Chapter 5
ICT EXPOSURE OF THE RESPONDENTS

The chapter deals with the old communication technologies or the mass media exposure of both the rural and urban Muslim students studying in the higher educational institutions of Silchar town. Mass media and ICT are common words. The mass media are diversified media technologies that are intended to reach a large audience by mass communication. The types of mass media include newspapers, magazines, radio and television. The technology through which mass communication takes place varies. Broadcast media, such as radio, recorded music, film and television transmit their information electronically. Print media use a physical object such as newspaper, book, pamphlet and comics to communicate information. Outdoor media is a form of mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses. Other outdoor media include flying billboards (signs in tow of airplanes), blimps and skywriting. Public speaking and event organizing can also be considered as forms of mass media. The digital media comprise both Internet and mobile mass communication. Internet media provide many mass media services, such as email, websites, blogs, and internet based radio and television. Many other mass media outlets have a presence on the web, by such things as having TV ads that link to a website or distributing a QR Code in print or outdoor media to direct mobile users to a website. In this way, they can utilize the easy accessibility that the Internet has and the outreach that Internet affords as information can easily be broadcast to many different regions of the world simultaneously and cost-efficiently. The organizations that control these technologies, such as television stations and publishing companies are also known as the mass media (Manohar 2011). On the other hand, new ICTs are those mass media which integrate the characteristics of both interpersonal and mass communication. They are like interpersonal communication in that the messages are targeted to specific individuals called de-massification. They include Internet, wireless telephony, satellites, cable television, etc. The students' access to, uses of and impact of mass media are analyzed in this chapter. It also describes the impact of mass media on the students' families. The discussion is undertaken under the following two sections.

I
THE OLD ICT ACCESS

The old ICT include newspaper, magazine, radio, television telegraph, speed post and fax. This section discusses old ICT access among the Muslim students studying in higher educational institutions of Silchar town. Thus the following tables show their categories of genders and rural-urban distribution patterns.

Access and Ranking of ICTs

The students are accessing to media like newspaper, magazine, radio, television, compact disc (CD), digital versatile disc (DVD), telegraph, speed post and fax. Thus the following table shows access and ranking of ICTs among the students.

Table 5.1
Access and Ranking of ICTs among the Students by Gender and Residence
(Percentage in Parentheses)

Access and Ranking of ICTs	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
Television	151 (99.34)	93 (100)	244 (99.59)	143 (98.62)	105 (100)	248 (99.2)	294 (98.99)	198 (100)	492 (99.39)
Compact Disc (CD)	109 (71.71)	85 (91.4)	194 (79.18)	121 (83.45)	91 (86.67)	212 (84.8)	230 (77.44)	176 (88.89)	406 (82.02)
Digital Versatile Disc (DVD)	87 (57.24)	74 (79.57)	161 (65.71)	84 (57.93)	71 (67.62)	155 (62)	171 (57.58)	145 (73.23)	316 (63.84)
Newspaper	150 (98.68)	93 (100)	243 (99.18)	141 (97.24)	105 (100)	246 (98.4)	291 (97.98)	198 (100)	489 (98.79)
Magazine	144 (94.74)	93 (100)	237 (96.73)	132 (91.03)	101 (96.19)	233 (93.2)	276 (92.93)	194 (97.98)	470 (94.95)
Telegraph	65 (42.76)	50 (53.76)	115 (46.94)	61 (42.07)	51 (48.57)	112 (44.8)	126 (42.42)	101 (51.01)	227 (45.86)
Speed post	141 (92.76)	88 (94.62)	229 (93.47)	130 (89.66)	85 (80.95)	215 (86)	271 (91.25)	173 (87.37)	444 (89.7)
Radio	73 (48.03)	52 (55.91)	125 (51.02)	86 (59.31)	48 (45.71)	134 (53.6)	159 (53.54)	100 (50.51)	259 (52.32)
Fax	66 (43.42)	47 (50.54)	113 (46.12)	54 (37.24)	43 (40.95)	97 (38.8)	120 (40.4)	90 (45.45)	210 (42.42)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table finds that almost all the students have access to TV (99.39%), newspapers (98.79%) and magazines (94.95%) followed by speed post (89.7%) and CD (82.02%), Digital Versatile Disc (DVD) (63.84%), radio (52.32%), telegraph (45.86%) and fax (42.42%). From the table nine types of mass media exposure have been identified among students. Among the electronic media, television has been found to have more access than other mass media and newspaper has been identified as the common mass media among students. As an audio-visual medium of instruction, television is popular while newspaper helps stay updated about happenings at local, national and international levels. These patterns are found across the categories of gender and rural-urban residence of the students. As all the students who are highly educated and located in the urban area, all of them use various print and electronic media. Education and urban environment has obliterated the difference of gender and residence categories.

The table also demonstrates that TV tops the mass media in preference order of access of the students (98.99%) followed by newspapers (97.98%) and magazines (92.93%), irrespective of gender and residence. Next comes DVD and Speed Post and then the rest such as radio, telegraph and fax in decreasing order. Television is getting popularity among them which is the medium of instruction of these students while newspapers have also got prominence among students.

Types of Radio Set

A radio band is a group of frequencies which are all described by a given characteristic, such as the purpose of the band (Aircraft Bands), a given wavelength (120 meter band) or a given frequency range. The frequencies are measured in either kilohertz (kHz) or megahertz (MHz). All India Radio (AIR) or officially Akashvani Devanagari, literally Sky's Voice, is the radio broadcaster of India and a division of Prasar Bharati. Established in 1936, it is the sister service of Prasar Bharati's Doordarshan, the national television broadcaster of the present day. Of the students, 236 do not have radio sets and the rest (259) have the set. There are three types of radio bands; namely, one band radio, two bands radio and more than two bands radio. Thus the following table shows types of radio set in families of students.

Table 5.2

Types of Radio Set in Families of the Students by Gender and Residence

(Percentage in Parentheses)

No. of Radio Bands	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
One band Radio	--	--	--	2 (2.33)	--	2 (1.49)	2 (1.26)	--	2 (0.78)
Two bands Radio	61 (83.56)	38 (73.08)	99 (79.2)	69 (80.23)	21 (43.75)	90 (67.17)	130 (81.76)	59 (59)	189 (72.97)
More than two bands Radio	12 (16.44)	14 (26.92)	26 (20.8)	15 (17.44)	27 (56.25)	42 (31.34)	27 (16.98)	41 (41)	68 (26.25)
Total (%)	73 (100)	52 (100)	125 (100)	86 (100)	48 (100)	134 (100)	159 (100)	100 (100)	259 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that of the students, nearabout three fifths of them (72.97%) have two bands radio and over one fourth (26.25%) have more than two bands radio and the rest have one band radio. The similar finding is observed from categories of their genders and rural-urban residences except rural-urban males and urban females who do not have one band radio. More rural students than urban students possess two bands radio. Radio has not lost its value with large scale use of new ICTs in rural setting. The urban male and female students do not have one band radio because it may not give much importance to old ICTs due to the development of Internet, mobile phone and dish television at the centre of the town. It is found that rural female students are having more access to radio set at their home compared to male students while this is vice versa in case of urban students. After coming of TV its presence declined and now mobile, Internet and satellite TV has changed the scenario.

Television has become one of the most important ICT tools in recent years. Dorr (1986) states that TV stands out from other media as it is generally used more and can present more lifelike content than most of other media. Television habits consist of patterns of behaviour determined by the amount of time and importance individuals give to watching television broadcasts and recorded videos and DVDs. Ever since the 1ate 1940s when television first became available, social scientists have been interested in its effect on behaviour. Originally seen as entertainment for adults and older children, television in the twenty-first century is watched by all age groups, including infants. Television has capability to provide substantial benefits for young generation when it is used with awareness and for

education purposes. Different changes were seen on TV viewing habits of young people in recent years. It is observed that the duration of TV viewing in general and the duration of watching TV alone have increased.

Types of Family Television Set

Family television set grouped into two types; namely, black & white colour television. Thus, the following table shows types of family television set among the students.

Table 5.3

Types of Family Television Set among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Family Television Set	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Black & white television	2 (1.32)	--	2 (0.82)	--	--	--	2 (0.68)	--	2 (0.41)
Colour television	149 (98.68)	93 (100)	242 (99.18)	143 (100)	105 (100)	248 (100)	292 (99.32)	198 (100)	490 (99.59)
Total (%)	151 (100)	93 (100)	244 (100)	143 (100)	105 (100)	248 (100)	294 (100)	198 (100)	492 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that most of the students (99.59%) own colour television set at their houses while a small fraction have black & white television. The appeal of TV as a media could be understood from the emerging analysis. It is noteworthy to find that a large number of students possess colour TV set. Almost all the rural students (99.32%) have colour television set at home while insignificant numbers have the black & white television set. Similar pattern is found among the two genders but female students do not have black & white television set. All the urban students across their genders have colour television set at their home.

Home TV Connection

Home TV connection indicates types of television connection. It includes only National channels, cable connection and satellite/dish TV. Thus the following table shows the distribution of types of home TV connection among the students.

Table 5.4

Home TV Connection among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Home TV Connection	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Only National Channels	16 (10.6)	8 (8.6)	24 (9.84)	33 (23.08)	13 (12.38)	46 (18.55)	49 (16.67)	21 (10.61)	70 (14.23)
Cable TV connection	7 (4.63)	40 (43.01)	47 (19.26)	15 (10.49)	56 (53.33)	71 (28.63)	22 (7.48)	96 (48.48)	118 (23.98)
Satellite/Dish TV	128 (84.77)	45 (48.39)	173 (70.9)	95 (66.43)	36 (34.29)	131 (52.82)	223 (75.85)	81 (40.91)	304 (61.79)
Total (%)	151 (100)	93 (100)	244 (100)	143 (100)	105 (100)	248 (100)	294 (100)	198 (100)	492 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over three fifths of the students (61.79%) possess satellite/dish TV, near about one fourth (23.98%) have cable TV connection and the rest have only Doordarshan's National channels. By and large, the similar pattern is observed across their categories of genders and residences. Thus, satellite/dish TV is used in rural setting. Urban male students have satellite/dish TV while female students have cable TV connection at home. The dish TV is also used among the urban students besides cable service facility provided by the local TV channel.

In sum, almost all the students have access to TV, newspapers magazines and radio. Nearabout three fifths have two bands radio. Most of them own colour television set. They possess satellite/dish TV, cable connection and Doordarshan's National channels.

1. Places of ICT Access

The section introduces and discusses places of ICT access among the students such as newspaper, magazine, radio and television. The study includes four old ICTs; newspaper, magazine, radio and television and other ICTs are not included due to low use found among the students from observation prior to data collection.

Newspaper is a print media found very popular among both rural and urban students. It is a periodical publication containing news regarding current events, informative articles, diverse features, editorials, advertising, etc. There have emerged three places of newspaper access; namely, home, college/ university and neighbour's house. Of the students, 6 do not read newspaper and the rest (489) read newspaper. Thus, the gender-wise and residence-wise distribution of the subscription of newspaper is given in the following table.

Table 5.5

Place of Access to Newspapers among the Students by Gender and Residence

(Percentage in Parentheses)

Place of Access to Newspapers	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=150	Urban N=93	Total N=243	Rural N=141	Urban N=105	Total N=246	Rural N=291	Urban N=198	Total N=489
Home	126 (84)	92 (98.92)	218 (89.71)	115 (81.56)	102 (97.14)	217 (88.21)	241 (82.82)	194 (97.98)	435 (88.96)
College/ University Library	24 (16)	12 (12.9)	36 (13.82)	32 (22.7)	5 (4.76)	37 (15.04)	56 (19.25)	17 (8.59)	73 (14.93)
Neighbour's house	3 (2)	2 (2.15)	5 (2.06)	7 (4.96)	3 (2.86)	10 (4.07)	10 (3.44)	5 (2.53)	15 (3.07)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that most of the students (88.96%) subscribe newspapers at home and an insignificant fraction read it in the library of college or university and at their neighbour's house. By and large, the pattern is found across genders and rural-urban residences of students. However, the rural students reading newspapers in college/ university are over one tenth while urban such students are less than one tenth. Thus, there is less subscription among the rural students.

It indicates that majority of both rural and urban male and female students have subscribed newspaper at home because it is available at home at any time. Those who are out

of home can read newspaper in the college or university library. The relation with regarding newspaper reading is also found among these students. Hence, it is concluded that both the rural and urban male and female Muslim students read newspaper at home. Individual subscriptions are the most common source of newspapers for students.

Magazine is a periodical publication containing articles and illustrations on a particular subject that is aimed at a particular readership. The study identified three places of magazine access; namely, home, college/ university and neighbour's house. Of the students, 25 do not read magazine and the rest (470) read magazine. So the following table shows place of magazine access among students.

Table 5.6

Place of Magazine Access among the Students by Gender and Residence

(Percentage in Parentheses)

Place of Magazine Access	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=144	Urban N=93	Total N=237	Rural N=132	Urban N=101	Total N=233	Rural N=276	Urban N=194	Total N=470
Home	56 (38.89)	37 (39.78)	93 (39.24)	70 (53.03)	45 (44.55)	115 (49.36)	126 (45.65)	82 (42.27)	208 (44.26)
College/ University Library	89 (61.81)	60 (64.51)	149 (62.87)	72 (54.54)	58 (57.42)	130 (55.79)	161 (58.33)	118 (60.83)	279 (59.36)
Neighbour's house	6 (4.17)	2 (2.15)	8 (3.38)	3 (2.27)	5 (4.95)	8 (3.43)	9 (3.26)	7 (3.61)	16 (3.4)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

About three fifths access in college/ university, irrespective of residence, however, more urban and male students than the rural and female students read it in college/ university. This may be due to availability of more time to urban students as they do not commute or travel everyday and due to constraints of out of home mobility for long hours among the female students. Thus, more rural and female students read it at home. Then, there may be high level of magazine subscription among them. The urban male students generally prefer to read in libraries because of the availability of a large number of magazines.

Radio is playing a significant role in reaching, informing and educating people. Radio is still a dominant medium with wide access. Place of listening radio programmes are grouped into three categories; namely, own radio at home, college/ university hostel and neighbour's house. Thus the following table shows place of radio listening among the students.

Table 5.7

Place of Radio Listening among the Students by Gender and Residence

(Percentage in Parentheses)

Place of Radio Listening	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Own radio	59 (80.82)	47 (90.38)	106 (84.8)	69 (80.23)	37 (77.08)	106 (79.1)	128 (80.5)	84 (84)	212 (81.85)
College/ University Hostel	12 (16.44)	5 (9.62)	17 (13.6)	17 (19.77)	11 (22.92)	28 (20.9)	29 (18.24)	16 (16)	45 (17.38)
Neighbour's house	2 (2.74)	--	2 (1.6)	--	--	--	2 (1.26)	--	2 (0.77)
Total (%)	73 (100)	52 (100)	125 (100)	86 (100)	48 (100)	134 (100)	159 (100)	100 (100)	259 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that four fifths of the students (81.85%) own radio and they listen it at home, college/ university hostel (17.38%) and the rest listen radio in neighbour's house. The similar finding is found across their categories of genders and rural-urban residences except urban males and rural as well as urban females who do not listen radio programmes in neighbour's house due to availability of radio set at home and in hostels. Educational radio programs have been tried out in a wide range of subject areas in the town. Moreover, radio programs can provide flexibility and openness, and easy accessibility to knowledge as well as better higher order thinking and skill improvements with high tech learning environments. Data indicate that home is the place where most of the respondents have been listening to radio, thereby suggesting that timing of educational programmes through radio should match with the time when people are at home.

Using ICTs regularly would require the personal possession of the instruments appropriate for audio-visual medium. The appeal of TV as a media could be understood from the emerging analysis. Of the students, 3 do not have TV and the rest (492) have TV. There are four places for television watching found from the study, such as TV at home, college/ university hostel, neighbour's house and friend's house which are shown in the following table:

Table 5.8

Places for Television Watching among the Students by Gender and Residence

(Percentage in Parentheses)

Places for Television Watching	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
TV at home	124 (82.12)	82 (88.17)	206 (84.43)	131 (91.61)	97 (92.38)	228 (91.94)	255 (86.73)	179 (90.4)	434 (88.21)
College/ University Hostel	18 (11.92)	6 (6.45)	24 (9.83)	8 (5.6)	6 (5.72)	14 (5.64)	26 (8.84)	12 (6.06)	38 (7.72)
Neighbour's house	9 (5.96)	4 (4.3)	13 (5.33)	4 (2.79)	2 (1.9)	6 (2.42)	13 (4.43)	6 (3.03)	19 (3.86)
Friend's house	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.21)
Total (%)	151 (100)	93 (100)	244 (100)	143 (100)	105 (100)	248 (100)	294 (100)	198 (100)	492 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that majority of the students (88.21%) own television sets and watch at homes while the least watch TV in college/ university hostel, neighbours' house, and friends' house. By and large, the pattern is perceived across their genders and residences except rural males and females and urban females who do not watch TV in friends' house because friends may not stay at adjoining places of students. Commonly, a few students cannot watch television at home because they stay in hostel and rented rooms for their study. With regard to the place of watching TV, the response pattern has shown a striking similarity with that of radio. Thus, television tends to occupy a coveted position among electronic media because of its audio-visual presentations.

In sum, most of the students subscribe newspapers at home, about three fifths access magazine in college/ university, listen to radio and watch TV at home.

2. Suitable Time for ICT Access

The section introduces and discusses suitable time for ICT access; namely, newspaper, magazine, radio and television among the students. Thus following tables show their distribution patterns among the students across their categories of gender and residences.

The time of reading newspaper may vary according to the rural and urban and gender distribution patterns. Suitable time to access to newspapers is categorised into five groups; namely, morning, afternoon, evening, night and during free time. So the following table depicts its distribution pattern among the students.

Table 5.9

Suitable Time for the Students to Access to Newspapers by Gender and Residence

(Percentage in Parentheses)

Suitable Time to Access to Newspaper	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=150	Urban N=93	Total N=243	Rural N=141	Urban N=105	Total N=246	Rural N=291	Urban N=198	Total N=489
Morning	49 (32.67)	31 (33.33)	80 (32.92)	42 (29.79)	33 (31.43)	75 (30.49)	91 (31.27)	64 (32.32)	155 (31.7)
Afternoon	13 (8.67)	7 (7.53)	20 (8.23)	7 (4.96)	10 (9.52)	17 (6.91)	20 (6.87)	17 (8.59)	37 (7.57)
Evening	18 (12)	12 (12.9)	30 (12.35)	20 (14.18)	15 (14.29)	35 (14.23)	38 (13.06)	27 (13.64)	65 (13.29)
Night	12 (8)	3 (3.23)	15 (6.17)	17 (12.06)	2 (1.9)	19 (7.72)	29 (9.97)	5 (2.53)	34 (6.95)
During free time	61 (40.67)	48 (51.61)	109 (44.86)	59 (41.84)	52 (49.52)	111 (45.12)	120 (41.24)	100 (50.51)	220 (44.99)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that over two fifths of the students (44.99%) read newspaper during their leisure time followed by morning time (31.7%). Besides, over one tenth of them read newspapers in the evening and a small fraction read newspapers in the afternoon and at night. It is true across their genders and residence categories. Thus, students read newspapers during their spare time. This may be morning, afternoon, evening and night. Students read newspapers less in the afternoon because they remain in colleges, university or institute, attending classes or engaged in research and other activities. More males than females read in the morning hour because they do not have household chores and females may be busy in these activities.

Like newspapers, suitable time for magazine access is categorised into five groups, such as morning, afternoon, evening, night and during free time. Their distribution is shown in the following table.

Table 5.10

Suitable Time for Magazine Access among the Students by Gender and Residence

(Percentage in Parentheses)

Suitable Time for Magazine Access	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=144	Urban N=93	Total N=237	Rural N=132	Urban N=101	Total N=233	Rural N=276	Urban N=194	Total N=470
Morning	21 (14.58)	18 (19.35)	39 (16.46)	21 (15.91)	15 (14.85)	36 (15.45)	42 (15.22)	33 (17.01)	75 (15.96)
Afternoon	15 (10.42)	42 (45.16)	57 (24.05)	29 (21.97)	51 (50.5)	80 (34.33)	44 (15.94)	93 (47.94)	137 (29.15)
Evening	46 (31.94)	11 (11.83)	57 (24.05)	39 (29.55)	9 (8.91)	48 (20.6)	85 (30.8)	20 (10.31)	105 (22.34)
Night	16 (11.11)	5 (5.38)	21 (8.86)	11 (8.33)	3 (2.97)	14 (6.01)	27 (9.78)	8 (4.12)	35 (7.45)
During free time	63 (43.75)	40 (43.01)	103 (43.46)	46 (34.85)	53 (52.48)	99 (42.49)	109 (39.49)	93 (47.94)	202 (42.98)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that most of them prefer to read during free time, in the afternoon, evening and night hours and only a small section find it suitable to read in the morning hours if it is available by subscription or from neighbours, shops, etc. In the afternoon when generally studies/ classes are over they visit library, or come back home and so read it. Or there are free time hours in the evening and night when they read it. So their suitability of reading is scheduled according to priority of studies and other works. Generally the students prepare for college/ university read during spare time and those who do not have morning classes read in the morning hour.

Suitable time for radio listening among the students include five timing; namely, morning, afternoon, evening, night and during free time. Thus the following table shows their distribution pattern.

Table 5.11

Suitable Time for Radio Listening among the Students by Gender and Residence

(Percentage in Parentheses)

Suitable Time for Radio Listening	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=73	Urban N=52	Total N=125	Rural N=86	Urban N=48	Total N=134	Rural N=159	Urban N=100	Total N=259
Morning	24 (32.88)	33 (63.46)	57 (45.6)	18 (20.93)	21 (43.75)	39 (29.1)	42 (26.42)	54 (54)	96 (37.07)
Afternoon	8 (10.96)	5 (9.62)	13 (10.4)	9 (10.47)	7 (14.58)	16 (11.94)	17 (10.69)	12 (12)	29 (11.2)
Evening	18 (24.66)	9 (17.31)	27 (21.6)	32 (37.21)	12 (25)	44 (32.84)	50 (31.45)	21 (21)	71 (27.41)
Night	13 (17.81)	7 (13.46)	20 (16)	16 (18.6)	13 (27.08)	29 (21.64)	29 (18.24)	20 (20)	49 (18.92)
During free time	27 (36.99)	15 (28.85)	42 (33.6)	22 (25.58)	19 (39.58)	41 (30.6)	49 (30.82)	34 (34)	83 (32.05)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that nearabout two fifths of the students (37.07%) listen to radio programmes in the morning, followed by free time (32.05%), evening (27.41%), night hours (18.92%) and afternoon (11.2%). Morning hours are spent by students on listening

radio programmes because they can prepare for the college or university at that time along the listening news. They come from college/ university in the evening and listen radio programmes. Both rural male and female students listen to radio programmes during leisure time and morning time which are more convenient for them. The similar distribution is found among the urban students across their genders. Thus, students find morning and free time for listening radio programmes according to their convenient time after study or coming from college/ university.

Like radio, suitable time for television watching is grouped into five timings; namely, morning, afternoon, evening, night and during free time. So the following table shows the distribution pattern of suitable time for television watching among the students.

Table 5.12

Suitable Time for Television Watching among the Students by Gender and Residence

(Percentage in Parentheses)

Suitable Time for Television Watching	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=151	Urban N=93	Total N=244	Rural N=143	Urban N=105	Total N=248	Rural N=294	Urban N=198	Total N=492
Morning	27 (17.88)	19 (20.43)	46 (18.85)	33 (23.08)	25 (23.81)	58 (23.39)	60 (20.41)	44 (22.22)	104 (21.14)
Afternoon	34 (22.52)	16 (17.2)	50 (20.49)	49 (34.27)	23 (21.9)	72 (29.03)	95 (32.31)	39 (19.7)	134 (27.24)
Evening	52 (34.44)	53 (56.99)	105 (43.03)	41 (28.67)	61 (58.1)	102 (41.13)	93 (31.63)	114 (57.58)	207 (42.07)
Night	78 (47.02)	56 (60.22)	134 (54.92)	62 (43.36)	39 (37.14)	101 (40.73)	140 (47.62)	95 (47.98)	235 (47.76)
During free time	85 (56.29)	47 (50.54)	132 (54.1)	69 (48.25)	42 (40)	111 (44.76)	154 (52.38)	89 (44.95)	243 (49.39)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that nearly half of the students (49.39%) watch TV during free time, subsequently followed by night hours (47.76%), evening (42.07%), afternoon (27.24%) and the rest watch in the morning (21.14%). There is similarity among rural male and female students in respect of suitable time of watching television. While females are found to watch in afternoon, the number of males is comparatively less in afternoon. There is variation among the urban males who prefer to watch TV at night while females watch in the evening. While both TV and radio are old ICT, their audiences tend to differ in terms of their reach and extent of usage. Therefore, data on television are sought with regard to the same indicators of usage, such as frequency, duration and perceived usefulness of the media as used in context of radio.

In sum, majority of the students read newspaper and magazine during free time, nearabout two fifths of the students listen to radio programmes in the morning and nearly half watch TV during free time.

3. Time Span of ICT Access

Time span of ICT access denotes time spent on reading newspaper and magazine, listening radio and watching TV among the students. Thus the following tables show patterns of time span of ICT access across genders and residences.

Time-span of reading a newspaper denotes the hours spent in a day by students in reading the newspaper. It is grouped into four groups; viz., less than 1 hour, 1-1.30 hours,

1.30-2 hours and over 2 hours. So the following table shows the pattern of time span of newspaper reading among the students.

Table 5.13

Time Span of Newspaper Reading among the Students by Gender and Residence

(Percentage in Parentheses)

Time Span of Newspaper Reading (in hours)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 1	137 (91.33)	85 (91.4)	222 (91.36)	125 (88.65)	97 (92.38)	222 (90.24)	262 (90.03)	182 (91.92)	444 (90.8)
1-1.30	7 (4.67)	8 (8.6)	15 (6.17)	7 (4.96)	5 (4.77)	12 (4.88)	14 (4.82)	13 (6.56)	27 (5.52)
1.30-2	4 (2.67)	--	4 (1.65)	5 (3.55)	2 (1.9)	7 (2.85)	9 (3.09)	2 (1.01)	11 (2.25)
> 2	2 (1.33)	--	2 (0.82)	4 (2.84)	1 (0.95)	5 (2.03)	6 (2.06)	1 (0.51)	7 (1.43)
Total (%)	150 (100)	93 (100)	243 (100)	141 (100)	105 (100)	246 (100)	291 (100)	198 (100)	489 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that most of the students (90.8%) read newspaper for less than one hour in a day and the rest read it for a time-span ranging from 1 hour to over 2 hours in a day. This pattern is by and large common for the students of both genders and residential categories, except that none of the urban male students read it for 1 hour or more. The reason for urban males not giving more time because they go to tuition and they give more time to TV and Internet, etc. Reading newspapers among a few students for more than 2 hours is due to the interesting articles found in newspapers. It is evident from data on the Internet use patterns of Muslim students that males are more pronged to technology than to the print media.

Time span of magazine reading indicates the duration of time used in reading magazines. The study found four groups of time span of magazine reading among the students. They are less than 1 hour, 1-1.30 hours, 1.30-2 hours and over 2 hours which are shown in the following table.

Table 5.14

Time Span of Magazine Reading among the Students by Gender and Residence

(Percentage in Parentheses)

Time Span of Magazine Reading (in hours)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 1	83 (57.64)	49 (52.69)	132 (55.7)	67 (50.76)	54 (53.47)	121 (51.93)	150 (54.35)	103 (53.09)	253 (53.83)
1-1.30	46 (31.94)	40 (43.01)	86 (36.29)	53 (40.15)	36 (35.64)	89 (38.2)	99 (35.87)	76 (39.18)	175 (37.23)
1.30-2	12 (8.33)	3 (3.23)	15 (6.33)	8 (6.06)	8 (7.92)	16 (6.87)	20 (7.24)	11 (5.67)	31 (6.6)
> 2	3 (2.09)	1 (1.07)	4 (1.68)	4 (3.03)	3 (2.97)	7 (3)	7 (2.54)	4 (2.06)	11 (2.34)
Total (%)	144 (100)	93 (100)	237 (100)	132 (100)	101 (100)	233 (100)	276 (100)	194 (100)	470 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over a half of the students (53.83%) read magazines for less than one hour in a day and the rest read it for a time-span ranging from 1 hour to over 2 hours in a day. This pattern is by and large common for the students of both genders and residential categories. This is so because both the categories of students belong the youth group who are much pronged to use electronic media and thus, lessening the importance of print media. But the new technologies have helped to read the electronic version of magazines and newspapers which are accessible at any time. More startling is that time spent on mobile devices is now the same as that spent on reading print newspapers and magazines combined.

Time span of radio listening indicates the amount of time spent on listening radio programmes. It is grouped into less than 30 minutes, 1-2 hours, 2-3 hours and more than 3 hours. Thus the following table shows the distribution of time span among the students.

Table 5.15

Time Span of Radio Listening among the Students by Gender and Residence

(Percentage in Parentheses)

Time Span of Radio Listening (in hours)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< ½	25 (34.25)	18 (34.62)	43 (34.4)	23 (26.74)	12 (25)	35 (26.12)	48 (30.19)	30 (30)	78 (30.12)
1-2	37 (50.68)	25 (48.08)	62 (49.6)	49 (56.98)	31 (64.58)	80 (59.7)	86 (54.09)	56 (56)	142 (54.83)
2-3	10 (13.7)	9 (17.3)	19 (15.2)	10 (11.63)	2 (4.17)	12 (8.96)	20 (12.58)	11 (11)	31 (11.97)
> 3	1 (1.37)	--	1 (0.8)	4 (4.65)	3 (6.25)	7 (5.22)	5 (3.14)	3 (3)	8 (3.08)
Total (%)	73 (100)	52 (100)	125 (100)	86 (100)	48 (100)	134 (100)	159 (100)	100 (100)	259 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

With regard to the time spent on listening to radio, the emergent data show a divergence among respondents. The table demonstrates that over a half of the students (54.83%) listen to radio for one hour to two hours, near about one third (30.12%) listen less than 30 minutes, over one tenth (11.97%) listen two to three hours and the rest listen more than three hours per day. There is no rural-urban difference of radio listening among the students except urban males who do not listen more than three hours. Listening to radio programmes from one hour to two hours is found common among the rural and the urban male and female students because they rarely listen over than three hours.

In order to verify the dependence on TV, respondents were requested to provide data on the time spent on watching TV. The analysis brings out the data on this question. Since media planners and analysts have divided TV slots into durations closer to 30 minutes, the duration of less than one hour was taken as the minimum period. Time span of television watching is grouped into less than 1 hour, 1-2 hours, 3-4 hours, 5-6 hours, 7-8 hours and more than eight hours which are shown in the following table.

Table 5.16
Time Span of Television Watching among the Students by Gender and Residence
(Percentage in Parentheses)

Time Span of Television Watching (in hours)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 1	25 (16.56)	14 (15.05)	39 (15.98)	23 (16.08)	19 (18.1)	42 (16.94)	48 (16.33)	33 (16.67)	81 (16.46)
1-2	40 (26.49)	23 (24.73)	63 (25.82)	37 (25.87)	38 (36.19)	75 (30.24)	77 (26.19)	61 (30.81)	138 (28.05)
3-4	64 (42.38)	43 (46.24)	107 (43.85)	69 (48.25)	35 (33.33)	104 (41.94)	133 (45.24)	78 (39.39)	211 (42.89)
5-6	12 (7.95)	9 (9.68)	21 (8.61)	8 (5.59)	11 (10.48)	19 (7.66)	20 (6.8)	20 (10.1)	40 (8.13)
7-8	8 (5.3)	4 (4.3)	12 (4.92)	6 (4.21)	2 (1.9)	8 (3.22)	14 (4.76)	6 (3.03)	20 (4.06)
> 8	2 (1.32)	--	2 (0.82)	--	--	--	2 (0.68)	--	2 (0.41)
Total (%)	151 (100)	93 (100)	244 (100)	143 (100)	105 (100)	248 (100)	294 (100)	198 (100)	492 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over two fifths of the students (42.89%) watch TV for three to four hours, subsequently followed by one to two hours (28.05%), less than one hour (16.46%) and five to six hours, seven to eight hours and more than eight hours daily. There is no significant difference across their categories of genders and residences except a few rural students who watch over eight hours daily. Males are more interested to watch sports than females and sometimes, spend more time on watching cricket, football matches or late night TV programmes. A common pattern found from the distribution is that both male and female students do not watch TV for more than eight hours. A closer look at data shows that majority of them spend not less than three hours on an average and this would imply that educational TV programmes are also watched accordingly.

In sum, most of the students read newspaper and magazines for less than one hour in a day, over a half listen to radio for one hour to two hours and over two fifths watch TV for three to four hours.

4. Length of ICT Experience

The length of ICT experience indicates newspaper and magazine reading habit, habit of radio listening and television watching. The section introduces and discusses the length of these ICT experience among the students across their categories of genders and residences.

A modern saying says “Today’s Readers are tomorrow’s Leaders”. Reading is an action of a person who reads and habit is a product of this action or learning. The reading habit influences the personal development of students in particular and social progress in general. Reading habit of newspaper allows the ability to recognise and examine words or sentences and understand the information. It is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words and sentences. Type of reading newspapers include regularly, frequently, occasionally and rarely. So the following table shows the distribution of newspaper reading habit among the students.

Table 5.17
Newspaper Reading Habit of the Students by Gender and Residence
(Percentage in Parentheses)

Type of Newspaper Reading Habit	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Regularly	74 (49.33)	66 (70.97)	140 (57.61)	79 (56.03)	73 (69.52)	152 (61.79)	153 (52.58)	139 (70.2)	292 (59.71)
Frequently	13 (8.67)	6 (6.45)	19 (7.82)	15 (10.64)	4 (3.81)	19 (7.72)	28 (9.62)	10 (5.05)	38 (7.78)
Occasionally	55 (36.67)	18 (19.35)	73 (30.04)	42 (29.79)	26 (24.76)	68 (27.64)	97 (33.33)	44 (22.22)	141 (28.83)
Rarely	8 (5.33)	3 (3.23)	11 (4.53)	5 (3.54)	2 (1.91)	7 (2.85)	13 (4.47)	5 (2.53)	18 (3.68)
Total (%)	150 (100)	93 (100)	243 (100)	141 (100)	105 (100)	246 (100)	291 (100)	198 (100)	489 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that nearabout three fifths of the students (59.71%) read newspapers regularly, over a quarter (28.83%) read occasionally, less than one tenth read it frequently and the rest read it rarely. Thus, majority of them reads newspapers regularly. This is found across their gender categories, however, rural-urban residence differences of the students clearly reflect in the table where over two thirds of urban students read newspapers regularly against slightly more than half of their rural counterpart. This may be due to difference in subscription of newspapers at home because the rural students are not staying permanently in the town and besides this, they may be commuting from their rural residence or visiting their rural residences frequently. Hence, they may be able to read it regularly due to non-subscription of newspapers or paucity of time during commutation or journey.

Unless one reads and get in touch with the mass media, it is difficult to know what is going around us. Reading to learn is an essential tool for life-long learning. There are four type of magazine reading habit; namely, regularly, frequently, occasionally and rarely found from the field data. So the following table shows magazine reading habit among the students.

Table 5.18
Magazine Reading Habit of the Students by Gender and Residence
(Percentage in Parentheses)

Type of Magazine Reading Habit	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=144	Urban N=93	Total N=237	Rural N=132	Urban N=101	Total N=233	Rural N=276	Urban N=194	Total N=470
Regularly	19 (13.19)	7 (7.53)	26 (10.97)	15 (9.85)	18 (17.82)	33 (14.16)	34 (12.32)	25 (12.89)	59 (12.55)
Frequently	12 (8.33)	11 (11)	23 (9.7)	28 (21.21)	5 (4.95)	33 (14.16)	40 (14.49)	16 (8.25)	56 (11.91)
Occasionally	88 (61.11)	61 (65.59)	149 (62.87)	72 (54.55)	71 (70.3)	143 (61.37)	160 (57.97)	132 (68.04)	292 (62.13)
Rarely	25 (17.36)	14 (15.05)	39 (16.46)	19 (14.39)	7 (6.93)	26 (11.16)	44 (15.94)	21 (10.82)	65 (13.83)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over three fifths of the students (62.13%) read magazine occasionally, over one tenth, each, read magazine rarely, regularly and frequently. This

means that they read magazines in spare time only and not as a habit. This is found across their genders and residences. Regular reading of magazines is less among them, occasionally they read it depending on their time schedule. Reading culture of magazine or printed document on regular basis is less among urban males than the rural students due to the coming up of techno-culture.

The habit of radio listening is categorised into four types; namely, regularly, frequently, occasionally and rarely. Thus the following table depicts the distribution of habit of radio listening among the students.

Table 5.19

Habit of Radio Listening among the Students by Gender and Residence

(Percentage in Parentheses)

Habit of Radio Listening	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Regularly	7 (9.59)	5 (9.62)	12 (9.6)	10 (11.63)	9 (18.75)	19 (14.18)	17 (10.69)	14 (14)	31 (11.97)
Frequently	3 (4.11)	2 (3.84)	5 (4)	4 (4.65)	1 (2.08)	5 (3.73)	7 (4.41)	3 (3)	10 (3.86)
Occasionally	56 (76.71)	27 (51.92)	83 (66.4)	61 (70.93)	23 (47.92)	84 (62.69)	117 (73.58)	50 (50)	167 (64.48)
Rarely	7 (9.59)	18 (34.62)	25 (20)	11 (12.79)	15 (31.25)	26 (19.4)	18 (11.32)	33 (33)	51 (19.69)
Total (%)	73 (100)	52 (100)	125 (100)	86 (100)	48 (100)	134 (100)	159 (100)	100 (100)	259 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The above table reveals that over three fifths of the students (64.48%) occasionally listen to radio programmes, nearly one tenth (19.69%) listen rarely, only over one tenth (11.97%) listen regularly while a small fraction listens radio frequently. By and large, the similar finding is observed from their categories of genders and rural-urban residences. There is less regular use of radio among the students; it is used occasionally at certain point of time. Radio is under-utilized by males because of lack of awareness and non-availability of signal and perhaps, Internet is comparatively more utilized media than radio.

The habit of television watching is categorised into four types; namely, regularly, frequently, occasionally and rarely. Thus the following table depicts the distribution of habit of television watching among the students.

Table 5.20

Habit of Television Watching among the Students by Gender and Residence

(Percentage in Parentheses)

Habit of Television Watching	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Regularly	67 (44.37)	47 (50.54)	114 (46.72)	54 (37.76)	57 (54.29)	111 (44.76)	121 (41.16)	104 (52.53)	225 (45.73)
Frequently	19 (12.58)	11 (11.83)	30 (12.3)	22 (15.38)	9 (8.57)	31 (12.5)	41 (13.94)	20 (10.1)	61 (12.4)
Occasionally	58 (38.41)	35 (37.63)	93 (38.11)	63 (44.06)	39 (37.14)	102 (41.13)	121 (41.16)	74 (37.37)	195 (39.63)
Rarely	7 (4.64)	--	7 (2.87)	4 (2.8)	--	4 (1.61)	11 (3.74)	--	11 (2.24)
Total (%)	151 (100)	93 (100)	244 (100)	143 (100)	105 (100)	248 (100)	294 (100)	198 (100)	492 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over two fifths of the students (45.73%) watch TV regularly, nearly two fifths (39.63%) watch occasionally, over one tenth (12.4%) watch frequently and the rest watch rarely. By and large, the similar findings are observed from their categories of genders and residences except urban students because TV is available in all urban students' houses. Thus, from data on TV viewership, it may be observed that majority of the respondents watch TV every day in a week regularly and that it is a very small segment which abstains from watching TV totally. This response pattern reiterates the general perception about the popularity of TV among people.

In sum, the students read newspapers regularly and magazine occasionally, occasionally listen to radio programmes and watch TV regularly.

5. ICT Sources Used

ICT sources used by the students indicate types of newspaper, magazine, radio and television. Thus the section introduces and discusses newspapers and magazines read by students, radio stations most often listened and mostly watched television channels among the students across their genders and residences.

Newspapers Read by Students

Newspapers read by students are categorised into three groups; viz., 1. Bengali: local and regional, 2. Assamese: regional and 3. English: local, regional and national. Thus the following table shows the distribution of newspapers read by students.

Table 5.21

Newspapers Read by Students by Gender and Residence

(Percentage in Parentheses)

Name of Newspaper	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=150	Urban N=93	Total N=243	Rural N=141	Urban N=105	Total N=246	Rural N=291	Urban N=198	Total N=489
Dainik Jugasankha	85 (56.67)	57 (61.29)	142 (58.44)	73 (51.77)	49 (46.67)	122 (49.59)	158 (54.3)	106 (53.54)	264 (53.99)
Dainik Samayik Prasanga	64 (42.67)	42 (45.16)	106 (43.62)	52 (36.88)	28 (26.67)	80 (32.52)	116 (39.86)	70 (35.35)	186 (38.04)
Dainik Pranthojyoti	31 (20.67)	23 (24.73)	54 (22.22)	28 (19.86)	22 (20.95)	50 (20.33)	59 (20.27)	45 (22.73)	104 (21.27)
Dainik Janakonto	21 (14)	24 (25.81)	45 (18.52)	18 (12.77)	19 (18.1)	37 (15.04)	39 (13.4)	43 (21.72)	82 (16.77)
Samay Prabha	--	5 (5.38)	5 (2.06)	--	--	--	--	5 (2.53)	5 (1.02)
Ananda Bazar Patrika	7 (4.67)	12 (12.9)	19 (7.82)	10 (7.09)	16 (15.24)	26 (10.57)	17 (5.84)	28 (14.14)	45 (9.2)
Aaj Kal	5 (3.33)	8 (8.6)	13 (5.35)	--	--	--	5 (1.72)	8 (4.04)	13 (2.66)
Dainik Agradoot	15 (10)	12 (12.9)	27 (11.11)	18 (12.77)	--	18 (7.32)	33 (11.34)	12 (6.06)	45 (9.2)
Ajir Batori	31 (20.67)	19 (20.43)	50 (20.58)	34 (24.11)	17 (16.19)	51 (20.73)	65 (22.34)	36 (18.18)	101 (20.65)
Dainik Asom	13 (8.67)	--	13 (5.35)	7 (4.96)	--	7 (2.85)	20 (6.87)	--	20 (4.09)
Silchar Times	6 (4)	11 (11.83)	17 (6.1)	3 (2.13)	--	3 (1.22)	9 (3.09)	11 (5.56)	20 (4.09)
The Sentinel	9 (6)	24 (25.81)	33 (13.58)	12 (8.51)	17 (16.19)	29 (11.79)	21 (7.22)	41 (20.71)	62 (12.68)
The Assam Tribune	36 (24)	27 (29.03)	63 (25.93)	39 (27.66)	25 (23.81)	64 (26.02)	75 (25.77)	52 (26.26)	127 (25.97)
Times of India	33 (22)	25 (26.88)	58 (23.87)	35 (24.82)	21 (20)	56 (22.76)	68 (23.37)	46 (23.23)	114 (23.31)
The Telegraph	28 (18.67)	33 (35.48)	61 (25.1)	26 (18.44)	29 (27.62)	55 (22.36)	54 (18.56)	62 (31.31)	116 (23.72)
The Asian Age	17 (11.33)	26 (27.96)	43 (17.7)	16 (11.35)	21 (20)	37 (15.04)	33 (11.34)	47 (23.74)	80 (16.36)
Employment News	37 (24.67)	29 (31.18)	66 (27.16)	39 (27.66)	23 (21.9)	62 (25.2)	76 (26.12)	52 (26.26)	128 (26.18)
Economic Times	7 (4.67)	--	7 (2.88)	2 (1.42)	--	2 (081)	9 (3.09)	--	9 (1.84)
Hindustan Times	--	11 (11.83)	11 (4.53)	--	--	--	--	11 (5.56)	11 (2.25)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The data reveal that by Bengali: local and regional category, over a half of the students (53.99%) subscribe Dainik Jugasankha, subsequently followed by Dainik Samayik

Prasanga (38.04%), Dainik Pranthojyoti (21.27%), Dainik Janakonto (16.77%) and the rest read Ananda Bazar Patrika, Aaj Kal and Samay Prabha; by Assamese: regional category, one fifth (20.65%) read Ajir Batori and the least read Dainik Agradoot and Dainik Asom; and English: local, regional and national category, over one fourth (26.18%) read Employment News, subsequently followed by The Assam Tribune (25.97%), The Telegraph (23.72%), Times of India (23.31%), The Asian Age (16.36%), The Sentinel (12.68%) and the rest read Silchar Times, Hindustan Times and Economic Times. By and large, the similar finding is found from their categories of genders and residences. Thus, most of them read local newspapers in Bengali because they are available at the door-step and fresh news are found everyday whereas in case of regional and national newspapers, it, perhaps, takes longer time to reach printed copies of newspapers from one place to another. Dainik Jugasankha is read by a large segment of students due to its wide-spread circulation in Barak Valley and rest of Assam.

Magazine Reading

Magazine reading is categorised into two groups; namely, 1. Bengali: local, regional and national and 2. English: local, regional and national. Out of 495 sampled students, 470 students read magazines. So the following table shows their distribution pattern among the students.

Table 5.22
Magazine Reading Patterns among the Students by Gender and Residence
(Percentage in Parentheses)

Name of Magazines	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=144	Urban N=93	Total N=237	Rural N=132	Urban N=101	Total N=233	Rural N=276	Urban N=194	Total N=470
Dainik Jugasankha Masik Patrika	17 (11.81)	9 (9.68)	26 (10.97)	22 (16.67)	11 (10.89)	33 (14.16)	39 (14.13)	20 (10.31)	59 (12.55)
Desh	17 (11.81)	12 (12.9)	29 (12.24)	12 (9.09)	5 (4.95)	17 (7.3)	29 (10.51)	17 (8.76)	46 (9.79)
Sananda	1 (0.69)	--	1 (0.42)	23 (17.42)	16 (15.84)	39 (16.74)	24 (8.7)	16 (8.25)	40 (8.51)
Anandalok	17 (11.81)	4 (4.3)	21 (8.86)	14 (10.61)	4 (3.96)	18 (7.73)	31 (11.23)	8 (4.12)	39 (8.3)
Manorama	26 (18.06)	12 (12.9)	38 (16.03)	19 (14.39)	11 (10.89)	30 (12.88)	45 (16.3)	23 (11.86)	68 (14.47)
Susastha	6 (4.17)	--	6 (2.53)	8 (6.06)	12 (11.88)	20 (8.58)	14 (5.07)	12 (6.19)	26 (5.53)
Alokpath	4 (2.78)	--	4 (1.69)	7 (5.3)	10 (9.9)	17 (7.3)	11 (3.99)	10 (5.15)	21 (4.47)
Nabakollal	18 (12.5)	--	18 (7.59)	20 (15.15)	13 (12.87)	33 (14.16)	38 (13.77)	13 (6.7)	51 (10.85)
Bartamaan	11 (7.64)	4 (4.3)	15 (6.33)	16 (12.12)	--	16 (6.87)	27 (9.78)	4 (2.06)	31 (6.6)
Unish Kuri	13 (9.03)	7 (7.53)	20 (8.44)	25 (18.94)	12 (11.88)	37 (15.88)	38 (13.77)	19 (9.79)	57 (12.13)
North East Sun	8 (5.56)	5 (5.38)	13 (5.49)	3 (2.27)	2 (1.98)	5 (2.15)	11 (3.99)	7 (3.61)	18 (3.83)
India Today	22 (15.28)	16 (17.2)	38 (16.03)	26 (19.7)	13 (12.87)	39 (16.74)	48 (17.39)	29 (14.95)	77 (16.38)
Competition Success Review	24 (16.67)	17 (18.28)	41 (17.3)	21 (15.91)	12 (11.88)	33 (14.16)	45 (16.3)	29 (14.95)	74 (15.74)
Wisdom	14 (9.72)	13 (13.98)	27 (11.39)	16 (12.12)	12 (11.88)	28 (12.02)	30 (10.87)	25 (12.89)	55 (11.7)
Outlook	17 (11.81)	4 (4.3)	21 (8.86)	14 (10.61)	3 (2.97)	17 (7.3)	31 (11.23)	7 (3.61)	38 (8.09)
Sports World	7 (4.86)	3 (3.23)	10 (4.22)	--	2 (1.98)	2 (0.86)	7 (2.54)	5 (2.58)	12 (2.55)
Film Fare	8 (5.56)	4 (4.3)	12 (5.06)	4 (3.03)	3 (2.97)	7 (3)	12 (4.35)	7 (3.61)	19 (4.04)
Readers Digest	3 (2.08)	2 (2.15)	5 (2.11)	1 (0.76)	3 (2.97)	4 (1.72)	4 (1.45)	5 (2.58)	9 (1.91)
Star Dust	4 (2.78)	--	4 (1.69)	2 (1.52)	--	2 (0.86)	6 (2.17)	--	6 (1.28)
Health	9 (6.25)	3 (3.23)	12 (5.06)	6 (4.55)	--	6 (2.58)	15 (5.43)	3 (1.55)	18 (3.83)
Business Today	6 (4.17)	5 (5.38)	11 (4.64)	--	2 (1.98)	2 (0.86)	6 (2.17)	7 (3.61)	13 (2.77)
Women's Era	--	--	--	3 (2.27)	5 (4.95)	8 (3.43)	3 (1.09)	5 (2.58)	8 (1.7)
Business World	1 (0.69)	6 (6.45)	7 (2.95)	--	--	--	1 (0.36)	6 (3.09)	7 (1.49)
Cine Blitz	3 (2.08)	--	3 (1.27)	--	--	--	3 (1.09)	--	3 (0.64)
Eastern Panorama	--	3 (3.23)	3 (1.27)	1 (0.76)	2 (1.98)	3 (1.29)	1 (0.36)	5 (2.58)	6 (1.28)
Femina	--	--	--	4 (3.03)	5 (4.95)	9 (3.86)	4 (1.45)	5 (2.58)	9 (1.91)
Indian Management	--	1 (1.08)	1 (0.42)	--	--	--	--	1 (0.52)	1 (0.21)
Yojana	11 (7.64)	9 (9.68)	20 (8.44)	6 (4.55)	5 (4.95)	11 (4.72)	17 (6.16)	14 (7.22)	31 (6.6)
Kurukshetra	9 (6.25)	5 (5.38)	14 (5..91)	4 (3.03)	3 (2.97)	7 (3)	13 (4.71)	8 (4.12)	21 (4.47)
Frontline	--	2 (2.15)	2 (0.84)	--	--	--	--	2 (1.03)	2 (0.43)
Competition Refresher	15 (10.42)	9 (9.68)	24 (10.13)	17 (12.88)	4 (3.96)	21 (9.01)	32 (11.59)	13 (6.7)	45 (9.57)
Inside	1 (0.69)	--	1 (0.42)	--	2 (1.98)	2 (0.86)	1 (0.36)	2 (1.03)	3 (0.64)
People	--	1 (1.08)	1 (0.42)	--	--	--	--	1 (0.52)	1 (0.21)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that nearly one fifth of the rural students (17.39%) read India Today most but over one tenth, each, of the urban students (14.95%) read Competition Success Review and India Today most and the similar finding is also found across their genders.

Because these national magazines provides standard knowledge on current affairs and general knowledge and their circulation and popularity are also widely found across the nation.

Radio Stations Most often Listened

Radio stations can be linked in radio networks to broadcast a common radio format, either in broadcast syndication or simulcast or both. Audio broadcasting also can be done via cable radio, local wire television networks, satellite radio and Internet radio via streaming media on the Internet. The signal types can be analog audio and digital audio. Radio stations listened by students include All India Radio (AIR) Silchar, British Broadcasting Corporation (BBC) London, (English service), AIR Kolkata, Vividh Bharati, AIR Guwahati, Radio Bangladesh, AIR Dibrugarh, AIR Silguri, Voice of America (Bengali Service), Voice of America (Hindi service), AIR Imphal and AIR Shillong. Thus the following table shows radio stations most often listened among the students.

Table 5.23

Radio Stations Most often Listened among the Students by Gender and Residence

(Percentage in Parentheses)

Radio Stations	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=73	Urban N=52	Total N=125	Rural N=86	Urban N=48	Total N=134	Rural N=159	Urban N=100	Total N=259
All India Radio (AIR) Silchar	56 (76.71)	45 (86.54)	101 (80.8)	34 (39.53)	22 (45.83)	56 (41.79)	90 (56.6)	67 (67)	157 (60.62)
AIR Guwahati	9 (12.33)	17 (32.69)	26 (20.8)	11 (12.79)	4 (8.33)	15 (11.19)	20 (12.58)	21 (21)	41 (15.83)
AIR Shillong	4 (5.48)	5 (9.62)	9 (7.2)	2 (2.33)	3 (6.25)	5 (3.73)	6 (3.77)	8 (8)	14 (5.41)
AIR Imphal	5 (6.85)	7 (13.46)	12 (9.6)	3 (3.49)	6 (12.5)	9 (6.72)	8 (5.03)	13 (13)	21 (8.11)
AIR Dibrugarh	11 (15.07)	9 (17.31)	20 (16)	7 (8.14)	5 (10.42)	12 (8.96)	18 (11.32)	14 (14)	32 (12.36)
AIR Kolkata	13 (17.81)	14 (26.92)	27 (21.6)	10 (11.63)	11 (22.92)	21 (15.67)	23 (14.47)	25 (25)	48 (18.53)
AIR Silguri	7 (9.59)	6 (11.54)	13 (10.4)	6 (6.98)	7 (14.58)	13 (9.7)	13 (8.18)	13 (13)	26 (10.04)
Vividh Bharati	11 (15.07)	13 (25)	24 (19.2)	13 (15.12)	8 (16.67)	21 (15.67)	24 (15.09)	21 (21)	45 (17.37)
Voice of America (Bengali Service)	7 (9.59)	11 (21.15)	18 (14.4)	4 (4.65)	4 (8.33)	8 (5.97)	11 (6.92)	15 (15)	26 (10.04)
Voice of America (Hindi service)	6 (8.22)	9 (17.31)	15 (12)	3 (3.49)	5 (10.42)	8 (5.97)	9 (5.66)	14 (14)	23 (8.88)
Radio Bangladesh	11 (15.07)	14 (26.92)	25 (20)	5 (5.81)	6 (12.5)	11 (8.21)	16 (10.06)	20 (20)	36 (13.9)
British Broadcasting Corporation (BBC) London, (English service)	31 (42.47)	25 (48.08)	56 (44.8)	16 (18.6)	12 (25)	28 (20.9)	47 (29.56)	37 (37)	84 (32.43)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that three fifths of the students (60.62%) listen to All India Radio (AIR) Silchar, followed by British Broadcasting Corporation (BBC) London, (English service) (32.43%), over one tenth, each, (18.53%) listen to AIR Kolkata, Vividh Bharati (17.37%), AIR Guwahati (15.83%), Radio Bangladesh (13.9%) and AIR Dibrugarh (12.36%), one tenth, each, (10.04%) listen AIR Silguri and Voice of America (Bengali Service), while insignificants listen radio programmes broadcast by Voice of America (Hindi service), AIR Imphal and AIR Shillong. As the students are basically from Barak Valley, therefore, they are tuned to listen the local AIR radio station of Silchar which broadcast programmes mostly in Bengali. The rural students hailed from different rural areas mostly prefer the local radio station of Silchar because of its wide coverage in Barak Valley. Besides, similar gender distribution of radio stations is found from the study. Similarly, the urban students also prefer to listen AIR Silchar and other Bengali radio stations. Besides, some vernacular stations which broadcast programmes in Manipuri, Assamese, Hindi, Khasi, etc. languages. Moreover, they can listen directly on Internet by logging into different websites. AIR Silchar broadcasts regional news in Bengali in Internet.

Mostly Watched Television Channels

Mostly watched television channels include channels watched frequently by the students. So the distribution pattern of mostly watched television channels among the students is shown in the following table.

Table 5.24

Mostly Watched Television Channels among the Students by Gender and Residence

(Percentage in Parentheses)

Mostly Watched Television Channels	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=151	Urban N=93	Total N=244	Rural N=143	Urban N=105	Total N=248	Rural N=294	Urban N=198	Total N=492
BTN	13 (8.61)	62 (66.67)	75 (30.74)	11 (7.69)	51 (48.57)	62 (25)	24 (8.16)	113 (57.07)	137 (27.85)
DD Bharati	16 (10.6)	21 (22.58)	37 (15.16)	14 (9.79)	17 (16.19)	31 (12.5)	30 (10.2)	38 (19.19)	68 (13.82)
MTV	18 (11.92)	16 (17.2)	34 (13.93)	12 (8.39)	15 (14.29)	27 (10.89)	30 (10.2)	31 (15.66)	61 (12.4)
DDK Guwahati	2 (1.32)	2 (2.15)	4 (1.64)	2 (1.4)	2 (1.9)	4 (1.61)	4 (1.36)	4 (2.02)	8 (1.63)
Zee TV	3 (1.99)	6 (6.45)	9 (3.69)	4 (2.8)	7 (6.67)	11 (4.44)	7 (2.38)	13 (6.57)	20 (4.07)
Gyan Darshan	13 (8.61)	17 (18.28)	30 (12.3)	10 (6.99)	11 (10.48)	21 (8.47)	23 (7.82)	28 (14.14)	51 (10.37)
Star World	2 (1.32)	4 (4.3)	6 (2.46)	2 (1.4)	1 (0.95)	3 (1.21)	4 (1.36)	5 (2.53)	9 (1.83)
Sony Max	1 (0.66)	3 (3.23)	4 (1.64)	1 (0.7)	5 (4.76)	6 (2.42)	2 (0.68)	8 (4.04)	10 (2.03)
Akash Bangla	3 (1.99)	5 (5.38)	8 (3.28)	5 (3.5)	7 (6.67)	12 (4.84)	8 (2.72)	12 (6.06)	20 (4.07)
Sanskar	1 (0.66)	1 (1.08)	2 (0.82)	1 (0.7)	--	1 (0.4)	2 (0.68)	1 (0.51)	3 (0.61)
AXN Bangla	--	2 (2.15)	2 (0.82)	1 (0.7)	--	1 (0.4)	1 (0.34)	2 (1.01)	3 (0.61)
CNN	--	2 (2.15)	2 (0.82)	--	1 (0.95)	1 (0.4)	--	3 (1.52)	3 (0.61)
News Live	2 (1.32)	4 (4.3)	6 (2.46)	3 (2.1)	6 (5.71)	9 (3.63)	5 (1.7)	10 (5.05)	15 (3.05)
Animal Plannet	2 (1.32)	5 (5.38)	7 (2.87)	1 (0.7)	3 (2.86)	4 (1.61)	3 (1.02)	8 (4.04)	11 (2.24)
Zee Cafe	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
HBO	1 (0.66)	3 (3.23)	4 (1.64)	--	--	--	1 (0.34)	3 (1.52)	4 (0.81)
Colors	1 (0.66)	3 (3.23)	4 (1.64)	--	1 (0.95)	1 (0.4)	1 (0.34)	4 (2.02)	5 (1.02)
Sony	5 (3.31)	7 (7.53)	12 (4.92)	3 (2.1)	6 (5.71)	9 (3.63)	8 (2.72)	13 (6.57)	21 (4.27)
ETV Bangla	3 (1.99)	5 (5.38)	8 (3.28)	2 (1.4)	5 (4.76)	7 (2.82)	5 (1.7)	10 (5.05)	15 (3.05)
Star Sports	14 (9.27)	17 (18.28)	31 (12.7)	5 (3.5)	4 (3.81)	9 (3.63)	19 (6.46)	21 (10.61)	40 (8.13)
ESPN	1 (0.66)	3 (3.23)	4 (1.64)	--	2 (1.9)	2 (0.81)	1 (0.34)	5 (2.53)	6 (1.22)
Cat Max	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
Ten Sports	2 (1.32)	4 (4.3)	6 (2.46)	--	1 (0.95)	1 (0.4)	2 (0.68)	5 (2.53)	7 (1.42)
NDTV 24 into 7	4 (2.65)	7 (7.53)	11 (4.51)	1 (0.7)	3 (2.86)	4 (1.61)	5 (1.7)	10 (5.05)	15 (3.05)
Zee Business	3 (1.99)	1 (1.08)	4 (1.64)	--	--	--	3 (1.02)	1 (0.51)	4 (0.81)

Zee News	2 (1.32)	3 (3.23)	5 (2.05)	3 (2.1)	2 (1.9)	5 (2.02)	5 (1.7)	5 (2.53)	10 (2.03)
Discovery Channel	25 (16.56)	21 (22.58)	46 (18.85)	29 (20.28)	27 (25.71)	56 (22.58)	54 (18.37)	48 (24.24)	102 (20.73)
Bindaas Movies	6 (3.97)	4 (4.3)	10 (4.1)	2 (1.4)	1 (0.95)	3 (1.21)	8 (2.72)	5 (5.05)	13 (2.64)
CNBC	--	3 (3.23)	3 (1.23)	--	2 (1.9)	2 (0.81)	--	5 (5.05)	5 (1.02)
National Geographic Channel	31 (20.53)	26 (27.96)	57 (23.36)	27 (11.07)	25 (23.81)	32 (12.9)	58 (19.73)	51 (25.76)	109 (22.15)
DD Urdu	4 (2.65)	5 (5.38)	9 (3.69)	2 (1.4)	4 (3.81)	6 (2.42)	6 (2.04)	9 (4.55)	15 (3.05)
DD News	16 (10.6)	11 (11.83)	27 (11.07)	14 (9.79)	8 (7.62)	22 (8.87)	30 (10.2)	19 (9.6)	49 (9.96)
Star Jalsha	5 (3.31)	2 (2.15)	7 (2.87)	4 (2.8)	1 (0.95)	5 (2.02)	9 (3.06)	3 (1.52)	12 (2.44)
Star Plus	10 (6.62)	15 (16.13)	25 (10.25)	12 (8.39)	18 (17.14)	30 (12.1)	22 (7.48)	33 (16.67)	55 (11.18)
Barak Communication Network	12 (7.95)	23 (24.73)	35 (14.34)	8 (5.59)	27 (25.71)	35 (14.11)	20 (6.8)	50 (25.25)	70 (14.23)
Zee Cinema	7 (4.64)	8 (8.6)	15 (6.15)	10 (6.99)	14 (13.33)	24 (9.68)	17 (5.78)	22 (11.11)	39 (7.93)
Zee Music	4 (2.65)	5 (5.38)	9 (3.69)	3 (2.1)	4 (3.81)	7 (2.82)	7 (2.38)	9 (4.55)	16 (3.25)
Aaj Tak	9 (5.96)	11 (11.83)	20 (8.2)	8 (5.59)	15 (14.29)	23 (9.27)	17 (5.78)	26 13.13	43 (8.74)
Star News	11 (7.28)	12 (12.9)	23 (9.43)	7 (4.9)	15 (14.29)	22 (8.87)	18 (6.12)	27 (13.64)	45 (9.15)
Taara	4 (2.65)	6 (6.45)	10 (4.1)	3 (2.1)	9 (8.57)	12 (4.84)	7 (2.38)	15 (7.58)	22 (4.47)
Sanskar	1 (0.66)	4 (4.3)	5 (2.05)	4 (2.8)	3 (2.86)	7 (2.82)	5 (1.7)	7 (3.54)	12 (2.44)
DD Sports	10 (6.62)	12 (12.9)	22 (9.02)	2 (1.4)	8 (7.62)	10 (4.03)	12 (4.08)	20 (10.1)	32 (6.5)
DD Bangla	7 (4.64)	9 (9.68)	16 (6.56)	5 (3.5)	6 (5.71)	11 (4.44)	12 (4.08)	15 (7.58)	27 (5.49)
DD Manipuri	2 (1.32)	1 (1.08)	3 (1.23)	3 (2.1)	--	3 (1.21)	5 (1.7)	1 (0.51)	6 (1.22)
Star Cricket	1 (0.66)	3 (3.23)	4 (1.64)	1 (0.7)	1 (0.95)	2 (0.81)	2 (0.68)	4 (2.02)	6 (1.22)
ATN Bangla	1 (0.66)	--	1 (0.41)	--	1 (0.95)	1 (0.4)	1 (0.34)	1 (0.51)	2 (0.41)
DD National	29 (19.21)	18 (19.35)	47 (19.26)	23 (16.08)	25 (23.81)	48 (19.35)	52 (17.69)	43 (21.72)	95 (19.31)
Ten Cricket	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
UTV Action	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
Peace TV	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
Star One	3 (1.99)	2 (2.15)	5 (2.05)	6 (4.2)	3 (2.86)	9 (3.63)	9 (3.06)	5 (2.53)	14 (2.85)
T. L. C.	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
Fox History & Entertainment	9 (5.96)	16 (17.2)	25 (10.25)	11 (7.69)	14 (13.33)	25 (10.08)	20 (6.8)	30 (15.15)	50 (10.16)
Sahara TV	--	--	--	--	3 (2.86)	3 (1.21)	--	3 (1.52)	3 (0.61)
Star Gold	4 (2.65)	3 (3.23)	7 (2.87)	6 (4.2)	7 (6.67)	13 (5.24)	10 (3.4)	10 (5.05)	20 (4.07)
NETV	--	--	--	--	2 (1.9)	2 (0.81)	--	2 (1.01)	2 (0.41)
Zee Bangla	3 (1.99)	5 (5.38)	8 (3.28)	7 (4.9)	5 (4.76)	12 (4.84)	10 (3.4)	10 (5.05)	20 (4.07)
Neo Sports	2 (1.32)	1 (1.08)	3 (1.23)	--	3 (2.86)	3 (1.21)	2 (0.68)	4 (2.02)	6 (1.22)
BBC World	2 (1.32)	3 (3.23)	5 (2.05)	3 (2.1)	2 (1.9)	5 (2.02)	5 (1.7)	5 (2.53)	10 (2.03)
Star Movies	3 (1.99)	5 (5.38)	8 (3.28)	4 (2.8)	4 (3.81)	8 (3.23)	7 (2.38)	9 (4.55)	16 (3.25)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The data demonstrate that majority of the rural students generally watch National channels, DD Bharti, Gyan Darshan, Discovery Channel, BTN, Fox History & Entertainment, etc. This distribution is alike in their genders. On the other hand, majority of the urban students watch the local channel BTN followed by Gyan Darshan, DD Bharati, Discovery Channel, etc. Besides, they also watch different other channels. These patterns are observed across the two genders of the students.

In sum, by Bengali: local and regional category, the students subscribe Dainik Jugasankha, the rural students read India Today most, listen to All India Radio (AIR) Silchar and watch National channels, DD Bharti, Gyan Darshan, Discovery Channel, BTN, Fox History & Entertainment, etc.

6. ICT Programmes Used

ICT programmes used among the students include preferred contents of newspapers, preferred contents of magazines, most listened radio programmes, purposes of radio listening

and television watching. Thus, the section discusses their distribution patterns among the students.

Preferred Contents of Newspapers

Preferred contents of newspapers are categorised into three groups; namely, information, entertainment and education. Thus the following table shows preferred contents of newspapers among students on the basis of these groups.

Table 5.25

Preferred Contents of Newspapers among the Students by Gender and Residence

(Percentage in Parentheses)

Preferred Contents of Newspapers	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=150	Urban N=93	Total N=243	Rural N=141	Urban N=105	Total N=246	Rural N=291	Urban N=198	Total N=489
Headlines	62 (41.33)	40 (43.01)	102 (41.98)	68 (48.23)	39 (37.14)	107 (43.5)	130 (44.67)	79 (39.9)	209 (42.74)
First Page News	54 (36)	47 (50.54)	101 (41.56)	59 (41.84)	36 (34.29)	95 (38.62)	113 (38.83)	83 (41.92)	196 (40.08)
Advertisements	37 (24.67)	22 (23.66)	59 (24.28)	31 (21.99)	17 (16.19)	48 (19.51)	68 (23.37)	39 (19.7)	107 (21.88)
Weather Forecast	19 (12.67)	15 (16.13)	34 (13.99)	21 (14.89)	8 (7.62)	29 (11.79)	40 (13.75)	23 (11.62)	63 (12.88)
Local issues	41 (27.33)	34 (36.56)	75 (30.86)	45 (31.91)	39 (37.14)	84 (34.15)	86 (29.55)	73 (36.87)	159 (32.52)
Regional issues	40 (26.67)	36 (38.71)	76 (31.28)	38 (26.95)	26 (24.76)	64 (26.02)	78 (26.8)	62 (31.31)	140 (28.63)
National issues	33 (22)	28 (30.11)	61 (25.1)	28 (19.86)	24 (22.86)	52 (21.14)	61 (20.96)	52 (26.26)	113 (23.11)
International issues	34 (22.67)	35 (37.63)	69 (28.4)	27 (19.15)	22 (20.95)	49 (19.92)	61 (20.96)	57 (28.79)	118 (24.13)
Politics	29 (19.33)	21 (22.58)	50 (20.58)	21 (14.89)	25 (23.81)	46 (18.7)	50 (17.18)	46 (23.23)	96 (19.63)
Employment News	39 (26)	31 (33.33)	70 (28.81)	44 (31.21)	33 (31.43)	77 (31.3)	83 (28.52)	64 (32.32)	147 (30.06)
Defence related matters	9 (6)	4 (4.3)	13 (5.35)	6 (4.26)	6 (5.71)	12 (4.88)	15 (5.15)	10 (5.05)	25 (5.11)
Foreign News	35 (23.33)	23 (24.73)	58 (23.87)	17 (12.06)	11 (10.48)	28 (11.38)	52 (17.87)	34 (17.17)	86 (17.59)
Zodiac Sign	15 (10)	11 (11.83)	26 (10.7)	17 (12.06)	13 (12.38)	30 (12.2)	32 (10.1)	24 (12.12)	56 (11.45)
Current Affairs	37 (24.67)	27 (29.03)	64 (26.34)	46 (32.62)	29 (27.62)	75 (30.49)	83 (28.52)	56 (28.28)	139 (28.43)
Business & Economy	36 (24)	25 (26.88)	61 (25.1)	39 (27.66)	22 (20.95)	61 (24.8)	75 (25.77)	47 (23.74)	122 (24.95)
Entertainment	45 (30)	24 (25.81)	69 (28.4)	30 (21.28)	23 (21.9)	53 (21.54)	75 (25.77)	47 (23.74)	122 (24.95)
Sports	56 (37.33)	33 (35.48)	89 (36.63)	32 (22.7)	24 (22.86)	56 (22.76)	88 (30.24)	57 (28.79)	145 (29.65)
Cinema	42 (28)	23 (24.73)	65 (26.75)	26 (18.44)	13 (12.38)	39 (15.85)	68 (23.37)	36 (18.18)	104 (21.27)
Matrimonial	5 (3.33)	3 (3.23)	8 (3.29)	4 (2.84)	2 (1.9)	6 (2.44)	9 (3.09)	5 (2.53)	14 (2.86)
Readers Column	38 (25.33)	29 (31.18)	67 (27.57)	40 (28.37)	33 (31.43)	73 (29.67)	78 (26.8)	62 (31.31)	140 (28.63)
Editorial	35 (23.33)	27 (29.03)	62 (25.51)	34 (24.11)	37 (35.24)	71 (28.86)	69 (23.71)	64 (32.32)	133 (27.2)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that among information contents of newspapers over two fifths of the students (42.74%) read headlines, subsequently followed by first page news (40.08%), local issues (32.52%), employment news (30.06%), regional issues (28.63%), current affairs

(28.43%), business & economy (24.95%), international issues (24.13%), national issues (23.11%) and advertisements (21.88%). Among entertainment contents, over one fourth (29.65%) read sports, followed by entertainment (24.95%) and among educational contents, they read readers column (28.63%), followed by editorial (27.2%). The rural-urban difference shows that over two fifths of the rural students (44.67%) read the headlines followed by the first page news but over two fifths of urban students (41.92%) read the same followed by the newspaper headlines (39.9%) indicating a slight difference among them. Their categories of genders also reveals similar finding. Thus, they read first page news and headlines most because the major local and national news are published in the first page and headlines give a brief account of important issues.

Preferred Contents of Magazines

Contents of magazine indicate things that are considered to be included in magazines. They are grouped into most preferred and least preferred contents. Thus the following table shows the distribution of preferred contents among the students.

Table 5.26

Preferred Contents of Magazines among the Students by Gender and Residence

(Percentage in Parentheses)

Preferred Contents of Magazines	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=144	Urban N=93	Total N=237	Rural N=132	Urban N=101	Total N=233	Rural N=276	Urban N=194	Total N=470
Cover Page News	53 (36.81)	34 (36.56)	87 (36.71)	48 (36.36)	24 (23.76)	72 (30.9)	101 (36.59)	58 (29.9)	159 (33.83)
Editorial	45 (31.25)	33 (35.48)	78 (32.91)	47 (35.61)	32 (31.68)	79 (33.91)	92 (33.33)	65 (33.51)	157 (33.4)
Current Affairs	47 (32.64)	24 (25.81)	71 (29.96)	50 (37.88)	27 (26.73)	77 (33.05)	97 (35.14)	51 (26.29)	148 (31.49)
National issues	52 (36.11)	26 (27.96)	78 (32.91)	41 (31.06)	22 (21.78)	63 (27.04)	93 (33.7)	48 (24.74)	141 (30)
Headlines	47 (32.64)	26 (27.96)	73 (30.8)	42 (31.82)	25 (24.75)	67 (28.76)	89 (32.25)	51 (26.29)	140 (29.79)
International issues	45 (31.25)	28 (30.11)	73 (30.8)	33 (25)	29 (28.71)	62 (26.61)	78 (28.26)	57 (29.38)	135 (28.72)
Regional issues	39 (27.08)	23 (24.73)	62 (26.16)	44 (33.33)	27 (26.73)	71 (30.47)	83 (30.07)	50 (25.77)	133 (28.3)
Readers Column	39 (27.08)	22 (23.66)	61 (25.74)	47 (35.61)	21 (20.79)	68 (29.18)	86 (31.16)	43 (22.16)	129 (27.45)
Employment News	38 (26.39)	31 (33.33)	69 (29.11)	29 (17.42)	25 (24.75)	54 (23.18)	67 (24.28)	56 (28.87)	123 (26.17)
Advertisements	35 (24.31)	23 (24.73)	58 (24.47)	32 (24.24)	30 (29.7)	62 (26.61)	67 (24.28)	53 (27.32)	120 (25.53)
Local issues	34 (23.61)	25 (26.88)	59 (24.89)	38 (28.79)	21 (20.79)	59 (25.32)	72 (26.09)	46 (23.71)	118 (25.11)
Business & Economy	36 (25)	26 (27.96)	62 (26.16)	32 (24.24)	19 (18.81)	51 (21.89)	68 (24.64)	45 (23.2)	113 (24.04)
Entertainment	37 (25.69)	19 (20.43)	56 (23.63)	31 (23.48)	12 (11.88)	43 (18.45)	68 (24.64)	31 (15.98)	99 (21.06)
Sports	40 (27.78)	19 (20.43)	59 (24.89)	19 (14.39)	15 (14.85)	34 (14.59)	59 (21.38)	34 (17.53)	93 (19.79)
Politics	27 (18.75)	13 (13.98)	40 (16.88)	31 (23.48)	15 (14.85)	46 (19.74)	58 (21.01)	28 (14.43)	86 (18.3)
Cinema	22 (15.28)	13 (13.98)	35 (14.77)	25 (18.94)	8 (7.92)	33 (14.16)	47 (17.03)	21 (10.82)	68 (14.47)
Foreign News	24 (16.67)	9 (9.68)	33 (13.92)	17 (12.88)	8 (7.92)	25 (10.73)	41 (14.86)	17 (8.76)	58 (12.34)
Zodiac Sign	17 (11.81)	6 (6.45)	23 (9.7)	19 (14.39)	7 (6.93)	26 (11.16)	36 (13.04)	13 (6.7)	49 (10.43)
Weather Forecast	15 (10.42)	9 (9.68)	24 (10.13)	12 (9.09)	7 (6.93)	19 (8.15)	27 (9.78)	16 (8.25)	43 (9.15)
Defence related matters	13 (9.03)	4 (4.3)	17 (7.17)	5 (3.79)	2 (1.98)	7 (3)	18 (6.52)	6 (3.09)	24 (5.11)
Life style	--	8 (8.6)	8 (3.38)	--	5 (4.95)	5 (2.15)	--	13 (6.7)	13 (2.77)
Theoretical understanding	--	3 (3.23)	3 (1.27)	--	--	--	--	3 (1.55)	3 (0.64)
Matrimonial	2 (1.39)	--	2 (0.84)	--	--	--	2 (0.84)	--	2 (0.43)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that among informative contents of magazines, the students most preferably read cover page news (33.83%) of magazines, subsequently followed by editorial (33.4%), current affairs (31.49%) national issues (30%) and the rest read headlines,

international issues, regional issues, readers column, etc. By and large, the similar findings are observed from their categories of genders and rural-urban residences. Students read most preferably cover page news and editorial part of magazines because they find those sections interesting which provide glimpse of the whole magazines. Thus, cover page news provides the main theme of the magazine while current affairs increases the general understanding. Though the urban students read editorial part most but variation is found in case of male students who first preference to the cover story of the magazine.

Most Listened Programmes

With a view to ascertain the programmes of listening to radio, respondents' listening patterns were further enquired. Most listened radio programmes are categorised into three groups; namely, information, entertainment and education. Thus the following table depicts the distribution pattern of most listened programmes among the students.

Table 5.27

Most Listened Programmes among the Students by Gender and Residence

(Percentage in Parentheses)

Most Listened Programmes	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=73	Urban N=52	Total N=125	Rural N=86	Urban N=48	Total N=134	Rural N=159	Urban N=100	Total N=259
News	54 (73.97)	38 (73.08)	92 (73.6)	47 (54.65)	33 (68.75)	80 (59.7)	101 (63.52)	71 (71)	172 (66.41)
Special features	15 (20.55)	18 (34.62)	33 (26.4)	11 (12.79)	12 (25)	23 (17.16)	26 (16.35)	30 (30)	56 (21.62)
Agricultural programmes	35 (47.95)	5 (9.62)	40 (32)	26 (30.23)	8 (16.67)	34 (25.37)	61 (38.36)	13 (13)	74 (28.57)
Regional news	41 (56.16)	23 (44.23)	64 (51.2)	43 (50)	21 (43.75)	64 (47.76)	84 (52.83)	44 (44)	128 (49.42)
Employment news	19 (26.03)	24 (46.15)	43 (34.4)	27 (31.4)	17 (35.42)	44 (32.84)	46 (28.93)	41 (41)	87 (33.59)
Entertainment programmes	24 (32.88)	22 (42.31)	46 (36.8)	16 (18.6)	12 (25)	28 (20.9)	40 (25.16)	34 (34)	74 (28.57)
Film songs	32 (43.84)	25 (48.08)	57 (45.6)	27 (31.4)	14 (29.17)	41 (30.6)	59 (37.11)	39 (39)	98 (37.84)
Drama	29 (39.73)	22 (42.31)	51 (40.8)	33 (38.37)	11 (22.92)	44 (32.84)	62 (38.99)	62 (62)	124 (47.88)
Sports	38 (52.05)	24 (46.15)	62 (49.6)	21 (24.42)	10 (20.83)	31 (23.13)	59 (37.11)	34 (34)	93 (35.91)
Plays	13 (17.81)	7 (13.46)	20 (16)	8 (9.3)	5 (10.42)	13 (9.7)	21 (13.21)	12 (12)	33 (12.74)
Classical music	19 (26.03)	8 (15.38)	27 (21.6)	22 (25.58)	13 (27.08)	35 (26.12)	41 (25.79)	21 (21)	62 (23.94)
Vividh Bharati	19 (26.03)	14 (26.92)	33 (26.4)	12 (13.95)	15 (31.25)	27 (20.15)	31 (19.5)	29 (29)	60 (23.17)
Women's programmes	8 (10.96)	3 (5.77)	11 (8.8)	35 (40.7)	23 (47.92)	58 (43.28)	43 (27.04)	26 (26)	69 (26.64)
Bhajans	--	--	--	2 (2.33)	--	2 (1.49)	2 (1.26)	--	2 (0.77)
Folk songs	13 (17.81)	--	13 (10.4)	8 (9.3)	--	8 (5.97)	21 (13.21)	--	21 (8.11)
Nazrul geeti	20 (27.4)	15 (28.85)	35 (28)	24 (27.91)	19 (39.58)	43 (32.09)	44 (27.67)	34 (34)	78 (30.12)
Rabindra sangeet	22 (30.14)	12 (23.08)	34 (27.2)	25 (29.07)	14 (29.17)	39 (29.1)	47 (29.56)	26 (26)	73 (28.17)
Educational programmes	37 (50.68)	27 (51.92)	64 (51.2)	46 (53.49)	33 (68.75)	79 (58.96)	83 (52.2)	60 (60)	143 (55.21)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over three fifths of the students (66.41%) listen news, followed by regional news (49.42%) among informative programmes; near about a half (47.88%) listen drama among entertainment programmes and over a half (55.21%) listen educational programmes. By and large, similar finding is found across their categories of genders and residences. News on AIR is given priority among programmes by students because programmes are only listened on radio and therefore, they watch TV programmes more for entertainment and education programmes or they spend time on Internet searching.

Purposes of Radio Listening

With a view to ascertain the purpose of listening to radio, respondents' listening patterns are further enquired. Purposes of radio listening is categorised into three groups; namely, information, education and entertainment. Based on these groups, its purposes are analysed. Thus the following table depicts the distribution of purposes of radio listening among the students.

Table 5.28

Purposes of Radio Listening among the Students by Gender and Residence

(Percentage in Parentheses)

Purposes of Radio Listening	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=73	Urban N=52	Total N=125	Rural N=86	Urban N=48	Total N=134	Rural N=159	Urban N=100	Total N=259
News	19 (26.03)	8 (15.38)	27 (21.6)	13 (15.12)	12 (25)	25 (18.66)	32 (20.13)	20 (20)	52 (20.08)
Political events	3 (4.11)	5 (9.62)	8 (6.4)	1 (1.16)	--	1 (0.75)	4 (2.52)	5 (5)	9 (3.47)
Job vacancies	14 (19.18)	6 (11.54)	20 (16)	7 (8.14)	5 (10.42)	12 (9.09)	21 (13.21)	11 (11)	32 (12.36)
Educational programmes	44 (60.27)	31 (59.62)	75 (60)	36 (41.86)	34 (70.83)	70 (52.24)	80 (50.31)	65 (65)	145 (55.98)
Current affairs	21 (28.77)	11 (21.15)	32 (25.6)	16 (18.6)	17 (35.42)	33 (24.63)	37 (23.27)	28 (28)	65 (25.1)
Entertainment	17 (23.29)	10 (19.23)	27 (21.6)	14 (16.28)	7 (14.58)	21 (15.67)	31 (19.5)	17 (17)	48 (18.53)
Self interest	10 (13.7)	7 (13.46)	17 (13.6)	4 (4.65)	3 (6.25)	7 (5.22)	14 (8.81)	10 (10)	24 (9.27)
Spending leisure time	12 (16.44)	14 (26.92)	26 (20.8)	9 (10.47)	8 (16.67)	17 (12.69)	21 (13.21)	22 (22)	43 (16.6)
Mental relaxation	4 (5.48)	9 (17.31)	13 (10.4)	8 (9.3)	6 (12.5)	14 (10.45)	12 (7.55)	15 (15)	27 (10.42)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that over half of the students (55.98%) listen radio for listening educational programmes, subsequently followed by current affairs (25.1%), news (20.08%), entertainment (18.53%), spending leisure time (16.6%) and finding out job vacancies (12.36%) and the rest listen to radio for mental relaxation, self interest and for listening political events. The common finding among genders of rural students is that three fourths of the male (60.27%) and over two fifths of the female (41.86%) listen educational programmes which is also common among the urban students and they find less interest in listening political matters. This is due to the fact that the growth of electronic media, such as radio and TV in terms of reach, popularity and variety has been phenomenal, there has not been a corresponding growth in their educational usage. Lack of publicity about contents and

timings of the programmes, inability of students' electronic equipments to receive signals and lack of interactive nature of programmes have contributed to the under-utilization of radio.

Purposes of Television Watching

Purposes of television watching among the students are categorised into three groups; namely, information, education and entertainment which are shown in the following table.

Table 5.29

Purposes of Television Watching among the Students by Gender and Residence

(Percentage in Parentheses)

Purposes of Television Watching	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=151	Urban N=93	Total N=244	Rural N=143	Urban N=105	Total N=248	Rural N=294	Urban N=198	Total N=492
News	57 (37.75)	71 (76.34)	128 (52.46)	55 (38.46)	74 (70.48)	129 (52.02)	112 (38.1)	145 (73.23)	257 (52.24)
Business/ marketing programmes	31 (20.53)	19 (20.43)	50 (20.49)	27 (18.88)	10 (9.52)	37 (14.92)	58 (19.73)	29 (14.65)	87 (17.68)
Educational television (ETV) programme	69 (45.7)	53 (56.99)	122 (50)	63 (44.06)	52 (49.52)	115 (46.37)	132 (44.9)	105 (53.03)	237 (48.17)
Quiz shows	45 (29.8)	36 (38.71)	81 (33.2)	41 (28.67)	47 (44.76)	88 (35.48)	86 (29.25)	83 (41.92)	169 (34.35)
Scientific programmes	34 (22.52)	39 (41.94)	73 (29.92)	40 (27.97)	35 (33.33)	75 (30.24)	74 (25.17)	74 (37.37)	148 (30.08)
Debates on current affairs	48 (31.79)	39 (41.94)	87 (35.66)	49 (34.27)	15 (14.29)	64 (25.81)	97 (32.99)	54 (27.27)	151 (30.69)
Fashion shows	33 (21.85)	11 (11.83)	44 (18.03)	35 (24.48)	17 (16.19)	52 (20.97)	68 (23.13)	28 (14.14)	96 (19.51)
Documentary	41 (27.15)	23 (24.73)	64 (26.23)	35 (24.48)	23 (21.9)	58 (23.39)	76 (25.85)	46 (23.23)	122 (24.8)
UGC programmes	51 (33.77)	39 (41.94)	90 (36.89)	47 (32.87)	34 (32.38)	81 (32.66)	98 (33.33)	73 (36.87)	171 (34.76)
Feature films	74 (49.01)	52 (55.91)	126 (51.64)	77 (53.85)	62 (59.05)	139 (56.05)	151 (51.36)	114 (57.58)	265 (53.86)
Soaps & serials	68 (45.03)	40 (43.01)	108 (44.26)	62 (43.36)	58 (55.24)	120 (48.39)	130 (44.22)	98 (49.49)	228 (46.34)
Sports	56 (37.09)	78 (83.87)	134 (54.92)	52 (36.36)	41 (39.05)	93 (37.5)	108 (36.73)	119 (60.1)	227 (46.14)
Dance programmes	24 (15.89)	33 (35.48)	57 (23.36)	29 (20.28)	47 (44.76)	76 (30.65)	53 (18.03)	80 (40.4)	133 (27.03)
Musical programmes	25 (16.56)	28 (30.11)	53 (21.72)	22 (15.38)	37 (35.24)	59 (23.79)	47 (15.99)	65 (32.83)	112 (22.76)
Drama	36 (23.84)	22 (23.66)	58 (23.77)	31 (21.68)	24 (22.86)	55 (22.18)	67 (22.79)	46 (23.23)	113 (22.97)
Mythological programmes	4 (2.65)	6 (6.45)	10 (4.1)	11 (7.69)	16 (15.24)	27 (10.89)	15 (5.1)	22 (11.11)	37 (7.52)
Commercial breaks	8 (5.3)	5 (5.38)	13 (5.33)	11 (7.69)	9 (8.57)	20 (8.06)	19 (6.46)	14 (7.07)	33 (6.71)
Comedy	--	3 (3.23)	3 (1.23)	--	9 (8.57)	9 (3.63)	--	12 (6.06)	12 (2.44)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that over half of the students (52.24%) watch news, followed by business/ marketing programmes (17.68%), etc. for information purpose; nearly half

(48.17%) watch educational television (ETV) programme, followed by quiz shows (34.35%), etc. for educational purpose; and over half (53.86%) watch feature films, followed by soaps and serials (46.34%), etc. for entertainment purpose. The similar pattern is found across their genders and residences. Students have given priority to news as information source among other purposes because updated knowledge is required in education. The pattern of data shows that viewing TV for education purposes should be enhanced among the students by telecasting attractive programmes.

In sum, the students read headlines of newspapers, most preferably read cover page news of magazines, listen news and use radio for listening educational programmes and watch news for getting information.

7. Impact of ICT

The section introduces and discusses impacts of newspapers, magazines and radio listening among the students. Thus, their distribution patterns are depicted as follows:

Impact of Newspapers

The impact of newspapers is grouped into six categories such as updated their information, developed writing language skills & grammar, made aware about happenings around, increased general knowledge, developed personality, increased educational information. Thus the following table shows impact of newspapers among students.

Table 5.30

Impact of Newspapers among the Students by Gender and Residence

(Percentage in Parentheses)

Impact of Newspapers	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Updated their information	34 (22.67)	10 (10.75)	44 (18.11)	17 (12.06)	7 (6.67)	24 (9.76)	51 (17.53)	17 (8.59)	68 (13.91)
Developed writing language skills & grammar	32 (21.33)	11 (11.83)	43 (17.7)	44 (31.21)	9 (8.57)	53 (21.55)	76 (26.12)	20 (10.1)	96 (19.63)
Made aware about happenings around	48 (32)	34 (36.56)	82 (33.74)	33 (23.4)	32 (30.48)	65 (26.42)	81 (27.84)	66 (33.33)	147 (30.06)
Increased general knowledge	24 (16)	31 (33.33)	55 (22.63)	31 (21.99)	38 (36.19)	69 (28.05)	55 (18.9)	69 (34.85)	124 (25.36)
Developed personality	7 (4.67)	4 (4.3)	11 (4.53)	12 (8.51)	6 (5.71)	18 (7.31)	19 (6.52)	10 (5.05)	29 (5.93)
Increased educational information	5 (3.33)	3 (3.23)	8 (3.29)	4 (2.83)	13 (12.38)	17 (6.91)	9 (3.09)	16 (8.08)	25 (5.11)
Total (%)	150 (100)	93 (100)	243 (100)	141 (100)	105 (100)	246 (100)	291 (100)	198 (100)	489 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that nearly one third of the students (30.06%) are made aware about happenings around by newspaper reading which is almost similar among the rural students (27.84%). Besides, it has developed writing language skills & grammar (26.12%) among the rural students. In contrast, over one third of the urban students (34.85%) have increased

general knowledge, followed by made aware about happenings around (33.33%). There is no significant difference among their genders. This is because of the reason that the main conveyor of news is newspaper. Though there are many other sources of news like magazines and books in print media, radio and television channels and Internet connections in electronic media, words of mouth and telephone and wireless communications etc., no other source ever could come near the newspaper in importance.

Impact of Magazines

There are six categories of impact of magazines are found from the study such as magazines have increased general knowledge, knowledge on current affairs, developed writing skill of research studies, made aware about important issues like health around, developed thinking capacity and developed personality. Thus the following table reveals the distribution of impact of magazines among the students.

Table 5.31

Impact of Magazines among the Students by Gender and Residence

(Percentage in Parentheses)

Impact of Magazine	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Increased general knowledge	51 (35.41)	42 (45.17)	93 (39.24)	43 (32.58)	36 (35.65)	79 (33.91)	94 (34.06)	78 (40.21)	172 (36.6)
Knowledge on current affairs	14 (9.72)	11 (11.83)	25 (10.55)	18 (13.64)	9 (8.91)	27 (11.58)	32 (11.59)	20 (10.31)	52 (11.06)
Developed writing skill of research studies	51 (35.42)	30 (32.25)	81 (34.18)	40 (30.3)	25 (24.75)	65 (27.89)	91 (32.97)	55 (28.35)	146 (31.06)
Made aware about important issues like health around	15 (10.42)	8 (8.6)	23 (9.7)	15 (11.36)	16 (15.84)	31 (13.31)	30 (10.87)	24 (12.37)	54 (11.49)
Developed thinking capacity	7 (4.86)	--	7 (2.95)	5 (3.79)	8 (7.92)	13 (5.58)	12 (4.35)	8 (4.12)	20 (4.26)
Developed personality	6 (4.17)	2 (2.15)	8 (3.38)	11 (8.33)	7 (6.93)	18 (7.73)	17 (6.16)	9 (4.64)	26 (5.53)
Total (%)	144 (100)	93 (100)	237 (100)	132 (100)	101 (100)	233 (100)	276 (100)	194 (100)	470 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that magazines have increased general knowledge of over one third of the students (36.6%), followed by developed writing skill of research studies (31.06%) which are major patterns of distribution. By and large, the similar findings are observed from their categories of genders and rural-urban residences. This is because of providing new and informative skill of learning language. Though there are slight differences among genders and residences, the students' primary concern of magazine reading is to get general understanding of subjects for increasing knowledge.

Impact of Radio Listening

The impact of radio listening is categorised into four groups, such as radio has made aware about quality information and local issues, spent leisure time, increased knowledge and educational programmes. The impact of radio listening radio is shown in the following table.

Table 5.32

Impact of Radio Listening among the Students by Gender and Residence

(Percentage in Parentheses)

Impact of Radio Listening	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Spent leisure time	15 (23.08)	17 (36.17)	32 (28.57)	9 (12.68)	13 (28.26)	22 (18.8)	24 (17.65)	30 (32.26)	54 (23.58)
Increased knowledge	16 (24.62)	12 (25.53)	28 (25)	11 (15.49)	6 (13.05)	17 (14.53)	27 (19.85)	18 (19.35)	45 (19.65)
Made aware about quality information and local issues	24 (36.92)	12 (25.53)	36 (32.14)	33 (46.48)	16 (34.78)	49 (41.88)	57 (41.91)	28 (30.11)	85 (37.12)
Educational programmes	10 (15.38)	6 (12.77)	16 (14.29)	18 (25.35)	11 (23.91)	29 (24.79)	28 (20.59)	17 (18.28)	45 (19.65)
Total (%)	65 (100)	47 (100)	112 (100)	71 (100)	46 (100)	117 (100)	136 (100)	93 (100)	229 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that radio has made aware about quality information and local issues (37.12%), subsequently followed by spent leisure time (23.58%), increased knowledge and educational programmes (19.65%). By and large, common patterns are found across their categories of genders and residences. Thus, radio programmes can provide flexibility and openness, and easy accessibility to knowledge as well as better higher order thinking and skill improvements with high-tech learning environments.

Briefly, the students are made aware about happenings around by newspaper reading, magazines have increased their general knowledge and radio has made aware about quality information and local issues.

II
NEW ICT ACCESS

ICTs are those technologies that can be used to interlink information technology devices such as personal computers with communication technologies such as telephones and their telecommunication networks. The personal computer and laptop with e-mail and Internet provide the best example. Michiels and Van Crowder (2001) conceive ICTs as a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organisations and redefining social relations. The range of technologies is increasing all the time and there is a convergence between the new technologies and conventional media (Michiels and Van Crowder 2001: 8). This rapid and ongoing convergence means that devices such as digital cameras, digital video cameras and players, personal digital assistants, slide projectors and mobile telephones are also compatible with more traditional media such as radio (digital and satellite), television (cable, digital and satellite). Thus, most devices can now be linked to others to share and exchange

information and allow it to be used in such a way that they can also be categorised as ICTs. Even books are being incorporated into ICTs either through the potential for informal web publishing or more formal digital book publishing with designated readers or e-books. ICTs, therefore, are an expanding assembly of technologies that can be used to collect, store and share information between people using multiple devices and multiple media. The access patterns to ICTs among the rural and urban Muslim students studying in higher educational institutions of Silchar town are as follows:

ICT Access by Preference Order

There has shown exposure of ICTs among the students – rural and urban, male and female – to three ICTs; namely, Internet, Mobile Phone and Satellite TV. The following table presents their distribution:

Table 5.33

ICT Access by Preference Order of the Students by Gender and Residence

(Percentage in Parentheses)

ICT Access by Preference Order	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
Mobile Phone	152 (100)	93 (100)	245 (100)	144 (99.31)	105 (100)	249 (99.6)	296 (99.66)	198 (100)	494 (99.8)
Internet	149 (98.03)	90 (96.77)	239 (97.55)	124 (85.52)	90 (85.71)	214 (85.6)	273 (91.92)	180 (90.91)	453 (91.52)
Satellite/Dish Television	134 (88.16)	86 (92.47)	220 (89.8)	110 (75.86)	93 (88.57)	203 (81.2)	244 (82.15)	179 (90.4)	423 (85.45)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that most of the students (99.8%) have access to mobile phone, subsequently followed by Internet (91.52%) and satellite/dish television (85.45%). Thus, there is very high access level of ICT access among the students. It is observed that mobile phone has overcome gender and rural urban differences. In respect of Internet and satellite TV, both, rural females are lagging behind the rural male students. It is evident from the field data that students access Internet mainly at home and cyber cafes. They face problem of not getting Internet at the time of need due to server problem or frequent electricity problem at time of using TV in the town.

All the students, irrespective of gender and rural-urban residence give first preference of access to mobile, second to Internet and third to satellite TV. As first two technologies are available to the students while they are mobile these are preferred to satellite TV. They like the three technologies in the given preferential order. The students access mobile phones, by virtue of their role as carriers and conduits of information, which ought to lessen the information asymmetries in education, thereby, making rural and undeveloped students more efficient. Overall, it is evident from data that mobile phone use in context of educational settings is strong reflecting a higher group penetration level than on average in the Silchar town.

Most Effective ICT in Education

There are three types of ICTs are found; viz., Internet, mobile phone and satellite television which are considered as the most effective ICT in education among the students. They are selected for the study due to their increasing use among the students. Their

distribution patterns are analysed and discussed across categories of genders and residences among the students in the next three chapters. Thus, the following table shows their distribution pattern.

Table 5.34

Most Effective ICT in Education among the Students by Gender and Residence

(Percentage in Parentheses)

Most Effective ICT in Education	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
Internet	125 (82.24)	78 (83.87)	203 (82.86)	94 (64.83)	75 (71.43)	169 (67.6)	219 (73.74)	153 (77.27)	372 (75.15)
Mobile Phone	34 (22.37)	36 (38.71)	70 (28.57)	47 (32.41)	44 (41.9)	91 (36.4)	81 (27.27)	80 (40.4)	161 (32.53)
Satellite/ dish TV	4 (2.63)	9 (9.68)	13 (5.31)	8 (5.52)	8 (7.62)	16 (6.4)	12 (4.04)	17 (8.59)	29 (5.86)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that Internet is found as the most effective ICT in education among three fifths of the students (75.15%), subsequently followed by mobile phone (32.53%). By and large, the similar finding is observed across their categories of genders and residences. Thus, Internet is found as the most effective medium of self study in education among students because it provides a lot of information to them. Satellite/ dish TV is less effective ICT in education among the students because its contents cannot be saved for further use.

Briefly, the students have access to mobile phone, subsequently followed by Internet and satellite/dish television. The students give first preference of access to mobile, second to Internet and third to satellite TV. Internet is found as the most effective ICT in education among three fifths of them. There are major patterns of old as well as new ICTs in education among the students found from the study. The major findings of the chapter are summarised on the basis of following major patterns:

1. Almost all the students have access to TV (99.39%), newspapers (98.79%) and magazines (94.95%) followed by speed post (89.7%) and CD (82.02%), Digital Versatile Disc (DVD) (63.84%), radio (52.32%), telegraph (45.86%) and fax (42.42%).
2. Nearabout three fifths of them (72.97%) have two bands radio.
3. Most of the students (99.59%) own colour television set.
4. Over three fifths of the students (61.79%) possess satellite/dish TV, near about one fourth (23.98%) have cable connection and the rest have only Doordarshan's National channels.
5. Most of the students (88.96%) subscribe newspapers at home, about three fifths access magazine in college/ university, four fifths (81.85%) own radio and majority (88.21%) own television sets.
6. Over two fifths of the students (44.99%) read newspaper and magazine during their leisure time, nearabout two fifths (37.07%) listen to radio programmes in the morning and nearly half (49.39%) watch TV during free time.

7. Most of the students (90.8%) read newspaper and over a half read magazines for less than one hour in a day, over a half (54.83%) listen to radio for one hour to two hours and over two fifths (42.89%) watch TV for three to four hours.
8. Nearabout three fifths of the students (59.71%) read newspapers regularly, over three fifths (62.13%) read magazine occasionally, over three fifths (64.48%) occasionally listen to radio programmes and over two fifths (45.73%) watch TV regularly.
9. By Bengali: local and regional category, over a half of the students (53.99%) subscribe Dainik Jugasankha, nearly one fifth of the rural students (17.39%) read India Today most, three fifths (60.62%) listen to All India Radio (AIR) Silchar and majority generally watch National channels, DD Bharti, Gyan Darshan, Discovery Channel, BTN, Fox History & Entertainment, etc.
10. Among information contents of newspapers over two fifths of the students (42.74%) read headlines, they most preferably read cover page news (33.83%) of magazines, over three fifths (66.41%) listen news, over half (55.98%) listen radio for listening educational programmes and over half (52.24%) watch news.
11. Nearly one third of the students (30.06%) are made aware about happenings around by newspaper reading.
12. Magazines have increased general knowledge of over one third of the students (36.6%).
13. Radio has made aware about quality information and local issues (37.12%).
14. Most of the students (99.8%) have access to mobile phone, subsequently followed by Internet (91.52%) and satellite/dish television (85.45%).
15. The students, irrespective of gender and rural-urban residence give first preference of access to mobile, second to Internet and third to satellite TV.
16. Internet is found as the most effective ICT in education among three fifths of the students (75.15%).

In sum, the mass media or the old communication technologies do play a significant role in students' life and education. Most of the rural Muslim students access to the television followed by the newspaper and the magazine. However, all the urban Muslim students, each, are having the access to the newspaper and television followed by the magazine and the Compact Disc (CD). It is found that mass media increases the general understanding of students.