Quality of Pornography Use- Psychological and Behavioural Factors of Seeking Treatment for Problematic Pornography Use. The aim of the study was to find out whether people seeking treatment for pornography use do so because of the amount of time they spend consuming pornography or because of the psychological and behavioural ramifications caused by its use. Mike Allen, Dave Dalessio, Ken Brezgel in the year of 1995 performed a meta-analysis summarizing the effects of pornography on aggression after exposure. The research aimed to identify the effect of exposure to pornography which produces aggressive behaviour under laboratory conditions considering a variety of possible moderating conditions. The method used in this study is the literature came from a search of a database of more than 1,300 works on the subject of pornography. The results from these works suggest that, there exists a relationship between exposure to pornography and subsequent increase in behavioral aggression.

Dawn M. Szymanski and Destin N. Stewart- Richardson conducted a study, (2014) on the psychological, relational, and sexual correlates of pornography use on 373 young adult heterosexual men in romantic relationships. It aimed at examining the causations and the outcomes of men's pornography use. The findings of the research revealed that both the frequency of pornography use and problematic pornography use were related to greater gender role conflict. The more avoidant and anxious attachment styles expressed poorer relationship quality and less sexual satisfaction which led to many psychological distresses.

Patrizia Romito and Lucia Beltramini carried out an exploratory research, (2011) on people watching pornography and studied their gender differences, violence and victimization. The researcher quantitatively concluded that,

the young people watching pornography from very few sources having violent contents had expressed some amount of violence in their sexual life. The relationships between watching pornography and experiences of victimization are positively correlated.

F. E. Kenyon in 1975 studied the relationship between Pornography, Law and Mental Health. The aim of the research is to get the mental health and the law among the few people selected purposefully from a large population. The research is based on the qualitative method. The finding states the present evidences of pornography does a little harm to mental health and sometimes held responsible for initiating anti-social sexual behaviour in those not already so predisposed. Also, pornography can be offensive and embarrassing, particularly if unsolicited or too publicly displayed.

Meg Barker in 2014 studied the association between psychology and pornography. It mainly focused on determining the effects of pornography on human attitudes and behaviour and the possible reasons for these effects. (Matthias Brand et al., 2011) conducted a research on those watching pornographic pictures on the internet and the role of sexual arousal ratings and psychological- psychiatric symptoms for using internet sex sites excessively. The study aimed at examining possible predictors of inclination towards online sex addiction with reference to personal complaints arising out of online sexual activities.

(Rebecca Nufer, 2017) performed a research on the topic, 'A Brief Background of Pornography and its Effects on Physical, Psychological, and Emotional Health in Youth'. The research evaluated that attempts to show that the viewing of pornography by children and adolescents is harmful to their development, both physically and emotionally. The research held in Interventional method competitive reaction-time test using Snowball sampling method. The researcher concluded with the group or/and individual therapy, as well as more parental control over what is viewed on the Internet, will be suggested as a way of overcoming or preventing pornography addiction in youth. More research is still needed in order to know the best possible route to take when trying to prevent pornography addiction and when trying to cure it. (Andrew Allen, Lee Kannis- Dymand, Mary Katsikitis, 2017) researched on the Problematic internet pornography use and its role of craving, desire thinking, and meta cognition. Andrew Allen, Lee Kannis- Dymand and Mary Katsikitis carried out a study on the usage of pornography and its role on craving and meta cognition. After exploring the working techniques of meta cognition, the results of the study suggested that it supports problematic online pornography use. This in turn brought about the development of new

treatment and relapse prevention plans (Athena Duffy, David L. Dawson and Roshan das Nair, 2016) studied and researched on the topic, 'Pornography Addiction among Adults'. The researcher aimed to examine the impacts of Self-perceived pornography addiction and the effectiveness of the concept. A systematic review of quantitative and qualitative peer-reviewed journal articles was conducted. The researchers found out that self-perceived pornography addiction oftentimes connotes excessive pornography use and negative after-effects. Self-perceived pornography addiction is found to affect users and their partners in similar ways, such as increased feelings of isolation, relationship breakdowns causing psychological distresses. (Michael C. Seto, Alexandra Maric and Howard E. Barbaree conducted a research, 2001) 'The Role of Pornography in the Etiologic of Sexual Aggression'. The researchers were able to find that the individuals who were already predisposed to sexually offend are the most likely to show an effect of pornography exposure and are the most likely to show the strongest effects. Men who were not predisposed were unlikely to show an effect. If there actually was an effect, it was likely to be transient because these men would not normally seek violent pornography. (Vincent Cyrus Yoder, Thomas B Virden and Kiran Amin, 2005) performed a research on 'Internet Pornography and Loneliness'.

The aim of this study was to determine the association between internet pornography usage and loneliness. Results showed a positive correlation and the conclusion of this study presented a significant association between internet pornography usage and loneliness as evidenced by the data analysis. (Bridie H Peters, 2019) conducted a research on Pornography and its psychological and neurological Effects. The aim was to explore the health effects of internet pornography on its users. It focused on pornography's addictive potential, impact on sexual behaviours and mental health. Resources were sourced from databases such as Pub Med and JSTOR. The study concluded that, the potential mental health effects of pornography are extensive and well-established. Given the ubiquitous nature of this media, there exist stronger significant clinical and psychological effects. (Vincent Egan and Reena Parmar, 2009) conducted a research on the dirty habits of online pornography users, their personality, obsessions and compulsions. It aimed at distinguishing the personality and psychopathology of people that in turn helped in assessing their pornography consumption. The results reiterated that when people used pornography more, it resulted in compulsive problems, which were able to be managed through generic clinical approaches. (Paul J. Wright et.al., 2015) researched on Personal Pornography Viewing and Sexual Satisfaction, which aimed at assessing the relationship between personal pornography viewing and lower sexual satisfaction. The results typically suggested that frequent viewing, rather than infrequent or

occasional viewing, which was responsible for the baneful effects.

Raquel Guidry et. al., conducted a research on The Exacerbating Impact of Moral Disapproval on the Relationship between Pornography Use and Depression, Anxiety, and Relationship Satisfaction with 287 samples. The results indicated the destructive inter and intrapersonal outcomes such as distress and decreased relationship satisfaction were aggravated.

II. Research Design and Methods

The study has used quantitative research design and the sampling technique used has been purposive sampling. The respondents selected have been the college going students. The selection/inclusion criteria have been;

- Individuals who watch pornography
- Those who are studying in college (Age range -17 to 27 years)
- People who are willing to take part in the study

And the exclusion criteria have been;

- Individuals who doesn't watch pornography
- Those who weren't interested to take part in the study
- People below 17 and above 27 years were excluded.

Students from various departments were selected and the data was collected from those who were fulfilling the inclusion and exclusion criteria and they were included in the study. There were totally 160 students which included 80 males and 80 females.

The tools used for data collection is UCLA Loneliness Scale developed by psychologist Daniel Russell (1996), the UCLA Loneliness Scale (Version 3) is a 20-item measure that assesses how often a person feels disconnected from others.

Data was collected through google forms and also through printed copy of Questionnaire. Strict confidentiality was maintained in data collection.

Description statistics such as mean, standard deviation and inferential statistics such as Chi-square was computed using SPSS-26.

III. Results and Discussion

Table 1, gender of the respondents infers that 92 of the respondents are male and 83 respondents are female in the total sample of 175 which found that men were 52.6 percent as women 47.4 percent. This reflects that male watch more pornography videos more than female.

Table 2, age of the respondents infers that a majority of the respondents 53.7 percent falls on the age 21 to 23 years, were

34.3 percent of the respondents of age 18 to 20 years and 12 percent belongs to the age 24 and above. This reflects that majority of the college students aged 21 to 23 watch more pornography videos than the others.

Table 3, time spent online in a week infers that majority of the respondents 30.9 percent spends less than 5 hours on online in a week, then 25.7 percent spends 5 to 8 hours on online in a week, then 17.1 percent spends 9 to 12 hours on online in a week, then 16 percent spends 17 hours and more on online in a week and 10.3 percent spends 13 to 16 hours on online in a week. This reflects that college students spend 5 hours on online in a week.

Table 4, internet pornography viewing frequency infers that majority of the respondents 45.7 percent watch internet pornography videos monthly once were 24 percent watch internet pornography videos once a week were 18.9 percent watch internet pornography videos daily and were 11.4 percent watch internet pornography videos twice a month. This reflects that majority of the respondents watch internet pornography videos only once a month.

Table 5, internet pornography viewing in a week infers that majority of the respondents 85.1 percent watch internet pornography videos less than 1 hour in a week were 11.4 percent watch internet pornography videos between 1 to 5 hours in a week and were 3.4 percent watch internet pornography videos between 5 to 10 hours in a week. This reflects that majority of the respondents spend less than 1 hour for watching pornography videos in a week.

Table 6, person feeling most comfortable speaking about your internet pornography use infers that the majority of the respondents 64.6 percent feel comfortable in sharing about watching the internet pornography to their friends were 33.7 percent does not feel comfortable in sharing about watching the internet pornography to others and were 1.7 percent feel comfortable in sharing about watching the internet pornography to relatives. This reflects that majority of the college students share their internet pornography use to their friends rather than others.

Table 7 first time you were exposed to internet pornography infers that majority of the respondents 52 percent exposed to watch internet pornography videos for the first time is at the age 16 to 20 years old were 26.9 percent exposed to watch internet pornography videos for the first time is at below 15 years old and were 21.1 percent exposed to watch internet pornography videos for the first time is at the age 21 years old significant relationship between pain level and age ($\chi^2=4.299$, $p>.050$), time spent online in a week ($\chi^2=0.452$, $p<.050$) and person feeling most comfortable speaking about your internet pornography use ($\chi^2=5.667$, $p<.050$).

and above. This reflects that majority of the college students watch internet pornography videos for the first time is at the age when they enter college.

Table 2.1, usage level reveals that there is a significant relationship at 5% significance level between usage level and age ($\chi^2=7.667$, $p<.050$) and time spent online in a week ($\chi^2=9.767$, $p<.050$). The result also shows that there is no significant relationship between usage level gender ($\chi^2=0.012$, $p>.050$), internet pornography viewing frequency ($\chi^2=4.580$, $p>.050$) internet pornography viewing in a week ($\chi^2=0.573$, $p>.050$) and person feeling most comfortable speaking about your internet pornography use ($\chi^2=1.256$, $p>.050$).

Hence, it is concluded that there is a significant association between the variables such as age and time spent online in a week. Table 2.2, pleasure level reveals that there is a significant relationship at 5% significance level between pleasure level and gender ($\chi^2=18.799$, $p<.050$) and internet pornography viewing frequency ($\chi^2=13.304$, $p<.050$). The result also shows that there is no significant relationship between pleasure level and age ($\chi^2=1.236$, $p>.050$), time spent online in a week ($\chi^2=7.798$, $p>.050$), internet pornography viewing in a week ($\chi^2=1.385$, $p>.050$) and person feeling most comfortable speaking about internet pornography use ($\chi^2=0.624$, $p>.050$).

Hence, it is concluded that there is a significant association between the variables such as age and internet pornography viewing frequency. The table 2.3 addiction level reveals that there is a significant relationship at 5% significance level between addiction level and gender ($\chi^2=26.259$, $p<.050$), internet pornography viewing frequency ($\chi^2=24.916$, $p<.050$) and person feeling most comfortable speaking about your internet pornography use ($\chi^2=8.683$, $p<.050$). The result also shows that there is no significant relationship between addiction level and age ($\chi^2=5.109$, $p>.050$), time spent online in a week ($\chi^2=8.539$, $p>.050$) and internet pornography viewing in a week ($\chi^2=4.215$, $p>.050$).

Hence, it is concluded that there is a significant association between the variables such as gender internet pornography viewing frequency and person feeling most comfortable speaking about internet pornography use. The table 2.4 pain level reveals that there is a significant relationship at 5% significance level between pain level and gender ($\chi^2=10.215$, $p<.050$), internet pornography viewing frequency ($\chi^2=9.759$, $p<.050$) and internet pornography viewing in a week ($\chi^2=13.143$, $p<.050$). The result also shows that there is no

Hence, it is concluded that there is a significant association between the variables such as gender, internet pornography

viewing frequency and internet pornography viewing in a week.

The table 2.5 loneliness level reveals that there is a significant relationship at 5% significance level between loneliness level and gender ($x^2 = 4.101$, $p < .050$). The result also shows that there is no significant relationship between loneliness level and age ($x^2 = 2.988$, $p > .050$), time spent online in a company ($x^2 = 3.787$, $p > .050$), internet pornography viewing frequency ($x^2 = 1.638$, $p > .050$), internet pornography in a week ($x^2 = 4.495$, $p > .050$) and person feeling most comfortable speaking about your internet pornography use ($x^2 = 0.429$, $p > .050$).

Hence, it is concluded that there is a significant association between the variable such usage.

The major findings are as following;

1. There is a significant association or relationship level between the pleasure level and the (variable) age and (variable) internet pornography viewing frequency.
2. There is a significant association level or relationship level between the addiction level and the (variable) gender, (variable) internet pornography viewing frequency, and (variable) Person feeling most comfortable speaking about your internet pornography use.
3. There is a significant association level or relationship level between the Pain level and the (variable) gender, (variable) internet pornography viewing frequency, and (variable) Internet pornography viewing in a week.

IV. Conclusion

Internet pornography watching is popular among college students. Both boys and girls viewed porn almost equally. They were also comfortable sharing about the pornography viewing with their friends which had become a habit among them and their levels of usage are almost equal, under the categories of usage, pleasure, addiction, pain and loneliness. The respondents were seeking pleasure further and were moreover addictive to viewing internet pornography. Actually, the viewing of pornography has become a habit female counterparts were found to be affected psychologically on a higher level because of it. Significant association was also found between the frequency of porn viewing, gender, and the pain level that they endured as a result, which the respondents themselves were wary of. The viewers of pornography need appropriate guidance and adequate education from parents and educational institutions which can help them recuperate from psychological and physical trauma that they had endured.

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Table 1: Gender of the Respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	52.6	52.6	52.6
	Female	83	47.4	47.4	100.0
	Total	175	100.0	100.0	

Table 2: Age of the Respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 – 20 Years	60	34.3	34.3	34.3
	21 – 23 Years	94	53.7	53.7	88.0
	24 and Above	21	12.0	12.0	100.0
	Total	175	100.0	100.0	

Table 3: Time Spent Online in a Week.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 hours	54	30.9	30.9	30.9
	5 hrs – 8 hrs	45	25.7	25.7	56.6
	9 hrs-12 hrs	30	17.1	17.1	73.7
	13hrs-16hrs	18	10.3	10.3	84.0
	17hrs and more	28	16.0	16.0	100.0
	Total	175	100.0	100.0	

Table 4: Internet Pornography Viewing Frequency.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	33	18.9	18.9	18.9
	Once A Week	42	24.0	24.0	42.9
	Twice A Month	20	11.4	11.4	54.3
	Monthly once	80	45.7	45.7	100.0
	Total	175	100.0	100.0	

Table 5: Internet Pornography Viewing in a Week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hr	149	85.1	85.1	85.1
	Between 1 hr to 5 hrs	20	11.4	11.4	96.6
	Between 5 hrs to 10 hrs	6	3.4	3.4	100.0
	Total	175	100.0	100.0	

Table 6: Person feeling most comfortable speaking about your internet pornography use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Friends	113	64.6	64.6	64.6
	Relatives	3	1.7	1.7	66.3
	Nobody	59	33.7	33.7	100.0
	Total	175	100.0	100.0	

Table 7: First Time you were exposed to Internet Pornography.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 15	47	26.9	26.9	26.9
	Age 16 to 20	91	52.0	52.0	78.9
	Age 21 and above	37	21.1	21.1	100.0
	Total	175	100.0	100.0	

Chi- Square Test

2.1 Usage Level.

Usage level VS Frequency	Total number of responses	Chi-Square	Asymp-sig.(2 - sided)
Gender	175	.012 ^a	.516
Age	175	7.667 ^a	.022
Time spent online in a week	175	9.767 ^a	.045
Internet pornography viewing frequency	175	4.580 ^a	.205
Internet pornography viewing in a week	175	.573 ^a	.751
Person feeling most comfortable speaking about your internet pornography use	175	1.256 ^a	.534

2.2 Pleasure Level.

Pleasure level VS Frequency	Total number of responses	Chi-Square	Asymp-sig.(2 - sided)
Gender	175	18.799 ^a	.000
Age	175	1.236 ^a	.539
Time spent online in a week	175	7.798 ^a	.099
Internet pornography viewing frequency	175	13.304 ^a	.004
Internet pornography viewing in a week	175	1.385 ^a	.500
Person feeling most comfortable speaking about your internet pornography use	175	.624 ^a	.732

2.3 Addiction Level.

Addiction level VS Frequency	Total number of responses	Chi-Square	Asymp-sig.(2 - sided)
Gender	175	26.259 ^a	.000
Age	175	5.109 ^a	.078
Time spent online in a week	175	8.539 ^a	.074
Internet pornography viewing frequency	175	24.916 ^a	.000
Internet pornography viewing in a week	175	4.215 ^a	.122
Person feeling most comfortable speaking about your internet pornography use	175	8.683 ^a	.013

2.4 Pain Level.

Pain level VS Frequency	Total number of responses	Chi-Square	Asymp-sig.(2 - sided)
Gender	175	10.215 ^a	.001
Age	175	4.299 ^a	.117
Time spent online in a week	175	.452 ^a	.978
Internet pornography viewing frequency	175	9.759 ^a	.021
Internet pornography viewing in a week	175	13.143 ^a	.001
Person feeling most comfortable speaking about your internet pornography use	175	5.667 ^a	.059

2.5 Loneliness Level.

Loneliness level VS Frequency	Total number of responses	Chi-Square	Asymp-sig.(2 - sided)
Gender	175	4.101 ^a	.030
Age	175	2.988 ^a	.224
Time spent online in a week	175	3.787 ^a	.436
Internet pornography viewing frequency	175	1.638 ^a	.651
Internet pornography viewing in a week	175	4.495 ^a	.106
Person feeling most comfortable speaking about your internet pornography use	175	.429 ^a	.807

CONTENT ANALYSIS OF EDITORIAL EXCERPTS IN THE TIMES OF INDIA AND THE HINDU

Vikas Yadav* Tarjeet Sabharwal**

The first quarter of 2021 had a lot to offer in terms of events and activities to public. In India the coming of the COVID-19 vaccine, agitation by the farmers primarily grabbed the headlines. The newspapers also carried editorials on these very pertinent issues. Studying the trends in the news coverage is the primary aim of this study. This research aims to analyze the trends of the editorial page of the two leading English National dailies - The Times of India and The Hindu. The quantitative results are combined with quota sampling survey supplementing the responses of youth pursuing graduation in journalism and mass communication regarding the trends and their preferences with respect to the two national dailies. The findings show that world affairs are most frequently covered in The Hindu and COVID-19 related developments in The Times of India. World, being the most preferred beat for reading equates with The Hindu's most reported beat in the observation month. Though The Times of India ranks number one in circulation whereas The Hindu is the preferred choice for editorial by the students.

Keywords: Editorials, National Dailies, Pandemic, Beats, Bylines, Circulation, Media students, Credibility, Supplements.

Newspapers in India have proved as a medium of influencing the public and public opinion at large in the past. The functioning of print media is a part of the reconstruction that nurtured informed publics in India. From national movements to atrocities against the marginalised to post-independence censorship, publishers used the power of the press to educate for an informed public discourse. And likewise, print media continues to flourish and additionally serve its purpose in the largest democracy of the world in the present times. During the pandemic, newspapers served their part undaunted and kept the tea sweet for all. The virus was wandering, and the world was under house arrest.

Greenberg defines editorials as - "public, mass communicated types of opinion discourse... and the "official" voice of a media outlet on matters of public importance." (2000). Editorial writing can disseminate or control ideologies through its overt and covert forms of distribution. In addition to being whistle-blowers and influencers of public opinion, media outlets press viewpoints on a wide range of topics such as politics, economy, social, technology, culture and more.

The study aims at analysing the contents of the editorial excerpts to study the trends in reports and the perceived contributing factors. Following are the objectives;

- To quantitatively examine the content of editorial page of two national dailies identified for the study and identify the trends therein.
- To identify the prime focused issue of these two dailies and how it impacts the reading decision of the respondents.
- To collect and analyze views of the editorial page of the two newspapers by students pursuing journalism.

- To explore the implication formats on the reader and their reading behaviour.

Theoretical Framework:

This study explores theories that formulate the framework and understanding of media effects. The agenda-setting theory describes that the media are more successful in telling people "What to think about" than in telling them "What to think". The broadcasters/editors play an important role in selecting the news that is to be broadcast and published for public reading. Readers along with learning about the issue, get to know the degree of importance to devote to that issue. This observation is backed by a series of studies confirming correspondence between the order of importance given in the media to 'issues' and the order of significance attached to the same issues by the public. Hence, "...the mass media may well determine the important issues—that is, the media may set the "agenda" of the campaign" (McCombs and Shaw 1972).

Individual differences theory - According to this theory, individuals react differently to the media messages according to their psychological needs, and people consume the mass media to satisfy those needs. The theory presses weightage on individual audiences and asserts that an individual's

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preferences (such as values, needs, beliefs, and attitudes) and attitudes play a primary role in the consumption pattern of mass media (“Individual Differences Theory”).

On relationship between mass media and society, McQuail (2010) proposed an interactive perspective, that mass media are primarily molders of society as well as reflectors of it.

Newspapers Taken for the Study

According to the Audit Bureau of Circulations, The Times of India is the largest selling English-language daily of India (“Highest Circulated Daily Newspapers (Languages Wise)”) owned and published by Bennett and Coleman. The editorial page of The Times of India has two unsigned editorial articles, thought for the day, special essays (such as The Speaking Tree, Sacred space), cartoons and columns on current affairs of national/world importance. The top two unsigned editorials on the left-most part of the editorial page are under study.

Published in 1878 as a weekly, owned by Hindu Group Publications and Kasturi and Sons Limited, the newspaper is published under the supervision of N. Ram and noted as one of the most influential dailies of India at present (The Editors of Encyclopedia Britannica, “The Hindu”). Among the best contenders in the circulation race, the editorials of The Hindu enclose two unsigned editorials, letters to the editor, corrections and clarifications and columns on current affairs of national/world importance. Reckoning with all the diverse (and similar) ingredients of the two newspapers, it would be interesting to inspect the editorial patterns between the two.

I. Review of Literature

In a study, Raman (2018), comparative content analysis of The Hindu and the Times of India, empirically analysed the news content of the two newspapers through quantitative analysis. Excluding supplements, the study found that The Hindu places more coverage of political nature in its newspaper than The Times of India while The Times devotes more page space to city news when compared to The Hindu. Being the more colourful, The Times of India also encompasses extra pages and has variety in design in which The Hindu lags behind. Both newspapers prioritize sports news, but entertainment news falls often in The Times of India.

Comparative study between The Times of India (English Newspaper) and Ajit (Regional Newspaper)” (Khanna 2019), concluded that over fifty per cent of the surveyed people (men and women both of 18-30 years of age) spend less than an hour reading newspaper. The research focused on the criteria, impact of ads on purchasing decisions, and other factors to raise a choice of the audience. The Times of India turned out

to be the choice for eighty per cent of the respondents due to its diverse coverage from across the world. Ads were not a matter of concern for nearly seventy five per cent of the respondents and kept the buying unaffected. Even though The Times of India turned out to be the obvious choice,

In research study, “Newspaper Content Preferences - A Comparative Study” by Padmavathi and Reshmaa (2017), comparative content preferences of both newspapers along with the convenient sampling method of data collection. The study concluded that the first page of The Hindu ranked one based on the weighted mean average of respondents, and editorials of The Times of India was ranked one by the survey group in terms of content preferences in each newspaper. On the other hand, the supplements of TOI raised more hands compared to The Hindu. The number one prioritized section in The Hindu supplement was education and classified in The Times of India by the sample. Conclusively, this research suggested revision in contents of the first page of The Times of India and focus on education, travel beats in their supplements. The Hindu can serve the student category by adding employment and educational, career-related news in the supplements to benefit the youth. Further, it can focus on games, comics, religion, travel in supplements, the study suggested.

“Newspaper reading habits of college students: A case study of Kalaingar Karunanidhi Institute of Technology” (Sivakumar & Tamilselvan 2015) analysed newspaper reading preferences and duration of the students of KIT. The library visitors from the student category comprised of U.G, P.G and research students. With a response rate of 96.44%, the questionnaire via survey method (collected 445 responses) and found out that the first language is English (58.9%), followed by Tamil (41.10%), one or two hours of newspaper reading is the ideal and most engaging duration. For being the source of information, The Hindu (Tamil and English issue) is the most popular choice. Front page stories, followed by sports and technology and later classified and jobs section is glimpsed in chronological order.

“A study on newspaper reading preferences and other media consumption patterns of UG & PG students in select districts of coastal Andhra Pradesh” (Sankar 2015) studied the reading habits and preferences of UG and PG students of a total of 1200. The study revealed that the main aim to read a news publication is to stay aware of the happenings around the world. Relatively, more time on holidays and weekends is devoted to reading compared to working days. News on education, career, regional, sports and technology are eye grabbers for the surveyed audience. On the other hand, movies, B-town gossips, and religious news are of thin interest.

Operational Definitions

Editorial - an unsigned piece of writing expressing the editor's opinion appearing on the editorial page (generally) on the topic of discussion.

National daily – any newspaper with publication frequency of 24hrs with exception of publication on national festivals/events and circulation in every state/union territory of a country.

Media student – any student pursuing journalism/mass communication course.

II. Research Design and Methods

The study was carried through content analysis combined with non-probability survey. Content analysis of two national dailies was done to analyze the trends in beat/issue preferences in the editorial of the respective newspapers. The results of the study were later presented to the survey audience. Responses to more research specific questions in the questionnaire were recorded. The sample for the study includes editorial page of two national newspapers, The Times of India and The Hindu. The period of study period is from 1st January 2021 - 30th January 2021. The selection of the newspapers is based on circulation numbers and the wide availability and accessibility of the two newspapers. The editorial page is not published on Sundays. Hence 3rd, 10th, 17th, 24th and 31st January are omitted from the study period, which brings the total observation days for research to 26 days. Plus, The Hindu was not published on the 15th of January on account of Pongal. As a result, The Hindu is two editorials deficient in terms of total editorial numbers.

The study analyzed 26 copies of The Times of India and 25 copies of The Hindu. Both publications printed two editorial reports without bylines. The Times of India published one more excerpt in the same column, which is a comment, opinion or an author's perspective on an issue with the name of the author. This third excerpt is out of the scope of this study.

The sample sizes amounted 102 editorials, of these 52 editorials were from The Times of India and 50 from The Hindu. The reason behind choosing editorial as a focal point of the study is that as the editorial pages offers a critical in-depth analysis and views on issues, events and policies. The sample frame was all-inclusive -- covering diverse events, including politics, world affairs, economy, science and technology, sports, COVID-19 and agricultural themes such as farmer protests.

Sample respondents comprising of students pursuing Journalism from colleges of University of Delhi the age group of 17-22 years were selected. Both open-ended and closed-ended questions were used in the questionnaire. The non-probability sampling technique was employed to choose the sample respondents. If the respondent wished to choose an option other than mentioned (for close-ended questions), the decision to opt for neither or other was present. The respondents were presented with results to identify the reading choice and measure the additional determinants that add to the reading priorities of the two newspapers assessed in the study.

III. Results and Discussion

The segmentation based on the date of publication along with the title of the editorial and the beat/issue covered is presented date-wise in Table 1.

Figure 1 sums up the number and percentage of beats/issues covered in the editorial by both the newspapers.

During the preparatory stage of this research, the Indian dailies were puffed with mainly two issues- the farmer protests and the unfolding of the pandemic -COVID-19. The two newspapers ran neck to neck in editorialising on these issues as well. The pandemic effect that veiled newspapers from the beginning of 2020 and late 2019 is still evident throughout page numbers. A considerable portion of the edits pinned the newly produced vaccine in discussion and the challenges of the Indian medical infrastructure to implement the inoculation process.

On the other hand, the farmer protests were the hotbed for debates in the public discourse. Mainly, articles on the farm legislations inked after a day when farmer leads and political pilots stared eye-to-eye and deliberated on the three newly passed bills. In addition to this, the outburst on Republic Day received criticism from both newspapers in the editorial slabs.

The Hindu carried out intensive articles on international affairs in their editorial columns. On the flip side, The Times of India published COVID-19 happenings in high numbers.

The Times of India balanced the numbers in most aspects, it even had more editorials in the economy and miscellaneous topics (such as legal, gender, cinema and more), it missed the bull's-eye with a nearly half-offset, as world news turn maximum optics (according to the poll conducted). The world reports of The Times of India in totality sum up to 7. The Hindu, consciously balanced the beat representation, being neck-to-neck and more in the case of science and technology. While The Times of India did immense reporting on COVID-

19 developments in the country, but majority of the eyes fled to world affairs.

A survey was undertaken on social media on various WhatsApp groups for a week. 50 online responses, in total, were collected via this online survey. These responses were examined to study the outcomes of the content analysis, correlate and answer the objectives. The responses received from the survey are explained through graphical presentation and quantitative units in detail below:

Newspaper Readership

Out of the 50 responses received, 82% of the students read editorials of an English national newspaper. The rest, 18%, do not focus on editorials (see Figure 2).

The respondents submitting a 'No' responses for this question were excluded from level 2 of the form. The questions in the second level comprised questions suitable to editorial readers only.

Weekly Reading Frequency

Out of the surveyed audience/respondents, who read editorials, only 28.3% glimpsed through them every day. Nearly half of the population (45.7%) is an occasional reader. The rest (19.6%) pick newspapers only on important days and engage with the editorial texts. The last two responses are casual readers who read an editorial once in a blue moon (see Figure 3).

Credibility as a source

It is interesting to know that, out of the total audience, 46% of the people believe that the editorials of national dailies are a credible source of information, and they can thoroughly rely on the information being offered. Half the population doubts their answer on the credibility of news in the editorial page and 4% do not trust an editorial as a news source at all (see Figure 4).

The 41 students surveyed who read newspapers had various reasons for glimpsing through a newspaper editorial. The most preferred reason for reading is General Awareness - 80.5%, while 56.1% of the population is framing their views/opinion from the content. Out of the total, 7 responses i.e. 24.4% of the total audience read it from the lens of competitive examinations. And similar percentage (22%) reads editorials to cement their command over the language (see Figure 5).

Newspaper preference based on the topic of discussion

When the audience was presented with the qualitative data collected in the research, Newspaper 1 (Times of India) is the first choice with a thumbs up from 34.1% population. Newspaper 2 (The Hindu) is the choice of 26.8% of the

audience. 36.6% of the people are fine with picking anyone newspaper for a read. And a small chunk of 2.4% people isn't interested in any of the two newspapers (see Figure 6).

When questioned about the beat or the issue the audience would be willing to read about, World news topped the charts as 75.6% audience was willing to read it. Followed by editorials on the world issues are the current issue farmer protests. The farmer protests, being a heated affair in January, have a head-turner for 61% of the people. Politics and Economy have 65.9% & 61% of audience respectively. Sports, the underrated candidate, have an audience neck to neck with science and technology i.e. 41.5%. 46.3% of the population is into the news with reference to the world reset. Rest, the audience is also into miscellaneous issues/beats (63.4%) such as cinema, legal, disaster etc (see Figure 7).

Does reading an editorial mould your opinion on the topic?

36.6% of the audience agreed to this question, while 58.5% of the audience felt this sometimes. And the rest are unaffected in their thoughts (see Figure 8).

In the final stages of the questionnaire, the audience was served with two options - The Times of India and The Hindu. The respondent was free to choose either of the two or go for a different choice altogether.

Choice of newspapers

The Hindu tempted nearly 3/4 of the audience (73.2%), and The Times of India settled with only 14.6% audience. The rest are not interested in either (7.3% population) of the choices and are willing to consider The Indian Express (4.9%) or any other newspapers as an option C (see Figure 9).

Upon asking the reason to defend the choice made in the previous question, the below stated replies were received.

The Hindu pulled 73.2% of the respondents when given a choice to read any newspaper out of the two. The top reasons to pick The Hindu are credibility of information and reputation of the paper since birth. Language finesse, detailed information, critical perspective, simple design and neat presentation are among other reasons by the readers.

More-specific responses include - diverse vocabulary, fabulous sentence formation, logical and to the point information, close leaning with personal views and zero exposure to other contenders. On the other side, logics to not grab The Hindu for a read include difficulty in understanding and zero prior experience with the paper.

The Times of India metered 14.6% responses, and the top reasons were easy to understand and explanation in lucid terms.

Deduction points of The Times of India include advertisements, coverage of stories that are not of interest to respondents, the aggregate volume of pages and puzzling layout.

IV. Conclusion

Media sets the agenda and has an influence over directing the people what to think about. Following the course of this study, this statement stands true. World is the most covered beat by The Hindu in their editorials. This coincides with the top beat preference of the majority, i.e. world affairs.

The media directs the topic of discussion, point taken, however, is dwindling to build confidence among the audience. It is surprising to find out that clear fifty per cent of respondents didn't tick a confident reply on the credibility of editorials asked. However, forty-six per cent hold credence with the information being grasped. Plus, editorial reading influences opinion/views of over ninety five percent of the sample. This brings some amount of confidence back in the bag but still, the initial facts are unpromising.

Even though there are readers who unfold/scroll these sources daily, but the majority of respondents move to the editorial page occasionally or on important days. This guides us to the theory highlighted in the initial pages of selective exposure to mass media. The individual response theory holds efficient in the study.

On the editorial page, world affairs turn out to be the most scanned beat, followed by politics, economy and miscellaneous topics. This is where The Hindu shines. It has steep numbers (one less than twice) of editorials on world affairs in contrast to The Times of India. Of the two print players - The Times of India and The Hindu, the older publication - The Hindu cements itself as the first preference for the editorial adherents in terms of raw responses.

In terms of English circulation, The Times of India rules the spot but leaps behind when it comes to the editorial preference among journalism students. The crowned English daily needs to tweak its world coverage, minimize distractions, and decrease pandemic coverage under the edits to be the blue-eyed choice.

The findings present that respondents are selective readers of a particular beat and sustain selective exposure to other issues. This limits the impact of communication messages on the audience. The analysis of trends can be studied beyond a month and the study can go beyond students pursuing journalism and include a cross-section of youth. Also a qualitative content analysis can be carried out.

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Table 1: Date-wise distribution of beats discussed in editorials.

Date	Subject of Discussion Editorial Titles	
	Times of India	The Hindu
1st January	- COVID-19 2021’s Best Shot - COVID-19 Touch Me Yes	- Farmer Protest Ending the deadlock - COVID-19 A constant vigil
2nd January	- COVID-19 Turning Point - COVID-19 Struggle for Choice	- Technology Clear connection - COVID-19 The second dose
Sunday		
4th January	- COVID-19 Make Haste Slowly - World After Brexit	- COVID-19 A hurried gamble - Economy A tortuous recovery
5th January	- Farmer Protest The Fall Guys - Economy Mixed Picture	- World Black and grey - Politics Maximum Governer
6th January	- COVID-19 New Year Promise - Crime Police Missteps	- Disaster Moribund governance - COVID-19 England in lockdown
7th January	- Politics Displacing Heritage - COVID-19, Bollywood No Great Escape	- Politics Building by accord - Law The pursuit of Assange
8th January	- World The Darkest Hour - Farmer Protest Roads to Justice	- World Fruits of incitement - Bird Flu Flu in full flight
9th January	- Politics, Technology A Capitol Lesson - Politics Bridge Price	- Economy Optimism unbounded - Crime Night and day
Sunday		
11th January	- Economy Toughest Budget - Bird Flu Don’t Chicken Out	- COVID-19 Gearing up - Disaster Felled by fire
12th January	- Technology Digital Badlands - Sports Stamp It Out	- COVID-19 A safety net - World Bridging the Gulf
13th January	- Farm Laws Tread Carefully - COVID-19 End In Sight	- Farm Laws Imposing a compromise - Politics Strained ties
14th January	- Politics Shifting Sands - COVID-19 In Data We Trust	- World Terror trail - World Final blow
15th January	- Law Privacy Checks In - World Societal Delusions	Newspaper not published on account of – Pongal
16th January	- Economy Invest in People - Farmer Protest She’s at the Plough	- Law Private space - World Double ignominy
Sunday		
18th January	- COVID-19 Positive Shot - Law Zombie Law	- COVID-19 Injecting confidence - Technology Update debate
19th January	- COVID-19 Schools Reboot - World Mona Lisa Fallacy	- COVID-19 Whatever it takes - World Poison and prison
20th January	- COVID-19 Pick Up Pace - Sports Gabba Conquered	- Farmer Protest, Legal In bad faith - Sports Top of the heap
21st January	- World Biden Era Begins - Cinema Democracy’s killjoys	- COVID-19 Managing the rollout - World Polls apart

22nd January	- COVID-19 Open More Channels - Technology WhatsApp And Privacy	- World American healing - Technology Privacy and surveillance
23rd January	- Economy Defying Gravity - Technology Google Pays	- Farmer Protest, Legal Helpful pause - Accident Fire warning
Sunday		
25th January	- Election Honouring Netaji - COVID-19 Vaccine Diplomacy	- World Troubled waters - Economy After the storm
26th January	- Economy Troubled Republic - Election Remote Voting	- Technology Overzealous threat - World Split in the middle
27th January	- Farmer Protest Capital Anarchy - World Bad Bromance	- Economy Taxing clunkers - Technology Many vulnerabilities
28th January	- Economy Go For Growth - Technology Think Before You Tweet	- Farmer Protest A wrong turn - World Troubling trends
29th January	- Cinema Sanctifying Sentiment? - World Countering China	- COVID-19 Tempered optimism - World For one and all
30th January	- Crime Stop Intimidation - Cinema The Duke And You	- Crime In search of malice - Politics Wide aisle
Sunday		

Table 2: Data-wise, distribution of beats/issues covered in the editorial.

Beats/Issue Highlighted	The Times of India		The Hindu	
	No. of Editorials	In %	No. of Editorials	In %
COVID-19	14	26.9	10	20
World	7	13.4	13	26
Farm Bills/Protest	5	9.6	5	10
Economy	6	11.5	4	8
Crime	2	3.8	2	4
Politics	4	7.6	4	8
Sports	2	3.8	1	2
Technology	4	7.6	5	10
Miscellaneous	8	15.3	6	12
Total	52	100%	50	100%

Figure 1: No. of Editorials on particular beat/issue in January 2021.

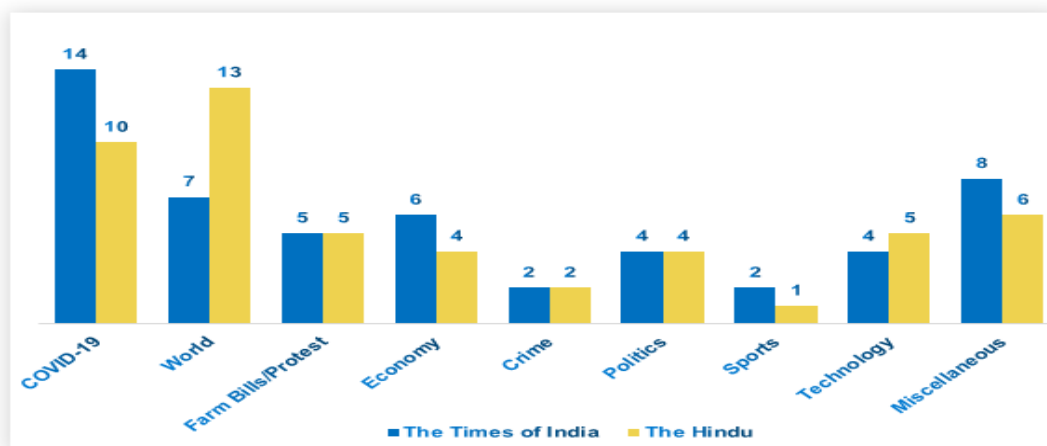


Figure 2: % of editorial readers.

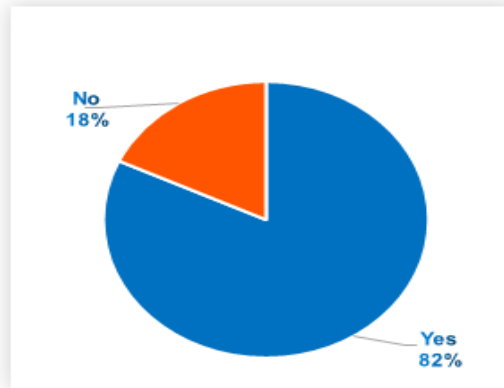


Figure 3: Weekly frequency of reading editorials.

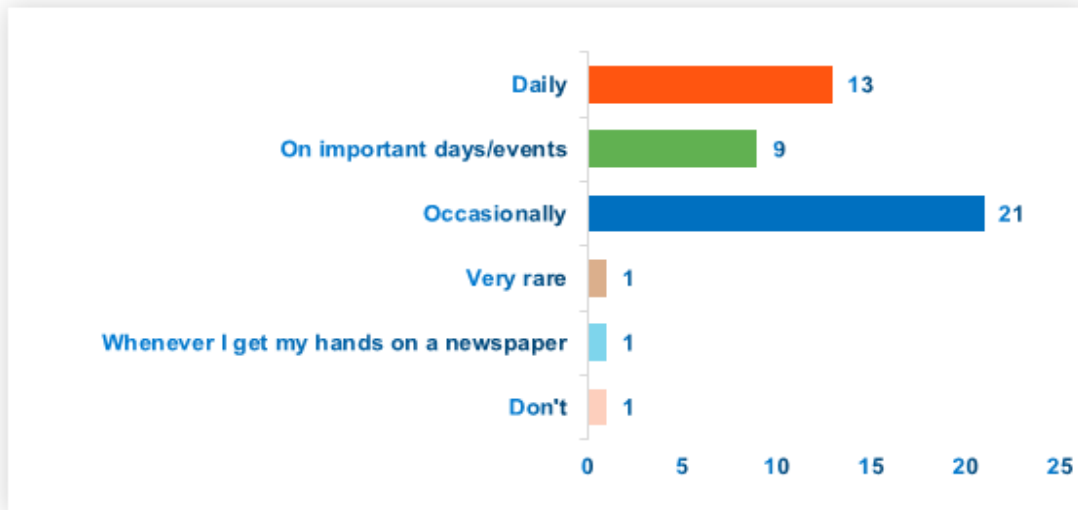


Figure 4: Are editorials a credible source of information?

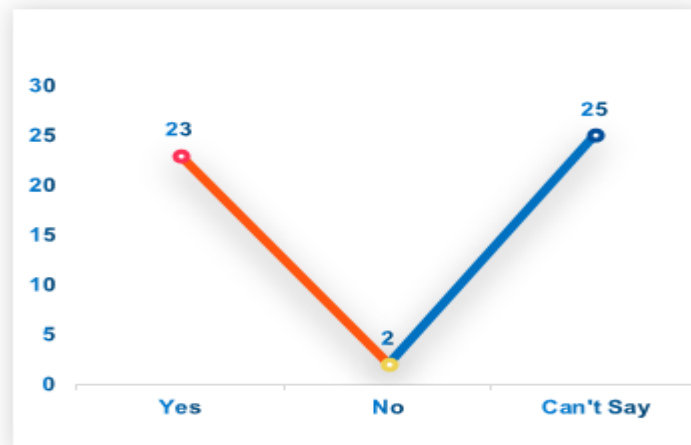


Figure 5: Purpose of reading an editorial piece.

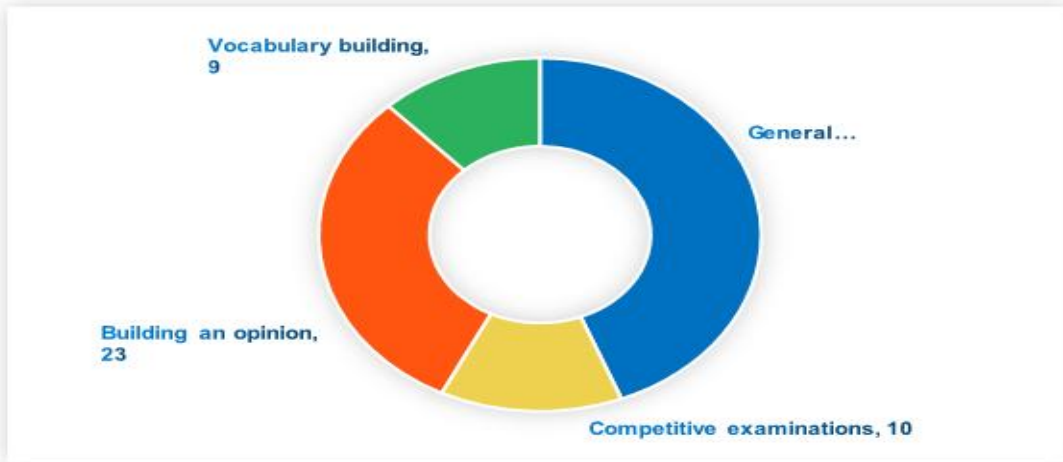


Figure 6: With reference to Chart 1, which newspaper would you pick for a read?

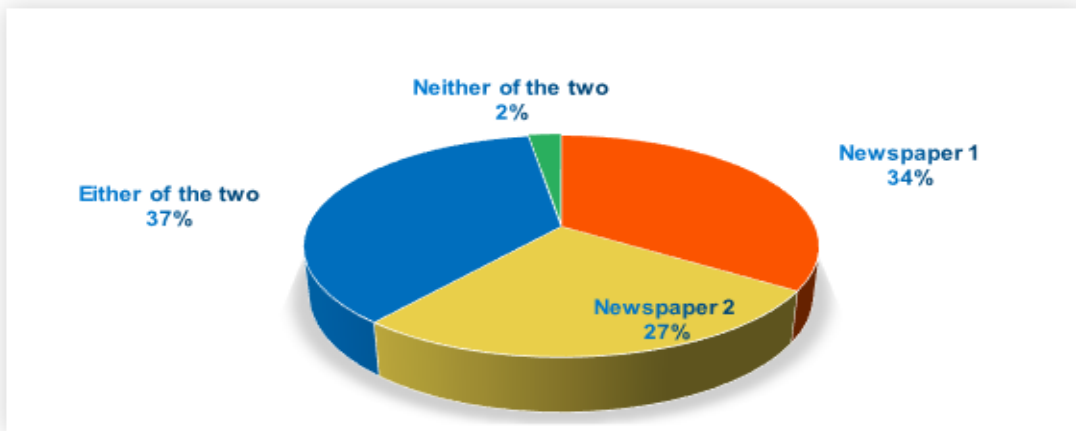


Figure 7: Beats that interest the readers.

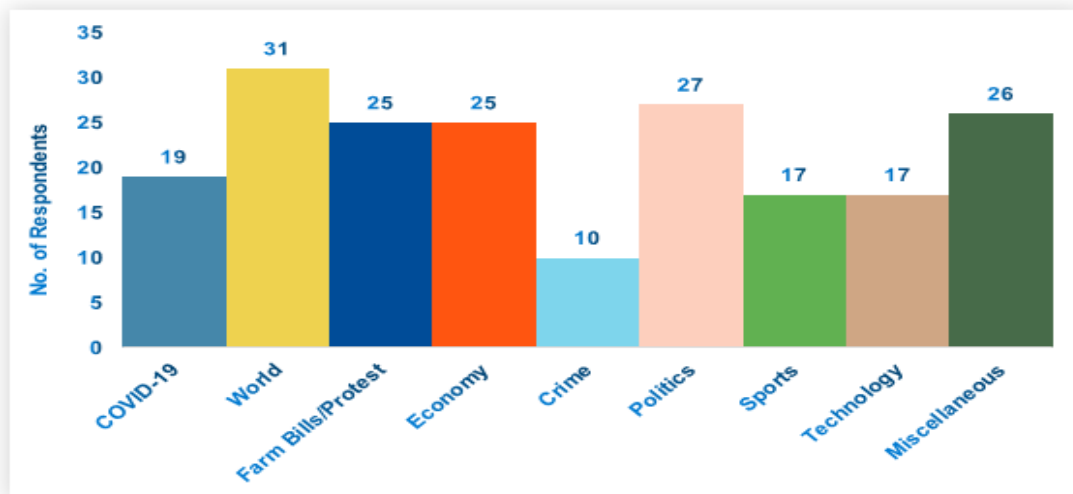


Figure 8: Does reading editorials impact your opinion?

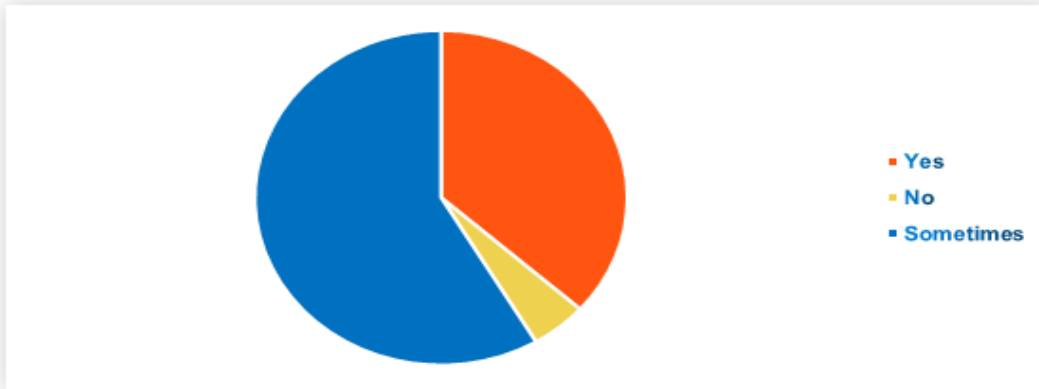
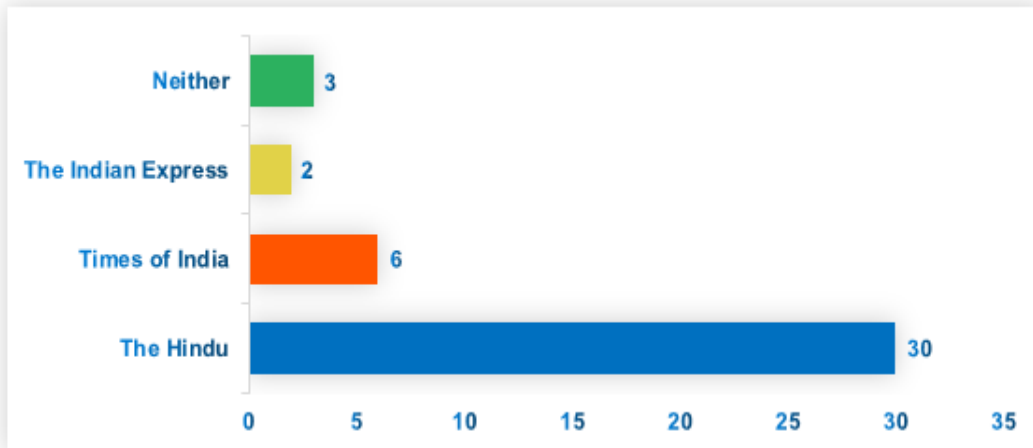
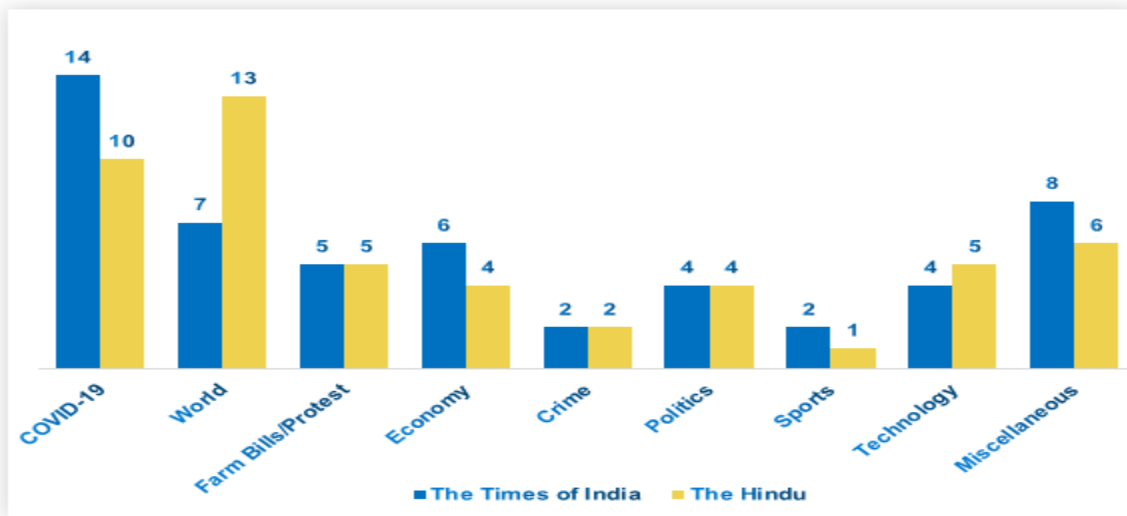


Figure 9: Choice of newspaper.



With reference to the data given below, which newspaper would you pick for a read? *

Figure 1: No. of editorials on particular beat/issue in January 2021.



COVERAGE OF DEVELOPMENT ISSUES IN KANNADA NEWS CHANNELS: A STUDY

Onkaragouda Kakade* Shourini Banerjee**

Media plays an important role in one's life, it is the primary source of information about any issue, or problem be it current affairs, sports, entertainment, health, or any development issue. With the coming of television, news channels have become popular as source of information. Round the clock bulletins known as Prime Time Bulletins have very high TRP in terms of viewership. This study aims to analyse the content of two Kannada New Channels-Suvarna News and TV9 for a period of two months (Oct-Nov 2016) of the Karnataka state in India. The dates for TV viewing have been fixed on the basis of structured sampling. The content has been analysed using structured codes. The results indicate that the importance given to the coverage of development issues is minimal and a lot needs to be done by the news channels in terms of coverage of development issues.

Keywords: Developmental issues, Kannada News Channels, Prime time, Content Analysis.

The role of media over the years has been evolving, from disseminating information on important issues regarding people and government. Over the years new roles have been getting added to it. It not only informs about policies and decisions, covers important happenings, events, sports, entertainment, any other. Lack of coverage of the rural affairs by Indian television is predominantly evident across news channels of all languages in India. The coverage of development issues gain significance and limelight, when they trend on social media. The onus lies on the channels to cover issues plaguing the country and not just reportage from the capital cities.

It is not unknown that issues on environment, gender and development get very less coverage in media. TRP-driven aspects like-crime, politics, entertainment get higher coverage. TV Channels have time and again proven that it more or less represents the elite, upper class and urban India. News Channels cover matters concerning the rural class and of villages only when some heinous crime or any disastrous incident takes place. As it is mentioned by Gupta (1995) that the role of media in development is not merely limited to agricultural or farm lessons, instead it expands beyond it to issues like health, education, legal rights, sanitation and hygiene and so on.

Mostly it is seen as per the requirement of the news channels revolve around other happenings and of the sponsors. Bulletins often have that blame that they do not accommodate items which are complex or heavy. Bulletins form an important part of a news channel as people often go through them to have a view about the entire day's happenings just like people read the headlines of a news item to get a glimpse of the story. TV channels broadcast debates, quiz-shows, economic affairs, sports, special programmes, live coverage on issues of interest and importance. Television is always looked for its vast, varied and multiple content.

Media has an important function in promoting development issues and other awareness programmes pertaining to societal development. Development Communication refers to the communication or sharing of information for the change and development of the society. This change may be with respect to social, economic, cultural or political change. It is crucial that the government's policies be discussed thoroughly among the public. Mainstream media such as television, newspapers, radio as well as social networking sites help in communicating development policies. People need to discuss and form opinion as our country is still developing. Opinion of people about development issues is the concern of the day, as decision makers have to emphasize on more holistic developmental aspects. Mc Quail (2000) has mentioned that the democratic media is the primary requisite in a democratic country and the citizens should have options in selecting, receiving and henceforth being interactive.

Following are the research objectives:-

- To analyse the total time prime time to devoted to development news
- To analyse the development issues covered in prime time news.

I. Review of Literature

Rowshon Akter & Muhammad Mezbah-ul-Islam (2016) has stated that the television channels in Bangladesh catered to the

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rural masses with sufficient programmes covering different developmental issues but many rural families are unaware of such programmes and therefore, do not watch them.

Murthy, D.V.R. (2016) has mentioned that developmental news in media is not significantly covered and encouraged. Prabha Basavaraj Swamy & Onkargouda Kakade (2015) in their study on small and medium Kannada newspapers have identified that agricultural news constitutes the maximum space in the newspapers. Their findings also reveal issues pertaining to women and children, electricity, water education and health receiving ample coverage. The researchers concluded that the small and medium newspapers served the interests of the society and the area where they operate thereby improving the socio-economic life.

Sen Choudhury Payel (2011) opines that communication and information technology has not been able to bring about revolutionary changes in the lives due to lack of adequate media coverage. She stated that a lot more has to be utilised, to bring about developmental issues into the forefront.

Kuthiala & Singh (2006) in their study state that development news does not get coverage in Television channels like fashion or any other events as developmental issues are a slow and gradual process and not a sudden event or happening.

II. Research Design and Methods

The research has employed qualitative content analysis method. The study has determined categories and the news covered in prime time in major Kannada channels. The universe of this study are the entire Kannada news channels out of which two channels have been taken up- Suvarna News and TV9. A total of 16 bulletins, 8 each for Suvarna and TV9 have been taken up. The period of study is 4 weeks from 4th October to 5th November 2016. These two channels are top rated with immense popularity. The days were selected on the basis of structured sampling. Each channel has been studied over a period of 2 hours [prime time] which amounts to a total of 32 hours. The unit of analysis is a single item of news in the bulletins. The bulletins were recorded and analysed using frequency and percentage methods. This was particularly studied during the festive season of Dussehra and Diwali to understand the pattern of coverage.

Theoretical Framework

As per the Agenda Setting Theory formulated by Maxwell McCombs and Donald L Shaw which states that the media's presentation of the news creates an effect in public mind and also shapes their thought process. The audience prioritises the news according to what the media has broadcast. The major

issues portrayed by the media will reflect upon the audience. This implantation of thoughts in the audience mind makes them ignore the other issues which may be plaguing. The concept of Gatekeeping is a major factor of the theory and it restricts, chooses and broadcasts the events based on the news organisation's editorial policies.

III. Results and Discussion

Table 01, presents that development components like education, health, food, transport, agriculture, environment, unemployment, poverty were nil in Suvarna News. Whereas in TV9 components like water, education, health, food, agriculture, unemployment, poverty and land got nil coverage. Interestingly, maximum coverage was garnered by components like sports, entertainment and political issues. Advertisement breaks also hogged maximum time in the prime time news category. Among Development issues maximum coverage was done by TV9 on Electricity (22.85%) and Transport (17.14%). whereas, for Suvarna news it was Land issues (14%) and Electricity issues (14%) which hogged maximum limelight.

Table 02 presents the day-wise break up of kind of news, it can be easily seen that the number of local news items in Suvarna News is less on 11th October and 4th November 2016. National News in Suvarna news has got very minimal coverage along with International news on 4th October, 7th October and 27th October. The local coverage has been found more in both the channels as compared to the national and international news and the channels have more focus on local issues. The primetime mostly had talk shows which were dominated by politicians discussing some political issue. Development issues got coverage only in the bulletins, which were not rampantly discussed in chat shows or any other debate programmes. The most widely covered local issue was Yeddyurappa Land encroachment case and in International news it was only the US Elections which hogged maximum time in the news channels.

Table 03 presents the percentage of coverage of news, based on its source in Suvarna News. Local news in Suvarna has been the highest (68.65%) whereas for TV9 it was (67.30%). whereas international news got less coverage in Suvarna News (8.95%), in TV9 it was (11.53%). National news too got ample coverage in both Suvarna News (22.38%) and TV9 News channel (21.15%) respectively. The private channels being commercial oriented shifted focus towards earning revenue and broadcasting urban oriented issues (Rommani Sen Shitak: 2011)

Issues which gained widespread coverage:

- Kaveri Water issue
- BBMP-K.R.Puram Flyover

- India's Kabaddi Win
- Cricket
- Yeddyurappa Land Encroachment case
- Soldier killed in L.O.C.
- Ganapati case
- Reality show
- BBMP- Raja Kaluve and Lake Project
- Film and Celebrity segments
- Special issues on Deepavali
- US Elections

IV. Conclusion

News Bulletins are crucial in a news story because people take a glance at the entire day's news just at once. The study is a small attempt at understanding the sources of news and also how and what kind of development issues are covered and gain prominence. It should also be noted that in an hour's bulletin it is the advertisements which occupy a considerable time during the prime time hours in News channels in Kannada. The findings show that the Kannada channels failed to broadcast bulletin covering issues in the other parts of the state and just focused on Bangalore, the IT Hub. Moreover, education, health, agriculture, poverty and unemployment news items were not even covered. Thus, the Agenda Setting Theory's Framing element is observed here and is evident. The news items are the agenda of the media and it is framing the public's agenda as well as influencing them what to think and how to think.

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1: Total Prime time categories.

S.No.	Issue	Items in Suvarna News	%	Items T.V 9 News	%
01.	Education	-	-	-	-
02.	Health	-	-	-	-
03.	Water	16	14%	-	-
04.	Food	-	-	-	-
05.	Electricity	16	14%	64	22.85%
06.	Transport	-	-	48	17.14%
07.	Agriculture	-	-	-	-
08.	Environment	-	-	12	4.28%
09.	Land	16	14%	-	-
10.	Unemployment	-	-	-	-
11.	Poverty	-	-	-	-
12.	Cultural	-	-	16	5.71%
13.	Politics	12	10%	6	2.14%

14.	Sports	4	3%	4	1.42%
15.	Entertainment	3	2%	6	2.14 %
16.	Advertisements	44	39.63%	124	44.28 %
Total		111		280	

Table 2: Source of the News Stories in Suvarna News and TV9- Day wise Break-up.

Date	Local News	National News	International news	Total Items of news
4 th October [Suvarna News]	6	3	1	10
5 th October [TV9]	8	1	0	9
7 th October [Suvarna News]	6	1	0	7
8 th October [TV9]	12	4	3	19
11 th October [Suvarna News]	3	2	0	5
12 th October – TV9]	9	5	3	19
19 th October [Suvarna News]	8	3	3	14
20 th October [TV9]	16	4	3	23
24 th October [Suvarna News]	8	0	0	8
25 th October [TV9]	13	6	1	21
27 th October [Suvarna News]	8	4	2	14
28 th October [TV9]	15	6	3	24
1 st November [Suvarna News]	5	1	0	6
2 nd November [TV9]	18	1	0	20
4 th November [Suvarna News]	2	1	2	5
5 th November [TV9]	14	6	5	25

Table 3: The proportion of coverage of Local, National and International News.

	Suvarna News	Percentage	TV9	Percentage
Local News	46	68.65%	105	67.30%
National News	15	22.38%	33	21.15%
International News	6	8.95%	18	11.53%
Total	67		156	

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