USAGE OF NEW MEDIA FOR HIGHER EDUCATION: A STUDY OF CENTRAL UNIVERSITY OF JHARKHAND

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Abstract

Within 10 years, technology have upgraded their world vastly and even affected on youths mind and way of thinking and living. There's been a traditional conversation about change in lecture halls in terms of more interactive and active learning environments and those are all to be applauded, all those initiatives are enormously important. After globalization new media is developing technology as well as people and their positive thinking towards new media. New media is evolving faster than anything we've ever known. New Media are the cultural objects which use digital computer technology for distribution and exhibition. e.g. Internet, Web sites, computer multimedia, Blu-ray disks etc.

Through technology, learning is becoming increasingly flexible. It can move outside the lecture hall, on to podcasts, and across devices, becoming available anywhere and at any time. The Higher Education Academy noted that students with disabilities have a need for flexibility. Technology can help provide this. Students no longer have to carry around heavy textbooks. Nor do they have to go physically to the library or bookshop to access learning materials.

Keywords: New Media, Higher Education, Uses of New Media, ICT

Introduction

Education is the process of receiving or giving systematic instructions, especially at a school or university. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is the knowledge, skills, and habits of learning in which all these are transferred from a group of people to the next generations through teaching, training or research. Good education helps in evolution of good culture and human beings in the society. The depth and breadth of good education could be measured by the knowledge one gain from world class universities/ colleges. Higher education, in particular, is undergoing a transition towards open education; e-learning alone is currently growing at 14 times the rate of traditional learning. Open education is fast growing to become the dominant form of education, for many reasons such as its efficiency and results compared to traditional methods.

New media refers to on-demand access to content anytime, anywhere, on any digital device, as well as interactive user feedback, creative participation. Another aspect of new media is the real time generation of new, unregulated content. The rise of new media has increased communication between people all over the world and the internet. It had allowed people to express themselves through all over the world and the internet. It has allowed people to express themselves through blogs, websites, pictures, and other user generated media. Flew (2002) stated that, "as a result of the evolution of new media technologies, globalization occurs." Globalization is generally stated as "more than

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expansion of activities beyond the boundaries of particular nation states"

New Media has no definition that makes the successful teaching of New Media near impossible. In an attempt to identify its key concepts, this paper reduces New Media to a few basic tenets. The continuing development and increasingly widespread adoption of new organizational media have prompted questions about the role and effectiveness of both traditional (face-to-face, memos, telephone) and new (online databases, electronic mail, voice mail and video conferencing) organizational communication channels. The present research attempts to clarify the conceptual aspects of, and to test for empirical evidence for, relationships between the use of new media and effectiveness in higher education. This study is conducted in Central University of Jharkhand, Ranchi to know the various uses of new media for higher education. Central University of Jharkhand is temporarily located at Brambe, which is 25 km driving from the city of Ranchi.

Objectives

1 To determine the user patterns of new media by the students.
2 To find out the time duration dedicated to new media.
3 To find out the reasons/objectives behind preferring new media.

Hypothesis

1. Students are using internet through wifi connectivity.
2. They spend mostly 2-3 hours a day for using internet.
3. Students can easily get their notes, articles, slide shares etc from internet.

Methodology

Research was conducted by survey with the help of questionnaire. The research area is selected because of the scope of convenience. The students are well educated by taking help of the facilities generated by the new media. For conducting the survey, stream-wise selection of students were selected. Five students from each stream, and thus the complete sample were of 100 Students.

Literature Review
1. Effective teaching methods at higher education level

The Researcher of this research is Dr. Shahida Sajjad Assistant Professor Department of Special Education University of Karachi, Pakistan.The purpose of this study was to determine the effectiveness of various teaching methods used for teaching students at graduate level. Methodology of the study was that Eleven departments were selected through purposive sampling from the Faculty of Arts, University of Karachi, including department of ; Special Education, Psychology, Social Work, Sociology, Mass Communication, Education, International Relations, English, Urdu, Persian, and Islamic learning. Twenty students studying at graduate level from each department were selected through convenient sampling to seek their opinion about the most effective teaching methods (as perceived by them) used by their teachers, and the reasons for highly rating a particular teaching method. Total two hundred and twenty students were interviewed. They were asked to rate different methods of teaching used by their teachers on a scale of 1- 5, one being the least important and 5 being the most important teaching method. The results of the study were compiled and analyzed by percentage method. Objectives of this study were to find out the various teaching methods used by university teachers to teach graduate students in different departments of Faculty of Arts. To explore the opinion of students about the teaching method they perceived as the most interesting and best teaching method. To find out the reasons for perceiving any teaching method as the interesting and best method. To provide suggestions for improving quality of teaching in the light of students perception and use of ratings. A finding of this study was that most of the students rated lecture method as the best teaching method and the reasons included; teacher provides all knowledge related to topic, it is time saving method; students listen lecture attentively and take notes etc. The group discussion was rated as the second best method of teaching because of;

more participation of students, the learning is more effective, the students don't have to rely on rote learning, and this method develops creativity among students etc. Students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvements in teaching/ learning process. (9)

2. Faceworking: exploring students' education-related use of Facebook

Neil Selwyn was done this research in the year 2009. The objective of the research was Social networking sites such as Facebook and MySpace have been subject to much recent debate within the educational community. Whilst growing numbers of educators celebrate the potential of social networking to (re)engage learners with their studies, others fear that such applications compromise and disrupt young people's engagement with 'traditional' education provision. For his research, he used certain method; an in-depth qualitative analysis of the Facebook 'wall' activity of 909 undergraduate students in a UK university. Researcher concludes that rather than necessarily enhancing or eroding students' 'front-stage' engagement with their formal studies, Facebook use must be seen as being situated within the 'identity politics' of being a student. In particular, Facebook appears to provide a ready space where the 'role conflict' that students often experience in their relationships with university work, teaching staff, academic conventions and expectations can be worked through in a relatively closed 'backstage' area. (8)

3. Student-Centered Teaching Meets New Media: Concept and Case Study

The names of the researcher were Renate Motschnig-Pitrik, Andreas Holzinger. Their objective was to present and to discuss a humanistic educational paradigm that has its roots in the well-acknowledged and thoroughly researched approach of Rogers's Student-Centered Teaching (Rogers, 1983; Rogers & Freiberg, 1994) and supports this paradigm by the use of New Media. The method they used was standard, but extendible, questionnaire was supplied by the University of Vienna; a special questionnaire was developed by the author following the format suggested by David Aspy and Flora Roebuck. The standard questionnaire has been extended to include a question on whether the students found it worthwhile to use the Internet. Most interestingly, this question was unanimously answered highly positively. It got the best grade by all students.

The main goal of the special questionnaire was to assess the facilitator's attitudes along the dimensions of realness, acceptance, and understanding, and furthermore his/her general attitude towards question answering. And after the research they found different views of student and the facilitators. Students' view, were they feel that they have learned much, definitely more than in conventional courses having the same length. They know what they would improve on what aspect of their work if it were continued.

Students find that they enjoyed the course and even had some satisfaction and fun in doing their projects. They know very well to which areas they are going to apply the knowledge and skills they have learned. They tend to deliver the project diary as a whole team, occasionally mentioning some individual work. And the facilitator's view was students tend to spend significantly more time for their projects that in comparable, conventional courses. They solve several problems, primarily technical ones, on their own. The majority of the results are better than in conventional courses, some are about the same.

The latter tends to be the case if students have too tight schedules. They explicitly take initiative in mentioning this as an excuse. Students tend to drop out at the very beginning, but constantly stay assigned after the initial period of about three weeks. More students attend the lectures and fewer students stay absent from the lab course compared with conventional teaching. The SCeL approach leads to good interpersonal relationships with the students. As per them the real sharing of ideas is possible. It

allows for a more extensional perception of questions of interest. (4)

## 4. The New Media and Higher Education

The researcher was Richard Layard. The objective of the study was that the rest of the communications industry has already been transformed; yet so far education and higher education in particular, remains unmoved; why is it so? During research advantages came out of new media, but against these advantages critics of the new media emphasise the disadvantages of loss of direct, face-to-face contact between teacher and student; some teachers consider this to be the central element in higher education. If this is significantly reduced, they believe that the mental development of students and their motivation to learn will be seriously impaired.

Most of the media in principle permit students to study more at their own pace than is possible with instruction by living teachers. Some of them, though not all can also provide the student with more immediate awareness of whether he understands what has been presented to him. The second alleged advantage of the new media derives from their ability to present the same material to many more students than can be reached by one live teacher. This means that the potential returns from additional work in preparing the material are that much higher. If as a result more preparation is done, the amount learned per student-hour will be greater. The survey on the college students was done and finally the results of their attitudes was, however what changes are desirable, and even feasible, depends not only on their effects on students' attainments but also on their attitudes. Here the evidence on television is that students prefer it to large lectures, but like it less than face-to-face teaching in small groups. However, students who have actually experienced teaching by television have more favourable attitudes to it than those who have not, and the same is true of teachers. In general, students attach more importance to the quality of teaching than to the method of teaching, and the great majority of students say they would prefer an "excellent teacher" on television to the average teacher whom they

would probably encounter in the ordinary class. They also believe that they would do as well in their examinations if taught by television as they would if taught by traditional methods - a correct view, as we have seen, although teachers tend to expect them to do worse and also exaggerate the degree of student opposition to television. (3)

DATA INTERPRETATION AND ANALYSIS

New media helps students in their education purposes and various others work. If we talk about the stage of higher education, new media helps students in making their notes, articles, journals, reading editorials, getting general knowledge, downloading books online. It provides them analyzing the education system and technologies which are updating regularly. According to the students, new media entertain them, educate them, and in short new media are edutainment. The research was done on how new media helps students in their higher education, and for that survey was done related to that using questionnaire. And then interpretation was done briefly and systematically and then lastly given certain conclusion below.
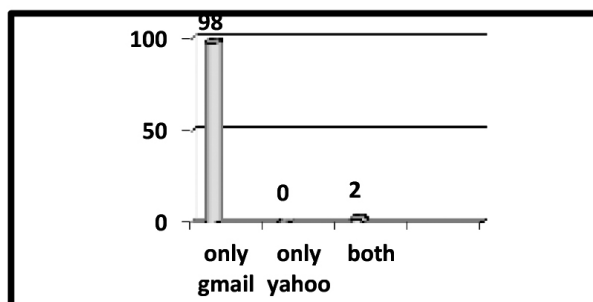
Graph 1
E-Mail Used by Student

According to the data of table 98 percent students are using only Gmail account for emailing. Two percent students have two email accounts. They are using Gmail and yahoo both for emailing. This can be concluded with the above table that Gmail is mostly as compared to other email accounts. Email is a method of exchanging digital messages from an author to one or more recipients. Email servers accept, forward, deliver, and store messages. Neither the

users nor their computers are required to be online simultaneously; they need connect only briefly, typically to an email server, for as long as it takes to send or receive messages.

Table-1
Time spending for E-mail

Opinion	Percentage
Less than half an hour	31
Half to one hour	15
One to two hours	34
More than two hours	20
Total	100

According to the above table it is concluded that highest time duration used by the students for Gmail is one to two hours, and the percentage of that is 34. The percentage of students using email for less than half an hour is 31 percent. The percentage of students using email for more than two hours is 20 and then the lowest percentage of students using email for half to one hour is 15 percent. This shows that one to two hours is the maximum time students spend for email.

Graph- 2
Content downloaded from email
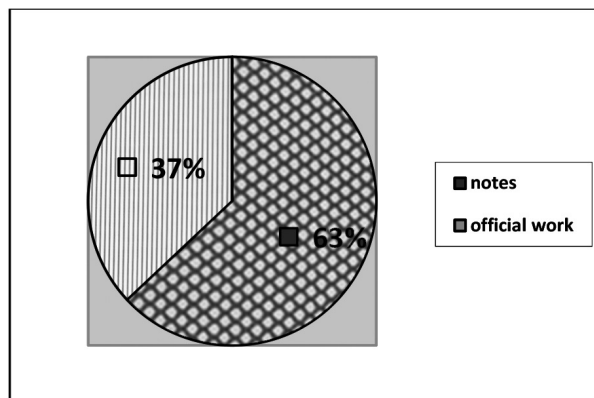
According to the above table it is concluded that content mostly downloaded from email is notes and percentage of that is 63 and rest are downloading official things from emails and percentage of that is thirty seven. It is mostly used for sending documents and notes. We can easily send and receive emails from anyone. It is the secret way to send some official/personal documents or letters. It keeps the thing hidden.

Graph-3
Using Social networking sites
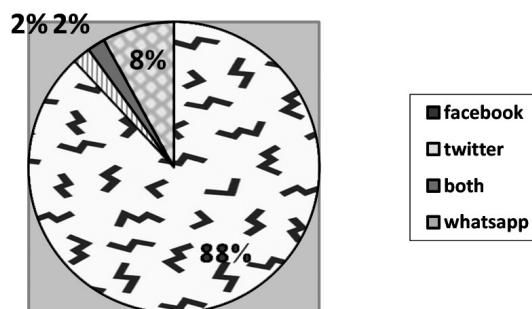
According to the above table it is measured that about 88 percentages of students are using Facebook for using social networking sites, then 2 percentages of students are using twitter and again 2 percent of students are using both Facebook and twitter and percentage of students using whatsapp is 8. Social networking sites are useful in connecting people from one place to another. And it make closer to our relatives and friends. The service is designed to help users meet new and old friends and maintain existing relationships. We can post anything we want and can share anyone's photo, post or updates related to education or notes.

Graph 4
Time spending for social networking
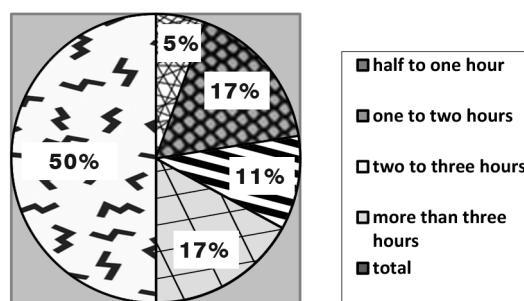
From the above table it is concluded that highest percentage of duration used by the students for social networking sites is 34 and it is about more than three hours daily. About 34 percent of students are using social networking sites for one to two hours. The percentage of

students who are using social networking sites for two to three hours is 21. And 11 percent of students are surfing social networking sites for half to one hour. It helps to fill the gap between people living away from us. It is mainly used at spare times and people enjoy while using it. It is most entertaining site and people doesn't get bore while surfing social networking sites.

Graph 5
Content of social networking sites
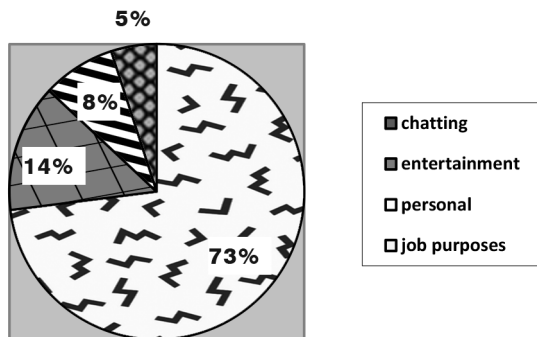
From the above table it is concluded that students mostly do chatting process on social sites. And percentage of online chatting is 73. Then 14 percent of students use social sites for entertaining their self's, 8 percent of student use for personal work and rest 5 percent of students use for job purposes. It helps us to exchange our messages and activities online. And facebook is the biggest and world's famous social networking site that can search anyone for getting connected. Many things are done after online. We can do chatting with our near and dear ones, we can do exchange photos and messages and some time we can able to see some offers on social networking sites.
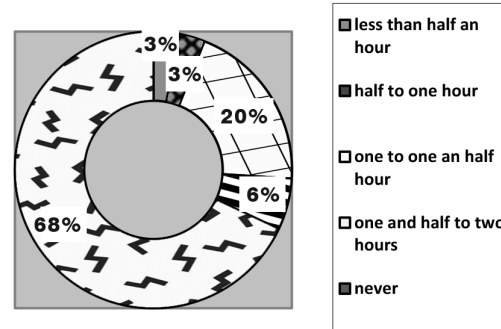
Table-2
Using Blog

Opinion	Percentage
Blogspot.com	32
None	68
Total	100

According to the above table it can be said that very less percent of students are using blog, i.e. 32. And 68 percent of students are not using any blog. Blog is the place where an individual writes and read different write-ups of their own and others. One can write poems, articles, feelings, opinions and many more. Blogs are interactive websites where users can provide commentary about some information, news on a topic or online journals. The unique thing in blogs is the ability to interact with other people by posting comments and information on the blog.

Graph-6
Time spending for blog

According to the above table it is concluded that the highest percentage of students who are not using blog i.e. 68, they never use any blog site. 20percent of students are using blog for one to one and half an hour. Then students' using blog for one and half hour to two hours, their percentage level is 6. The percentage of students who are using blog for half to one hour is 3 using blog lowest is 3. And the percentage level of students who are using blog for less than half an hour 3. This concludes that blog is not used by everyone and those who use it are counted in the level of intelligence.

Graph-7
Content on blog
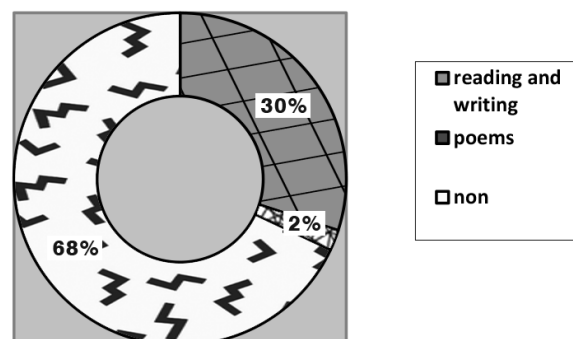
According to the above data of table 68 percent of students are not using blogs, 30 percent of students are using blogs for reading and writing, and 2 percent of students are using for writing their poems. This concludes that very rare percentages of people are aware about blogs and its importance. Sometimes people do not know how to write on blogs, they get confused and left that. But this is the time when we have to aware about its importance to everyone who not using blogs. So now it is concluded that, they can post and write their feeling and opinion on blogs.

Graph-8
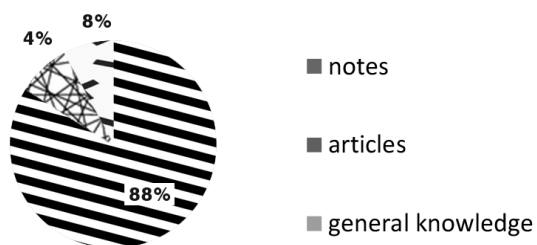**Study material downloaded by students**
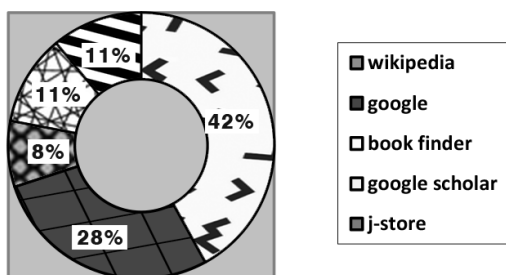
From the above data it can be said that about 42 percent of students are using Wikipedia for downloading their study material online. Then they prefer Google for downloading their study material and the percentage of that are 28. Then 11 percent of students prefer to download their study material from Google scholar. The percentage level of students who are using j-store for downloading their study material is 11. And very least percent of students are using book finder for downloading their study material is 8. It can be concluded that students get their study material easily on Wikipedia as compared to other sites. But every site is not reliable enough to believe blindly.

Table-3
Time spending for downloading study material

Opinion	Percent
All time	22
One hour to two hours	41
Two or more than two hours	11
As per requirements	24
Rarely	2
Total	100

According to the data from the above table it is concluded that highest duration of downloading study material is 41 percent, i.e. one hour to two hours. 24 percent of students download study material as per their requirements, means whenever they want they search for their material. Then 22 percent of students are downloading their study material all time, when they get free time. 11 percent of students are downloading their study material for two to more than two hours. And lastly 2 percent of students are downloading rarely, which is the lowest percentage of downloading materials related to their study.

Graph-9
Content downloaded for study material

According to the above table highest percent of content downloaded for study is 88 and mostly notes are downloaded for study. 8 percent of students download material related to general knowledge. And 4 percent of students are downloading articles for their study materials. These help them to complete their assignments and experiments as quick as they want. Easily everything can be searched online and it is available also.

Table-4
e-paper used by student

Opinion	Percentage
Bhaskar.com	8
Hindustan	7
Timesofindia	32
Db.com	6
Jagran.com	2
Economic times	1
Hindustan times	8
Fashion	2
None	34
Total	100

According to the data from the above table 34 percent of students are not reading any online newspaper. 32 percent of students are reading Times of India epaper, that's the highest percentage of amongst all the epaper. Then 7 percent of students prefer to read Hindustan Times as online paper. Then 7 percent prefer to read Hindustan epaper. Another epaper which is preferred by the students to read is db.com, i.e. "Dainik Bhaskar" and the percentage level of that is 6. The percentage of students who prefer to read jagran.com is 2. And the lowest percentage of reading epaper is Economic Times and i.e. 1 percent. Reading news online shows that how much we are aware about latest technology and even this shows our interest over that.

Graph-10
Time Spending to read epaper by students
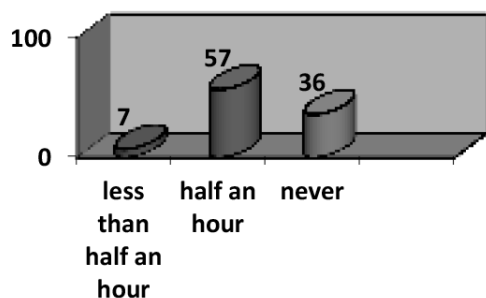
According to the above data collected concluded that 57 percent of students are reading epaper half an hour. The percentage level of students who never read epaper is thirty six. And lastly only 7 percent of students are reading epaper less than half an hour. Actually it is because of time boundless and even problems of net connectivity available. Students just go on through the headlines and exclusive news.
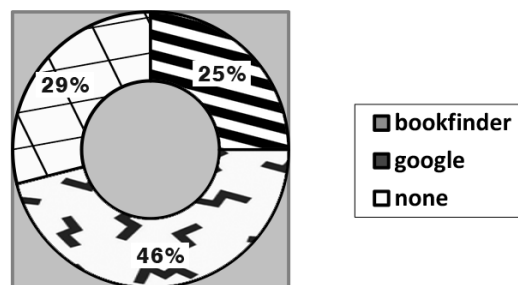
Table-5
Content seen on e-paper by students

Opinion	Percentage
News	30
Current affairs	34
Non	36
Total	100

According to the above data collected it can be concluded that 36 percent of students didn't read any epaper. This shows that students didn't get much time to read any of the epaper or might they have no interest over that. Then 34 percent of students are reading current affairs on epaper; and 30 percent of students are reading news on epaper. Some active and attentive students prefer to read regular epaper. Sometime it happens that when they want to read epaper but net connectivity creates problem in that. Epaper helps us to get per second news online.

Book read by the students
Graph-11

According to the above data collected in the table 46 percent of students are reading online book from Google. As in that we can get whole chapters in that. 29 percent of students are not reading any online book. And 25 percent of students read and download their book from bookfinder.com. And reading books online helps to get the book-length publication in digital form, it consists of text, images, or both. And it is properly readable on computers or other electronic devices. Although sometimes defined as an electronic version of a printed book.

Graph 12
Time spend to read books by student
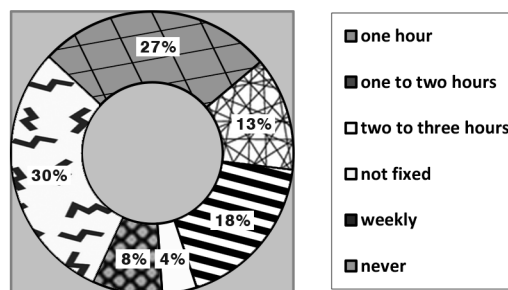
According to the above table it is concluded that 30 percent of students are reading online book and the time duration spend for that is weekly. And 27 percent of students never read any online book. About 18 percent of students spend time in reading book for one to two hours. Another group of percentage of students who spend their time to read online book for one hour is 13. About 8 percent of students concluded that they read whenever they get time; it is not fixed for them. And lastly 4 percent of students read online books for about two to three hours whenever they get time or regularly.
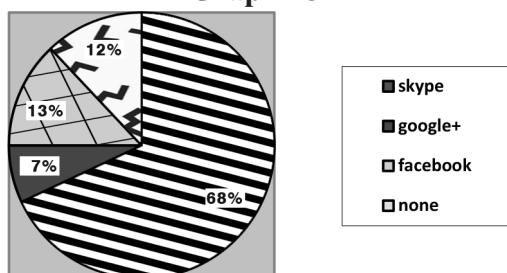
Table-6
Content downloaded from book by students

Opinion	Percentage
Science	2
Novels	15
Story	11
Theory	35
General knowledge	8
Business	29
Total	100

According to the above data it can be said that 35 percent of content, i.e. theory is being downloaded by the students from online book. Then 29 percent of students' download content related to business. 15 percent of students download novels from online book. About 11 percent of students prefer to download story from online book. And 8 percent of students prefer to download general knowledge from respective sites. The lowest percent of content downloaded from online book is science and the percentage level is 2. That means online books helps students in getting material or notes related to their requirements. It is beneficial for any student.
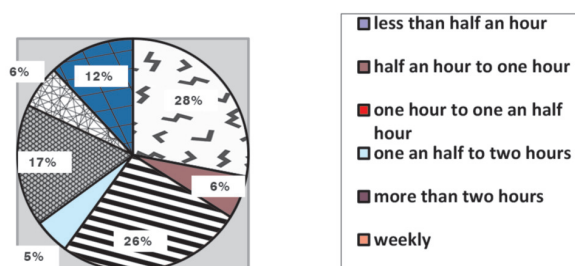
Video-chatting done by students
Graph-13

According to the data collected in above table 68 percent of students are using skype for online video chat. 13 percent of students are using facebook for video calling to their near and dear ones. And 12 percent of students are not using any online video call. 7 percent of students are using Google+ for video-chat; it might be easier for them. It helps to see and hear our friends and relatives. It makes closer to friends and family living abroad or long distance. Video-chatting is also used for attending conferences or meetings online.

Graph-14
Use of internet for video-chatting

According to the data collected in the above table 28 percent of students are using video-chat less than half an hour. 26 percent of students are using video chat for one hour to one and half hour. About 17 percent of students spend more than two hours for video chatting. And 12 percent of students never do and use any type video chatting. The percentage level of students who prefer to do video chat for half an hour to one hour is 6. Some students do weekly video chat and their percentage level is 6. And lastly 5 percent are using one and half an hour for video chatting online; it is the lowest time duration by students to do online video chat.

Graph 15
Content downloaded by student
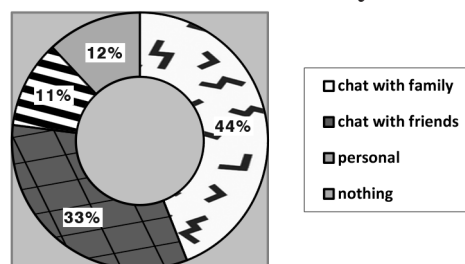
According to the above data of the table 44 percent of students are using video-chat for chatting with their family members living abroad. About 33 percent of students are using video-chat for chatting with their friends, 11 percent are using for their personal use. And lastly 12 percent are not using online video-chat. This concludes that online video chat is beneficial and important or easier to do. People prefer and can do video-chat whenever they want.

Table-7
e-zine used by the students

Opinion	Percentage
India today	18
Gamerzine	4
Outlook	7
Business today	9
Frontline	7
Pratiyogita darpan	2
None	53
Total	100

According to the above data it is analyzed that 53 percent of students didn't read any online magazine. This group/percentage of people didn't show their interest towards any online magazine or e-zine. Most of the students prefer to read India today as online magazine and the percentage of that are 18. About 9 percent of students prefer to read business today as e-zine. 7 percent of students prefer to read outlook. Around 4 percent of students read gamerzine as online magazine. In this they can read about different games online. About 2 percent of students read pratiyogita darpan as e-zine. Least of people are reading any other online magazine and they didn't spend their time on e-zine.
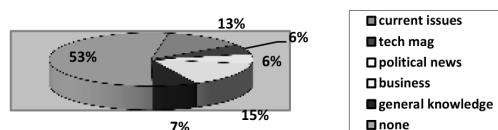
Table-8
Time spending for e-zine

Opinion	Percentage
Less than half an hour	15
Half an hour to one hour	23
Weekly	2
Monthly	53
Never	7
Total	100

According to the above data 53 percentage of students read online magazine monthly. About 23 percent of students prefer to read e-zine about half an hour to one hour. 15 percent of students read online magazine less than half an hour. 7
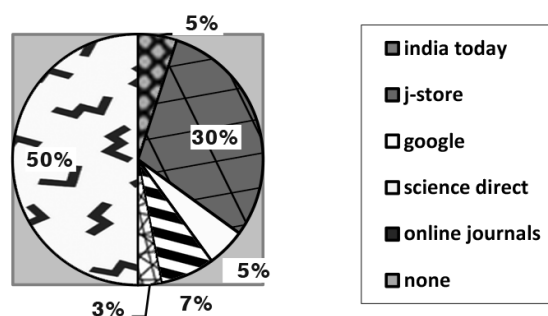
percent of students didn't read any online magazine. 2 percent of students read online magazine or e-zine weekly. This concludes that students prefer very less time for reading e-zine.

Graph-16
Content downloaded from e-zine

According to the above table, 53 percent of students didn't show their interest towards ezine. About 15 percent of students prefer to read business related news in e-zine. 13 percent of students are reading current issues from e-zine, and 7 percent of students prefer to read to general knowledge in e-zine. About 6 percent of students spend their time to read techmag in e-zine. The percentage of students who prefer to read political news is 6. This is concluded from the above table that the percentage of students reading e-zine is very less as compared to the percentage of people who are not reading any e-zine. An online magazine is magazines which are published on the Internet, through bulletin board systems and other forms of public computer networks.
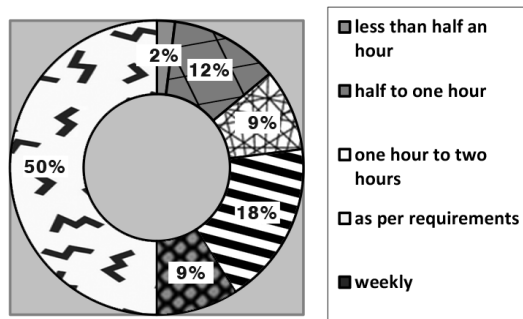
Graph 17
e-journals used by the students

According to the above table, 50 percent of students didn't read any e-journals. They do not show their interest towards reading any e-journals. 30 percent of students use j-store for downloading their content. About 7 percent of students prefer to read science direct in e-

journals. 5 percent of students read and download their material from Google. And about 3 percent of students prefer to read online journals for their requirements. The graph measured that approximately fifty percent of students didn't read any e-journals.

Graph 18
### Time spending for e-journal by the students

According to the above table, 50 percent of students never spend their time in reading e-journals. 18 percent of students read e-journals as per their requirements. Some students read e-journals about half to one hour and percentage of that is 12. About 9 percent of students spend one hour to two hours in reading e-journals. Around 9 percent of students read weekly e-journals. And only 2 percent of students read e-journals less than half an hour. As per the above chart, fifty percent of the students didn't read and show their interest towards any e-journals. E-journals are those where a student can get research paper and journals which are beneficial for their study.

### Content downloaded from e-journal by the students
Graph-19
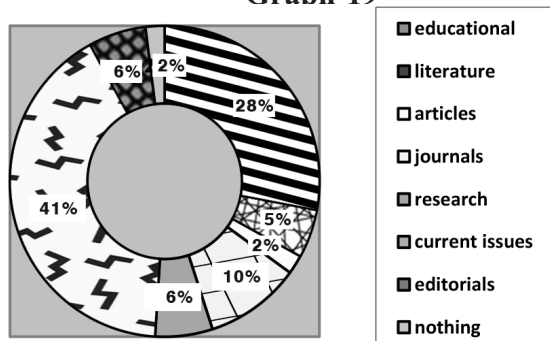
According to the above data, 41 percent of students are reading current issues from e-journals. 28 percent of students use e-journals for educational purposes.10 percent of students prefer to read journals from e-journal. About 6 percent of students prefer to read research work from e-journals. And the percentage level of students reading editorials from e-journals is 6. About 2 percent of students read and download articles from e-journals. And 2 percent of students didn't use e-journals for anything. The content downloaded from e-journals is authentic and correct.

Time spendingfor downloading
Graph-20
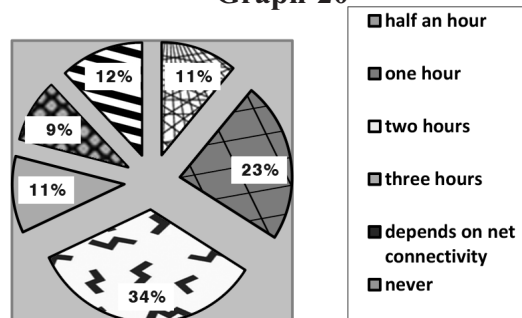
According to the above table, 34 percentages of students are using downloading for two hours. 23 percent of students are using one hour for downloading. About 12 percent of students never or rarely use downloading sites for downloading anything online. The percentage level of students who are downloading for three hours is 11. About 11 percent of students are downloading sites for half an hour for downloading their requirements. 9 percent says that it depends upon net connectivity. The process of downloading totally depends upon the net connection available.

Graph 21
Content downloaded from downloading sites
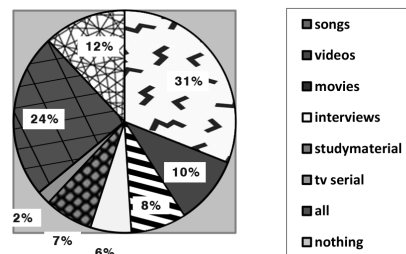
According to the above data 31 percent of students are downloading songs online. 24 percent of students are downloading all the above noted content. 12 percent of students didn't show their interest towards any downloading sites. About 10 percent of students prefer to download videos from online downloading sites. The percentage level of students who prefer to download movies from online downloading sites is 8. Then 7 percent of students are downloading study material from downloading sites. About 6 percent of students are downloading interviews for their study or news. And about 2 percent of students are downloading TV serials from online downloading sites12. The chart shows that the percentage of downloading online materials is balanced. Downloading sites helps us to download anything we want.

Conclusion:

With the advent of Internet technology, the uses of the Internet and its application to education have been rapidly spreading for the last few years. Students are preferring internet for making their education easier and comfortable. As on internet through different sites a student can search his/her required materials online, so we can say that it is helpful for them. Technologies are used for educational purposes; in that internet is the biggest amongst that.

Objective-1: To determine the using patterns of new media

Hypothesis-1: Students are using internet through wifi connectivity.

Result-1: As mentioned above that objective was to determine the using pattern of new media and accordingly hypothesis was that they were using internet through wifi connectivity; but at some extent it is wrong, because wifi connectivity is not working properly in the universe area. And they have to use their own alternative for using internet for new media. They face problems related to that. Approximately forty three percent of students are disagreeing with the fact that wifi is working properly. And about two percent students are saying that it's working. But as per my view after survey, it can be concluded that it's very difficult for the students to use internet. Now my hypothesis has been changed regarding this that the sample population is using wifi connection for internet.

Objective-2: To find out the time duration dedicated to new media

Hypothesis-2: Students spend mostly 2-3 hours a day for using internet

Result-2: As mentioned above the objective was to determine the time duration spends by the students to new media, and hypothesis was that students spend almost 2-3 hours on internet for their use. But after completing the survey the conception, that students are using internet approximately 3 hours has totally changed. According to the survey done it can be concluded that the students use more than five hours on internet. Whenever they required internet they use it for their study material.

Objective-3: To find out the reasons/objectives behind preferring new media

Hypothesis-3: Students can easily get their notes, articles, slide shares etc from internet.

Result-3: The objective was to find out the reasons behind preferring new media and the hypothesis was that the students can easily get and download their required notes from internet; and this hypothesis is justified. Students are using internet for various purposes amongst them the most important are notes, articles, books etc from internet. Students rely on new media for getting updates and even news. They can check emails for notes given by their teachers or friends. As internet is global so any student can get their required materials from that easily.

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