

## **CHAPTER 1**

### **INTRODUCTION**

The importance of media selection based on media consumption habits has increased over the past two decades, with rising media placement costs coupled with expanding media options leading to fragmented target segments. This has ironically resulted in higher costs but dwindling viewership, listenership and readership of traditional media. Owing these and other important reasons, media planners spend valuable resources to understand their consumers' relationship with media. Accessing consumer media habits is, however, a difficult process.

The greatest challenge has been the insufficiency of information available on media consumption habits. For instance, data provided by research companies are neither applicable to special media nor to special audiences. In such cases, media planners are left to make assumptions. One example is the media consumption habits of MBA students. The readership patterns of this important section are not well known.

MBA students' reading needs are partially created by their status as students, so their reading may differ from that of other adults. Many of their classes require significant reading, whether this is in the form of specifically assigned readings or library research. Students might also read for pleasure, for work, to become better informed, or as part of their social lives especially if their socializing is mediated by the internet

This study is an attempt to understand the readership and media habits of MBA students with explicit references to specific media.

## **CHAPTER 2**

### **LITREATURE REVIEW**

The venerable activity of reading has undergone some recent technological changes. More and more materials are available electronically, and for those who want to read something in an electronic format, there are often many options available. One may read from a standard computer screen, a tablet computer, a small-form device such as a cell phone, a reading-specific digital device (an e-reader), or one may simply print out the relevant materials to read offline.

Print is also an option, and still an important one for many. Although academic libraries are attempting to adjust to these new types of reading, it is not possible to adjust well without a strong understanding of students' reading practices regarding these formats.

College students' reading needs are partially created by their status as students, so their reading may differ from that of other adults. Many of their classes require significant reading, whether this is in the form of specifically assigned readings or library research. Students might also read for pleasure, for work, to become better informed, or as part of their social lives, especially if their socializing is mediated by the internet. In each instance, readers are very likely to be confronted with a choice of formats, including those listed above.

There is some evidence that many individuals do not limit themselves solely to either print or electronic media, but often use both.

#### **2.1 Reading and Technology**

As e-books have grown in popularity, so has scholarly interest in the contrasts between electronic and printed materials. Some studies have addressed the behaviour of users with electronic and print reading materials, and how electronic and print behaviours differ.

The Pew Research Institute found that although that print is still dominant, there was a dramatic increase in e-book reading between June 2010 and December 2011. The number of respondents who had read an e-book, rather than a print book, "yesterday"

rose from 4% of readers to 15%. However, the same study found that 88% of those who read e-books had read print books as well. On a much smaller scale, Foasberg found that among a small sample of students who owned e-readers, only 43% used the device for two-thirds of their reading or more. These results suggest that use of electronic texts, including e-books, does not indicate that readers are forsaking other formats.

There are several reasons that readers, and students in particular, may choose one reading format over another. Readers' personal preferences may come into play when they are selecting reading formats. Shrimplin et al. found four distinct groups of readers who all approached print and electronic texts in different ways: Book Lovers, who preferred print, Technophiles, who preferred electronic formats, Pragmatists, who use whatever format best suits their needs at the time, and Printers, who print out electronic texts to read them. Chelin et al. found that students used e-books if they were easier to access or if the print edition was not available, rather than because of any preference for them. Additionally, demographic characteristics may influence use of e-books. For instance, Caporn et al. found that the younger students in their study, who were between the ages of eighteen and twenty-one, were more attracted to e-books than older students were. Some subjects in this study felt that limited printing was one of the drawbacks of this format because they did not wish to read these materials from a computer screen. Broadhurst and Watson speculated that students will demand additional printing credits if many materials are made available electronically. The constraints of time and space may also play a role in format choice; Shelburne found that faculty and students appreciated computer-based e-books for the speed and convenience with which they can be accessed, but many readers prefer to print out sections rather than rely on a computer and an internet connection for access. For e-books used away from the computer, however, portability is often considered a benefit. For instance, participants in Marshall and Rutolo's study often used small reading devices while traveling or commuting, situations in which print would have been more cumbersome. Chelin et al. note that students may use computer-based electronic formats because of inertia; since students are used to doing most of their work at the computer, it is easier for them to use texts they can access without leaving their computers. Throughout the literature, it appears that many students enjoy the

convenience of accessing materials electronically, but they often print out materials to use them.

The nature of the activity in which readers are engaged is also important. There is some agreement in the literature that different reading tasks call for different practices, and different formats may do a better or worse job of supporting certain practices. Because many electronic texts feature primarily linear navigation and limited mark-up capabilities, some studies have found that activities that rely on annotation and nonlinear reading are considered easier when conducted in print, potentially impeding the academic use of these media. Sandberg, surveying the literature on academic reading online, notes that several studies have found that students prefer print, and that the process of reading online is very different. Cull argues that individuals often read more quickly and less deeply online than they would in print. Berg, Hoffmann, and Dawson found that students doing a simple lookup task used more effective strategies to navigate the print encyclopaedias than the electronic ones. Qayyum studied the way graduate students marked up scholarly articles they read and shared online; these students had little difficulty using the interface to annotate the documents, but complained that this method did not encourage critical thinking and resulted in “fragmented and disengaged reading.” In Worden and Collinson’s study, students’ comments indicated that they preferred e-books for finding quotations, copying and pasting, while they preferred print for sustained reading. Electronic textbooks, although effective, have been unpopular. Several studies have found that grades and learning outcomes did not differ very much between students who used print and those who used e-textbooks. However, the students in these same studies expressed a preference for print, spent more time studying when they used a print format, and did not volunteer to use e-textbooks again. Students often print out their reading when it is in an electronic format, even if they are not willing to pay more for a print copy upfront, suggesting that they find it easier to work with paper than a screen. Student preferences may change in the future; Weisberg found, in a longitudinal study of business students, that students felt more positively inclined toward e-textbooks every year. The connection between e-books and active reading is of particular interest for this study. Adler et al. noted that electronic materials lacked support for note taking, collaboration, or nonlinear reading, while Shelburne’s participants complained that non sequential access, particularly cross-referencing with other works or other parts

of the same work, was much more difficult in an electronic format. Thayer et al. distinguished among three types of reading: skimming, receptive reading, and responsive reading. They found that electronic reading in the form of e-readers supported receptive reading, that is, “reading a text from beginning to end without critically appraising the ideas, taking notes, or interrupting one’s train of thought.”

However, the readers did not support other types of reading as effectively; in particular, students had difficulty skimming and reading responsively, a process Thayer defines as “developing new knowledge or modifying existing knowledge by engaging with the ideas presented in a text.” In a study that dealt with computers rather than e-readers, Gregory found that students often skimmed texts and printed out parts to use later, but did not do much serious reading in this format. The types of engagement each medium affords do matter to students; Tarbaran, Kerr, and Rynerson found that students often used strategies such as underlining, highlighting and annotating, although these practices did not always make a difference in their academic achievement. However, Weisberg found that students are indeed willing to use e-books although few students in this study used electronic texts for all their reading, more than half used them for most of their reading. While publishers of electronic books have begun tracking differences in reading practices among different types of content, there is little research on the choices students make when faced with several possible formats in which to consume information.

Why students read? Students may read for academic, work or personal reasons; many of the studies on college students’ reading habits are focused on the divide between their personal and academic reading practices. Joliffe and Harl examine the assumption that most undergraduates do not spend enough time reading and are not careful readers. The students in their study did not spend the traditional two hours studying for every hour in class; however, they spent a good deal of time with their personal, self-chosen reading and engaged much more deeply with it, whether this involved religious reading, fantasy novels, or correspondence with friends. Mokhtari, Reichard, and Gardner found that students reported spending more time on academic reading than on leisure reading or watching television, although they reported enjoying academic reading much less any other activity. In contrast, students rated leisure reading as an enjoyable activity, but did not devote much time to it. Gilbert and Fister

found that most students in their study enjoyed leisure reading but that they were unable to spend time on it because of the amount of time they must spend on their academic reading. Huang found that students spent more time reading messages on social media sites on the internet than they do reading academic or extracurricular materials; the students in this study often avoided reading textbooks if possible. Parlette and Howard point out that for some students who are deeply engaged with their studies, the distinction between academic and pleasure reading may be more difficult to make. However, the studies of academic and leisure reading discussed above give little attention to students' choice of format, leaving open the question of whether they are more likely to choose different media for different types of reading

It has been estimated that over half of all media behaviours are habitual (Wood, Quinn, & Kashy, 2002). Daily media habits progress from reading the newspaper at breakfast, to checking e-mail upon arrival at work, to turning into a "couch potato" at 7 p.m. Theoretically, provocative examples include faithfully tuning in a TV program each week and tuning in holiday music in its season. Seeking mp3 recordings online, incessant "channel surfing," and selecting a movie featuring a favourite actor are possible examples of habit-driven behaviours that seemingly exemplify conscious selection (Robert Larose et al. 2010).

The importance of media selection based on media consumption habits has increased over the past two decades, with rising media placement costs coupled with expanding media options leading to fragmented target segments. Media planners spend valuable resources to understand their consumers' relationships with media, but such information is hard to come by for special audiences (Journal of Medical Marketing (2007)).

'Media planning is the series of decisions involved in delivering the promotional message to the prospective purchasers and / or users of the product or brand ... the goal of the media plan is to find that combination of media that enables the marketer to communicate the message in the most effective manner to the largest number of potential customers at the lowest cost. (Belch, G. E., Belch, M. A. & Guolla, M. A. (2005).

## **CHAPTER 3**

### **OBJECTIVE OF THE STUDY**

The objective of the study is to establish a relationship between the readership and media habits of Post Graduate students with the various related factors like background, gender, demographics, psychological, behaviour, material, etc.

The study will also enable us to examine and understand the differences and pattern of reading and media habits. This study, will also try to understand if there is any significant difference in the interest and preferences of the Males and Females.

The study will also help us to identify the areas of opportunities for targeted advertisement and to identify the media as an effective information distribution channel.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 RESEARCH METHOD**

The research undertaken is the descriptive Research, whereby data is collected from the primary sources through the questionnaires. The questionnaire is provided in the Annexure 1.

#### **4.2 SAMPLING FRAMEWORK**

##### 4.2.1 Sampling Design

The questionnaire method to collect the data from the students has been used. The method used for the collection of data is the convenient sampling through personal collection of data. Under this methodology, the data from the students of different MBA colleges of Delhi was collected.

##### 4.2.2 Sample Size

Primary data is collected from the 78 Post Graduate students from the MBA college of Delhi based on the questionnaire (The details are in Annexure 1). However, out of this 78, three questionnaire were found to be inconsistent with the study and hence dropped out.

Thus, this entire research is based on the 75 Post Graduate students from the different MBA institutes of Delhi.

##### 4.2.3 Population

In this research, Population is defined as the “All Post Graduate Students”.

##### 4.2.4 Statistical Tools and Techniques

The research is based on the Non – Parametric statistics. In Non – Parametric statistics the data has been explained through various descriptive methods, like Pie Charts, Bar Graphs, Frequency Tables etc.

##### 4.2.5 Instrument Used

The questionnaire used in the study is provided in the Annexure 1 of this paper. The instrument consists of the Likert scale as well as Nominal and Cardinal Scale. This is to capture the maximum details with as much convenience as possible. The enough



space was provided to the respondents to provide preferences that were not captured in the questionnaire.

## CHAPTER 5

### DATA COLLECTION

#### 5.1 Gender Wise Distribution

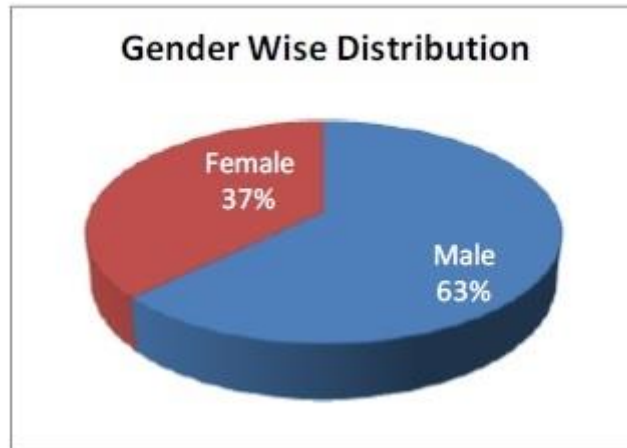


Chart 5.1 Gender Wise Distribution

The Primary data is collected from the 75 Post Graduate Students. The chart (above) shows the gender wise distribution of the sample.

The data consists of the 28 females (37 %) and 47 Males (63%).

#### 5.2 Age Wise Distribution

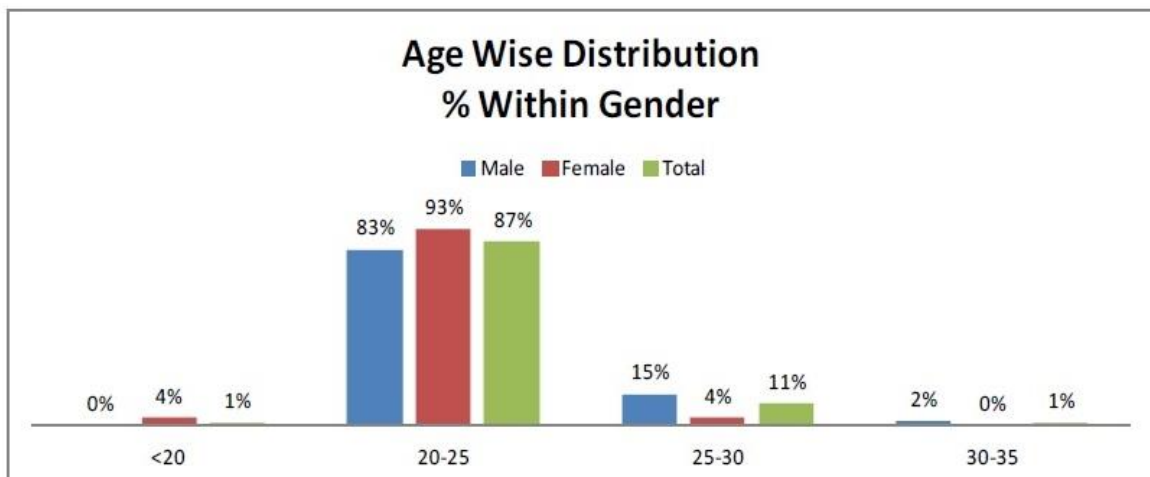


Chart 5.2 Age Wise Distribution

Among the respondents maximum belongs to age group of 20-25 (87%), then followed by age group of 25-30 that was 11% and 1% each belonging to age group less than 20 and age group of 30-35.

The data also shows that the age wise composition of Males and Female is much correlated with each other, with the chunk falling in the 20-25 year interval.

### 5.3 Institute Wise Distribution

The institute Wise Distribution of the Sample data is provided in the chart below:

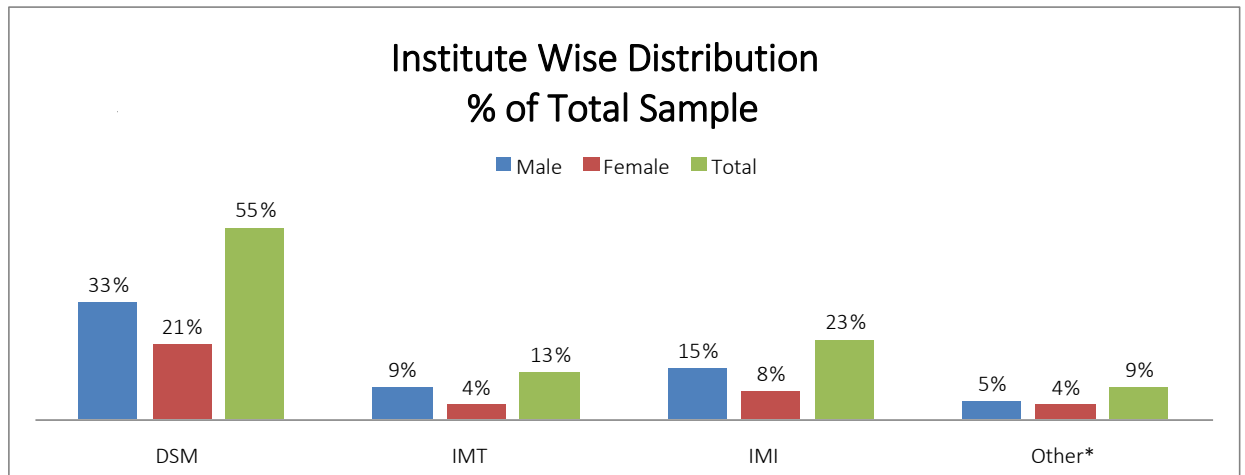


Chart 5.3 Institute Wise Distribution

The sampling data mainly consists of DSM students followed by the IMI students. The 41 DSM students contributed to the study that accounted for 55% of the total sample. 17 IMI students contributed. Their share accounts for 23% of the total sample. IMT contributed 13% and others include those who have not mentioned their institute accounts for 9% of total sample.

The above chart also provides the Institute wise breakup of males and females contributed to the study.

### 5.4 Experience Wise Distribution



Chart 5.4 Experience Wise Distribution

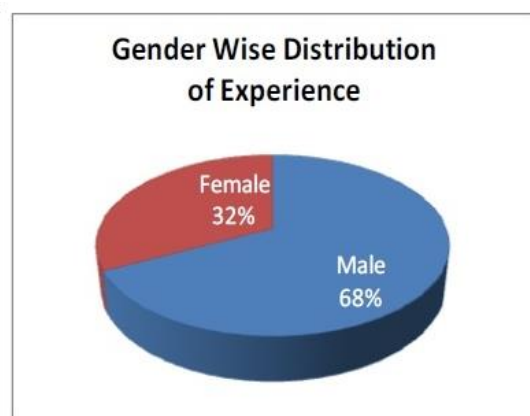


Chart 5.5 Gender Wise Distribution

The sample is mix of fresher and experienced students with more skewed towards the fresher. 34 students accounting 45% of the total sample are with the work experience in various fields such as IT, manufacturing, engineering, finance etc. The remaining 41 students accounting 55% of total sample are fresher. The average months of experience comes out to be 22.56 Months with 12.56 Standard Deviation.

Above Chart also provides gender wise distribution of student with work experience. Data shows that majority of the student in sample with work experience are male (68%). The details of the work experience are provided in the chart below.

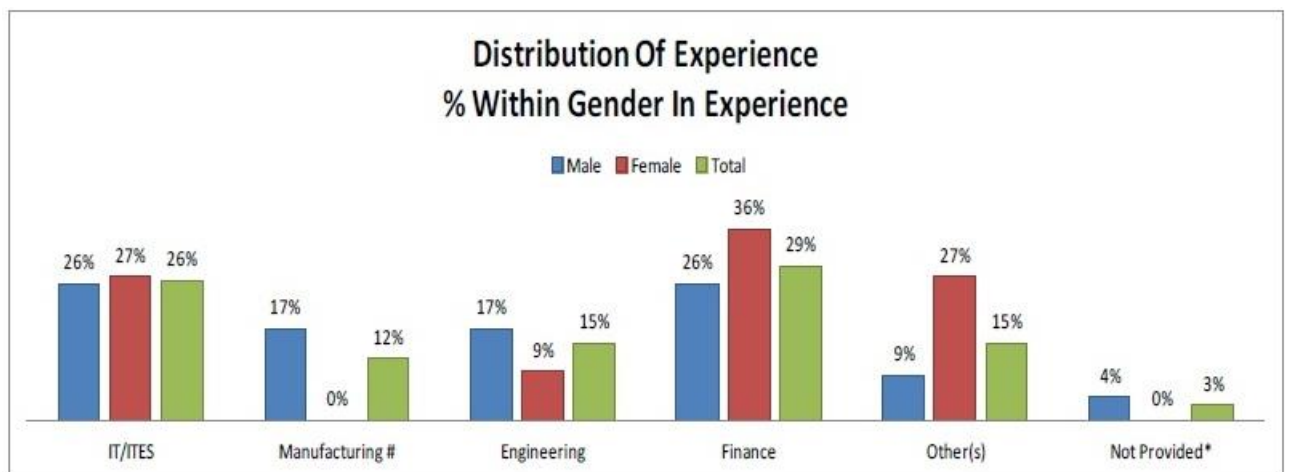


Chart 5.6 Distribution of Experience

## CHAPTER 6

### OBSERVATIONS and CONCLUSION

#### 6.1 OVERALL INTEREST

The students were asked about their overall interest in four major categories i.e. Business, current affairs, entertainment and social networking. They were asked to rank their interest on a Likert scale from 5 to 1, where 5 represents the highly interested. The results is shown in the chart below:

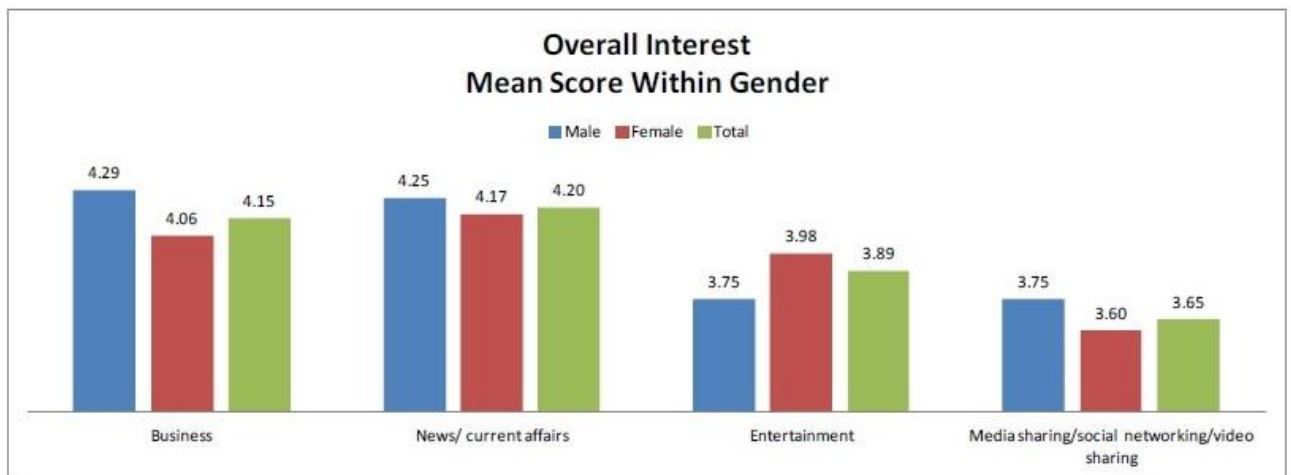


Chart 6.1 Overall Interest

The above chart shows the mean of overall preferences and it suggests that students are more interested in the current affairs followed by business news. Since the research was mainly done in the B-Schools of the city and where it is a basic requirement to be updated in the area of the latest happening in and around the world, which is closely followed by the Business news, as that is as important as the general knowledge for a MBA .Both the gender give almost equal importance to Business news and Current Affairs. The distribution of the total sample is provided below:

Overall Interest	5	4	3	2	1
	Highly Interested	Interested	Indifferent	Not Interested	Least Interested
Business	41%	41%	11%	4%	3%
News/ current affairs	40%	45%	9%	5%	0%
Entertainment	40%	27%	20%	9%	4%
Media sharing/social networking/video sharing	27%	35%	25%	4%	9%

Table 6.1 Distribution of Sample by Interest

## 6.2 MEDIA PREFERENCES

The Likert scale was used to find out the overall preferences for the particular media, where 5 represents the Strongly Preferred and 1 represents that media is Strongly not preferred to them from TV, internet, radio, newspaper ,journals ,magazines and novels. The distribution of the total sample is provided below:

Preferences	5	4	3	2	1
	Strongly Preferred	Preferred	Indifferent	Not Preferred	Strongly Not Preferred
TV	52%	39%	7%	1%	1%
Internet	76%	24%	0%	0%	0%
Radio	3%	29%	40%	19%	9%
Newspaper	48%	37%	7%	4%	4%
Journals	15%	37%	27%	11%	11%
Magazines	20%	52%	8%	9%	11%
Novels	17%	44%	11%	16%	12%
Other (Specify)	0%	0%	0%	0%	0%

Table 6.2 Media Preference

Internet is most preferred medium for the students for the preferred media where the students spend most of their time. Internet has been a major toll for sharing of information. In fact with the decrease in internet prices, internet is becoming accessible to the people from the lower strata of the society as well. Internet is being followed by TV, which is followed by newspaper which till date is the cheapest source of information that is being available.

The mean preferences of the males and females are provided in chart below:

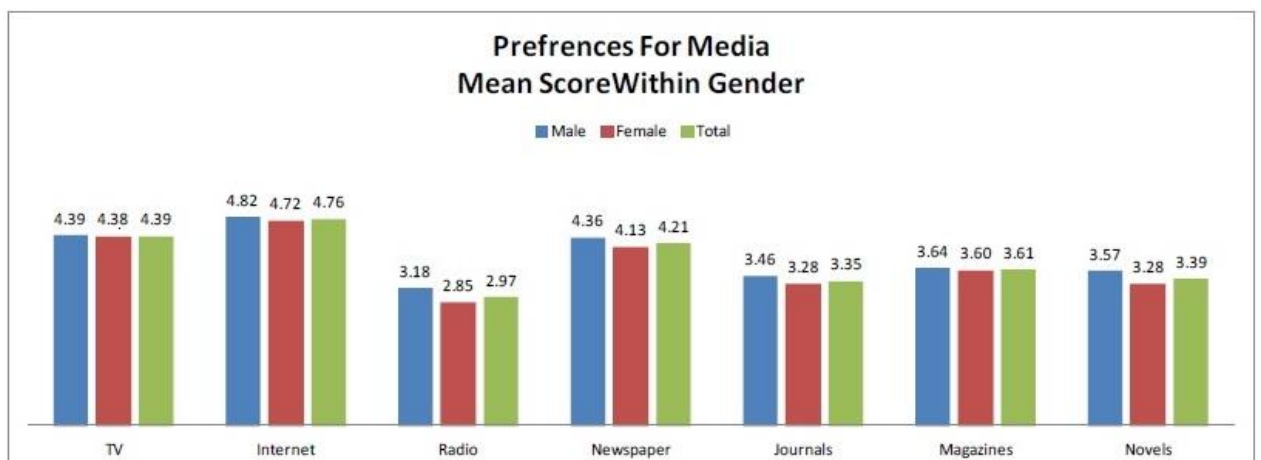


Chart 6.2 Preferences for Media

As it can be seen from the graph again that there is not much of a difference in the taste of both the gender. So if the marketers intend to target their product to this segment of the society they need to focus on Internet as one of the major medium to promote their product.

### 6.3 IMPORTANT MEDIA FOR DIFFERENT INTEREST

Information about the most important media that student use for their different interests like Sports, Current Affairs, Business, Entertainment, Technology and career was tried to capture. For this the students were asked to give score to different media like TV, Internet etc., on a Likert scale from 5 to 1, where 5 represents the most important source and 1 represents either not applicable or least important.

The following is the weighted average of the score:

Average	Sports	Current Affairs	Business	Entertainment	Technology	Career	Average
TV	3.712	3.397	2.986	3.918	2.616	2.329	<b>3.160</b>
Internet	2.863	3.726	3.466	3.644	3.164	3.260	<b>3.354</b>
Radio	1.575	1.562	1.493	2.068	1.274	1.397	<b>1.562</b>
Newspaper	2.616	3.658	3.452	2.151	2.233	2.616	<b>2.788</b>
Journals	1.740	2.137	2.137	1.630	1.685	1.822	<b>1.858</b>
Magazines	1.877	2.384	2.123	2.164	1.932	1.849	<b>2.055</b>
Novels	1.425	1.411	1.479	2.041	1.356	1.425	<b>1.523</b>

Table 6.3 Weighted Mean Score of Importance

Taking the average of the mean score of the media across different areas of interests the following score of importance:

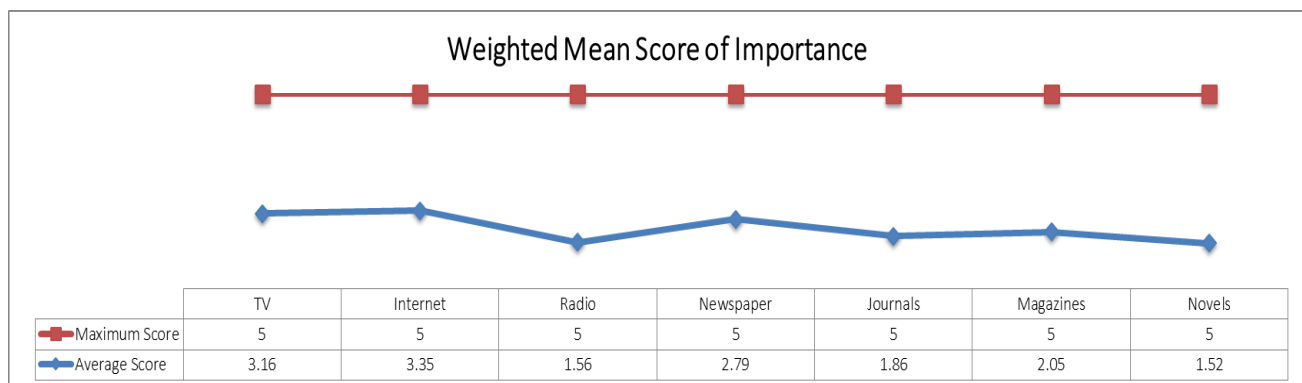


Chart 6.3 Weighted Mean Score of Importance

The maximum score available to any category is 5 out of which the internet has got the highest score of 3.35 followed by the TV with a score of 3.16. This shows that the TV and Internet has been the most important media of information putting all the students and all the categories together.

However, the score of importance is based on the weighted average of all the student across all the areas of interest. But there is a lot of internal variations within the areas of interest

Since, there is significant variation exists between the media and interest the mean score of importance may not be able to capture all the details of importance. So, the media wise distribution of sample is provided below:

TV						
Importance ↓	Sports	Current Affairs	Business	Entertainment	Technology	Career
Very Important	37	28	21	41	17	11
Important	13	17	13	11	11	8
Indifferent	5	5	10	7	7	13
Unimportant	1	2	2	2	3	3
Very Unimportant	17	21	27	12	35	38

TV is mainly used for the purpose of entertainment.

Internet						
Importance ↓	Sports	Current Affairs	Business	Entertainment	Technology	Career
Very Important	15	35	32	33	27	27
Important	17	16	15	17	13	14
Indifferent	11	4	3	3	4	6
Unimportant	3	3	1	4	3	3
Very Unimportant	27	15	22	16	26	23

Internet is being used almost equally for Current affairs, business news and entertainment

Radio						
Importance ↓	Sports	Current Affairs	Business	Entertainment	Technology	Career
Very Important	2	1	1	11	0	1
Important	2	4	3	5	1	3
Indifferent	7	8	6	4	4	4
Unimportant	14	9	11	11	9	8
Very Unimportant	48	51	52	42	59	57



Newspaper						
Importance ↓	Sports	Current Affairs	Business	Entertainment	Technology	Career
Very Important	12	32	27	5	6	11
Important	17	19	19	11	12	18
Indifferent	7	4	6	11	13	8
Unimportant	5	1	2	9	4	4
Very Unimportant	32	17	19	37	38	32

Newspaper acts as a main source of current affairs.

Journals						
Importance ↓	Sports	Current Affairs	Business	Entertainment	Technology	Career
Very Important	5	7	5	3	2	3
Important	5	10	12	3	5	9
Indifferent	6	11	10	6	9	7
Unimportant	7	3	7	13	9	7
Very Unimportant	50	42	39	48	48	47

Journals are being rarely referred to by the students these days

Magazines						
Importance ↓	Sports	Current Affairs	Business	Entertainment	Technology	Career
Very Important	5	10	8	8	4	3
Important	8	13	11	11	10	11
Indifferent	7	10	6	7	9	6
Unimportant	6	2	5	6	4	5
Very Unimportant	47	38	43	41	46	48

Novels						
Importance ↓	Sports	Current Affairs	Business	Entertainment	Technology	Career
Very Important	2	3	3	12	2	1
Important	1	1	1	3	1	3
Indifferent	7	4	6	7	4	7
Unimportant	6	7	8	5	7	4
Very Unimportant	57	58	55	46	59	58

Table 6.4 Media Wise Distribution of Interest

Similar to the journals is the case with the novels and magazines, the focus is now been shifted to electronic media at large as compared to the print media

## 6.4 REGULAR UPDATE

The respondents were asked, whether they updated themselves with current affairs regularly or not to which 91 % of the respondents provided positive response and only 9 % replied that they do not update themselves regularly with current affairs. Being regular update has become imperative in today's time as for this very fast changing world one need to be aware of the happenings in other part and thus upgrade himself or herself accordingly.

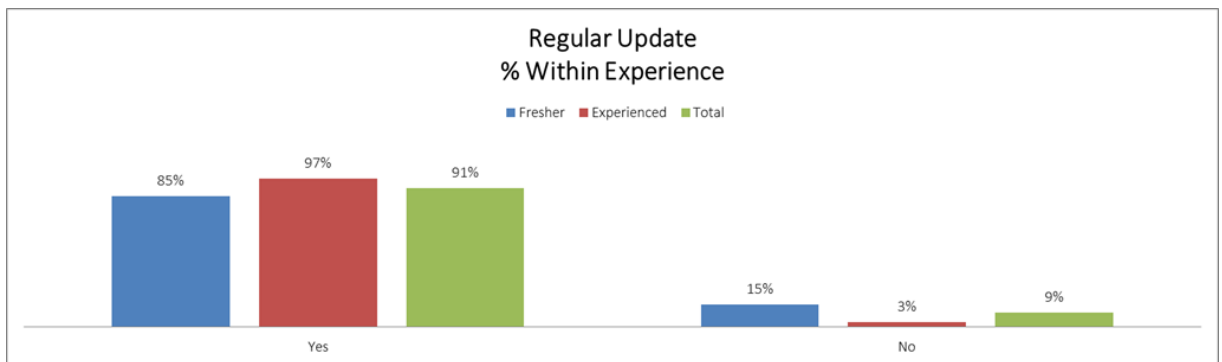


Chart 6.4 Regular Update % within gender

However, 96 % of the females against 87 % of the males said “Yes” and 97 % of the people with work experience gave positive reply against 85 % of the fresher. Thus, study suggests that females and experienced are more regularly updated than males and fresher respectively.

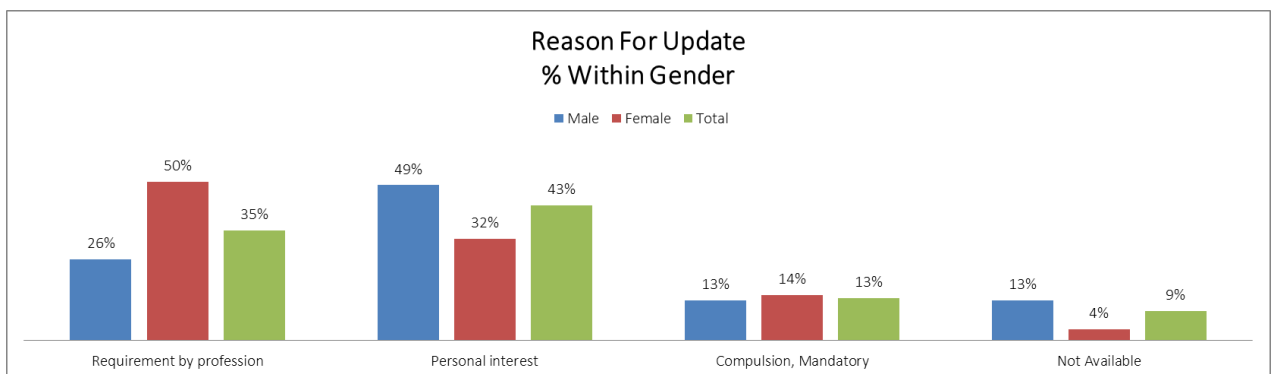


Chart 6.5 Reason for Update % within gender

## 6.5 NEWSPAPER READING HABIT

The newspaper read by the population is in line with the interest of the major chunk of the population. The Highest read newspaper by the population is The Economic Times which constitutes of both the Business and news as well as that of the Current

Affairs minus all the masala news provided by other newspaper. Here it's not shocking to see that The Hindu has not got much of the readership in this segment as this is mostly been read by the students who are looking for in depth knowledge about the current happening . The people are reading more than one newspaper.

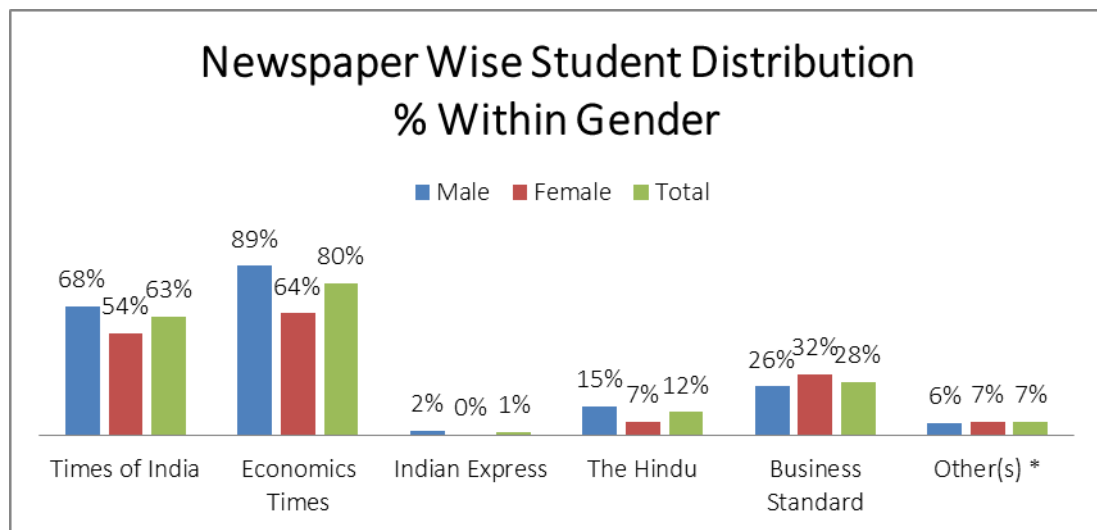
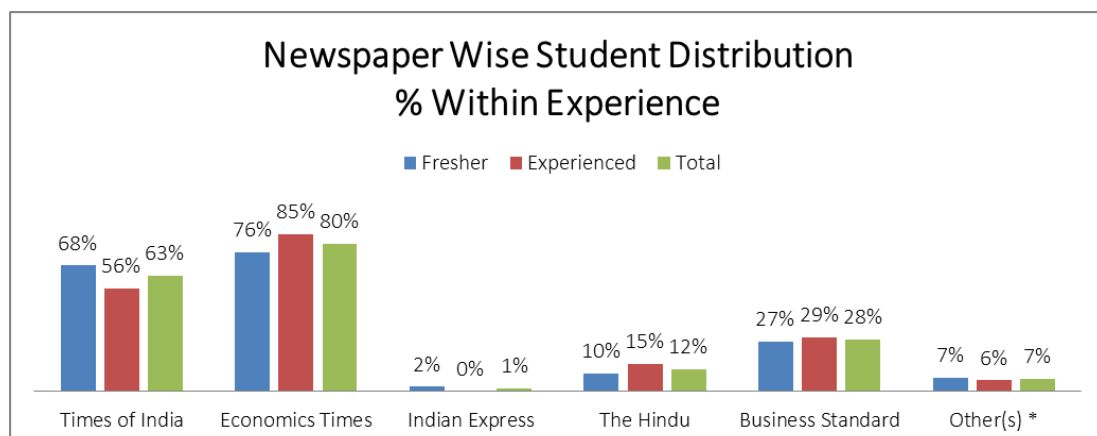


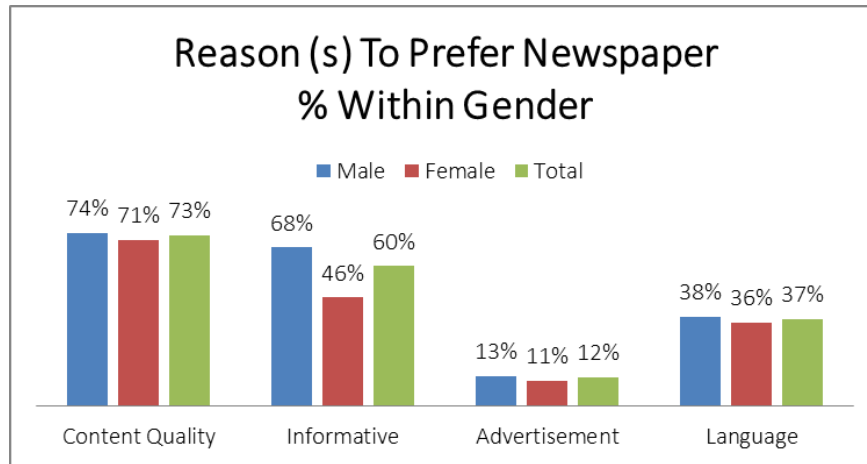
Chart 6.6 Newspaper wise Student Distribution % within Gender

The most read newspaper by both the gender is ET and same is the case when the data of the reading habits of the fresher is compared to that of an experienced individual.



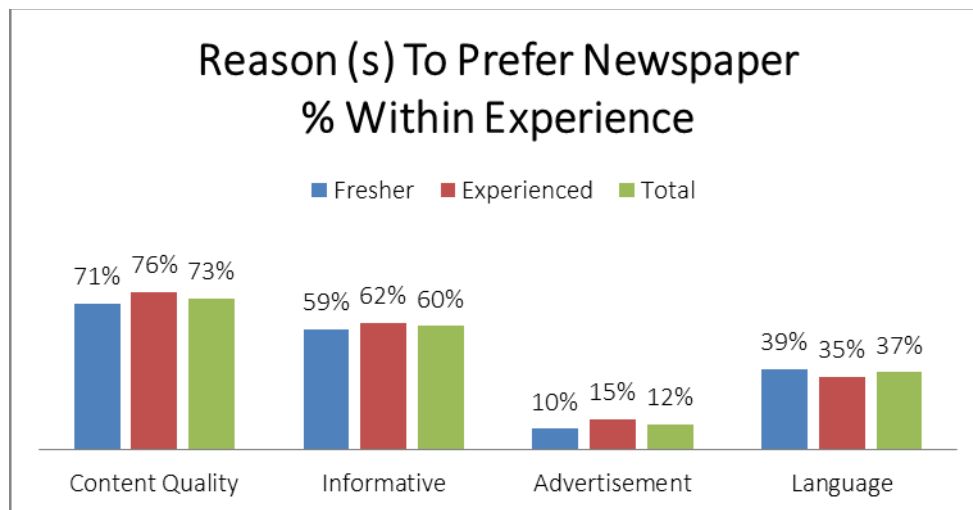
Char 6.7 Newspaper wise Student Distribution % within Experience

Now coming to what students look for in the newspaper is the quality of the content, that is who precisely and accurately the data is provided to them and not on the quantity of the information that is in there.

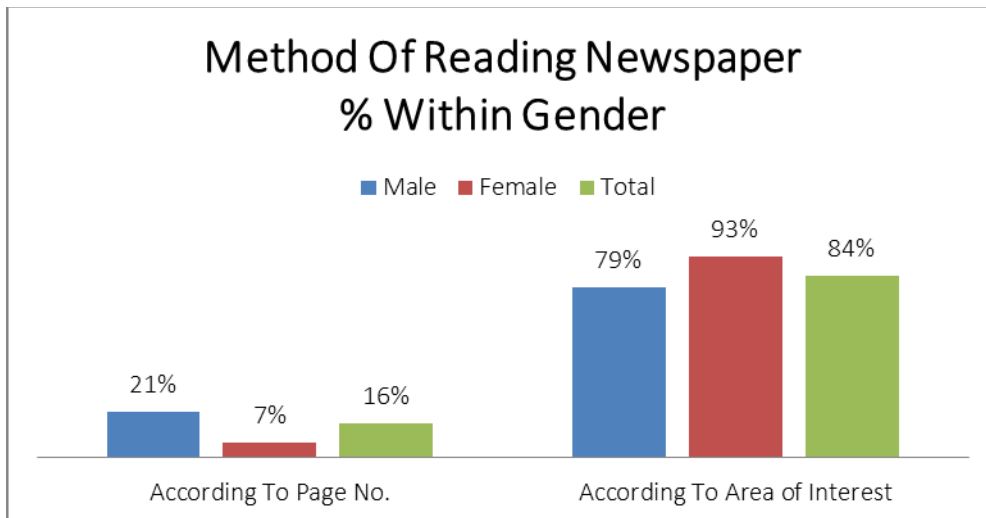


Char 6.8 Reasons to prefer Newspaper % within Gender

For the entire population sample the most important factor is the content quality of the newspaper, they should be able to get a glimpse of everything that is happening in and around the world and also the data should be correct.

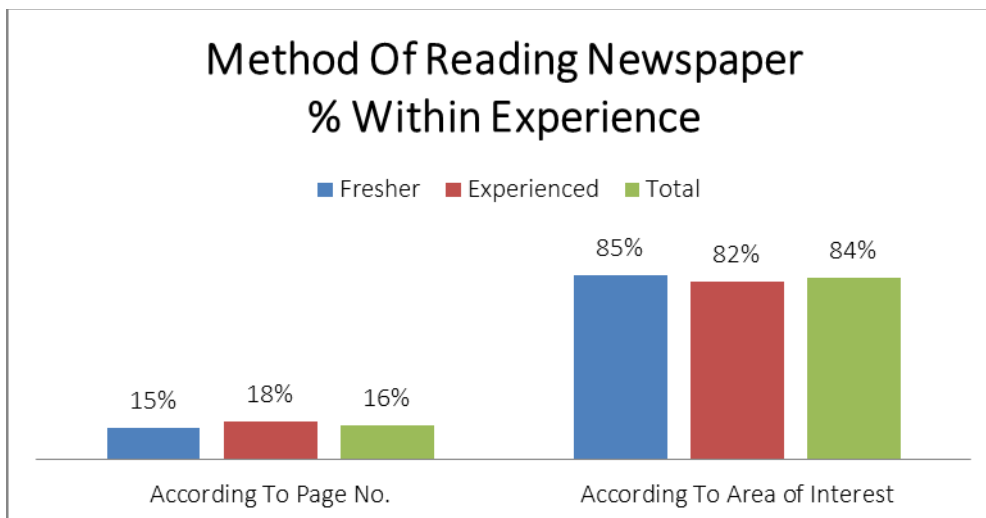


Char 6.9 Reasons to prefer Newspaper % within Experience



Char 6.10 Methods of reading Newspaper % within Gender

Since time is a premium in today's fast moving world, so the individual directly go to the part of the newspaper that interest them without wasting much of their time. So the marketers have to be spot on about the placement of their advertisement in the newspaper



Char 6.11 Methods of reading Newspaper % within Experience

## 6.6 PURPOSE OF USING INTERNET

In the study the various reasons for which students use internet was also studied. Thus, preferences were divided into various categories including Social Networking, Video Viewing, and Online News etc.

The findings of the research are provided below:

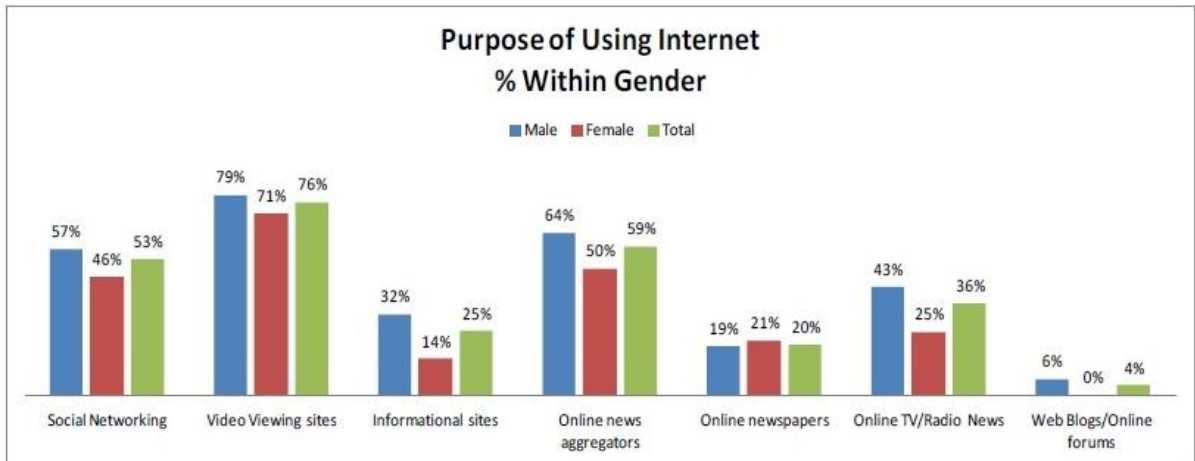


Chart 6.12 Purpose of Using Internet % within Gender

Experience wise data is provided below:

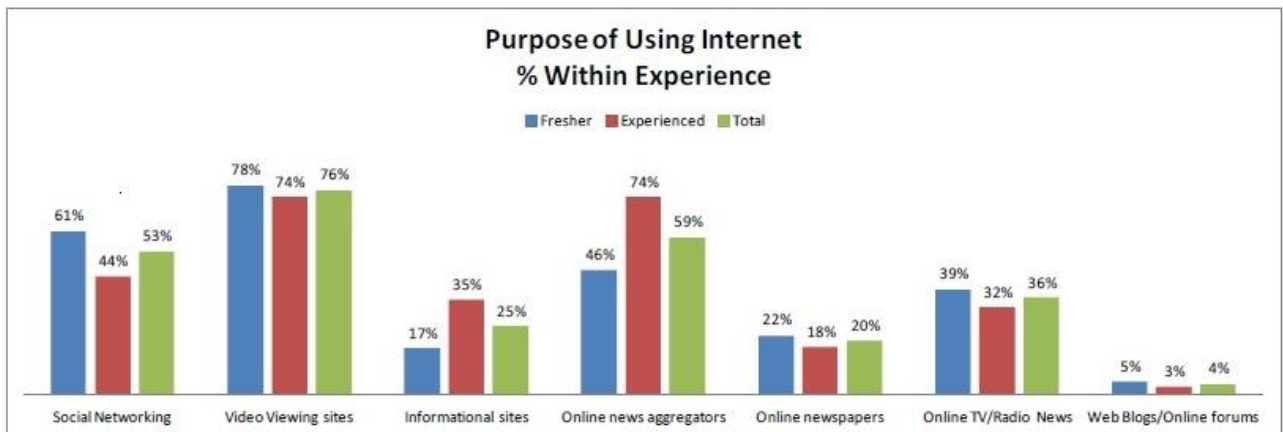


Chart 6.13 Purpose of Using Internet % within experience

The common tendency now a days is that Social Networking is the major reason for using the internet, but in our study data suggests that Video Viewing is the main reason for using internet with 76 % of the total sample (79% males and 78% fresher).

The other main reason is online news aggregate and social networking. The data shows that high number of student use internet as a mean of news. Thus, it can be inferred that internet has been the important source of news. The inconsistency has been observed in the preferences of males and females. This has been mainly in the category of online TV and informational sites.

As the Video viewing is one of the major activities that is been done by the students, so the sites like You Tube is increasingly growing as a medium of advertising. In the latest strategy adopted, the advertisement are being shown in between the videos.

## 6.7 INTEREST IN NOVELS

The data for interest in various categories of novels has been provided in the charts

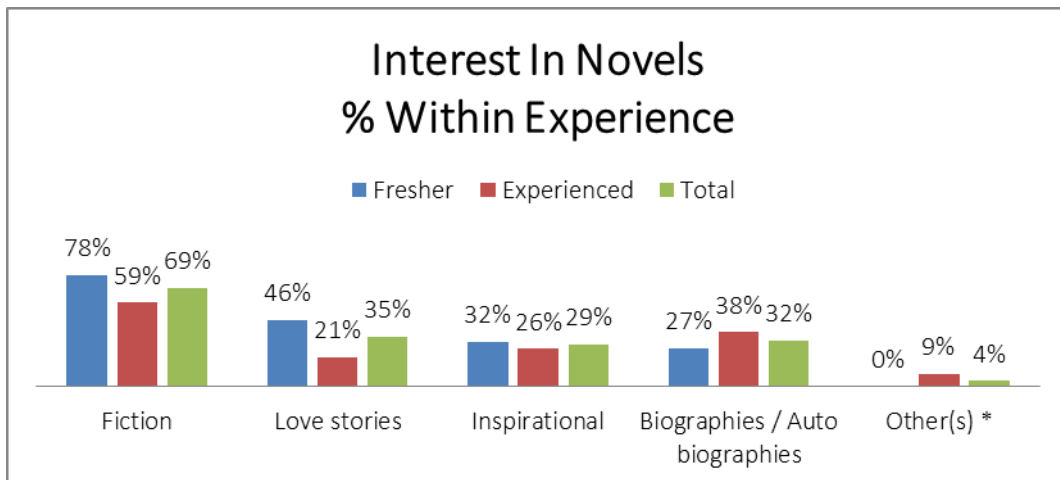


Chart 6.14 Interest in Novels % within gender

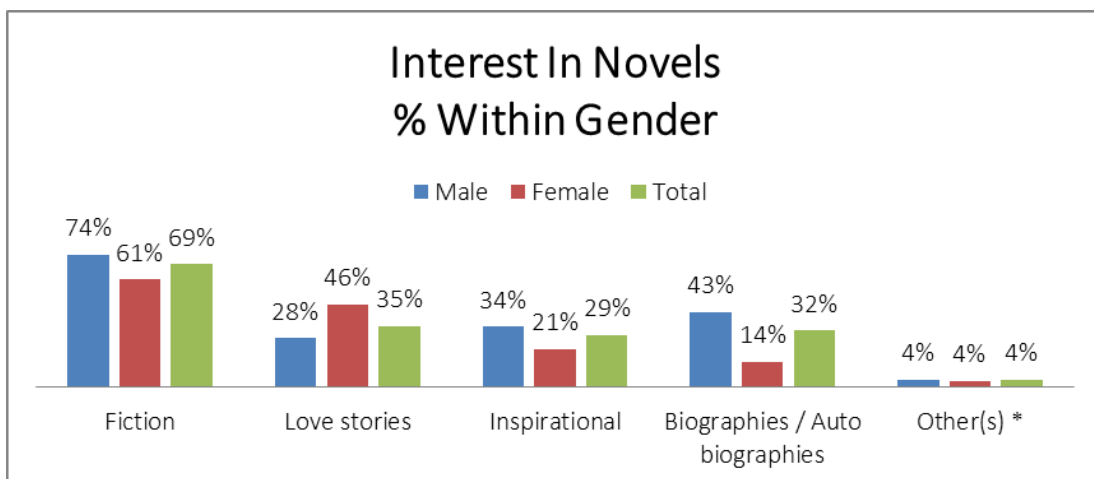


Chart 6.15 Interest in Novels % within gender and experience

Almost 70% of the respondents like to read Fiction stories followed by Love Stories, Biographies / Auto Biographies, Inspirational and others. Data also says that 46% of the fresher and 21% of the experienced people like to read love stories. Fiction stories more interests fresher than experienced people. Thus, data suggest that having work experience or being a fresher also affect the interest area of the reader for reading the novels. The novels are being used as a source of advertising now a days, latest example being the novel 2STATES in which HUL has been promoted. So this can be another media of promotion in the near future. The experience people are more likely to read the biographies as the experience of the individual will help them in their career path.

## 6.8 MAGAZINES

The students were asked about the number of magazines that they have subscribed to. The data tells that 75% of the total students have not subscribed to any magazines and 25% of the students have subscribed to the magazines in which 8% have 2 or three magazines. None of the total sample has subscribed to more than 3 magazines. A possible reason for the same can be that magazines are a bit costlier than the other sources and most of the content is available on the internet as it is, so students don't go for the subscription of the magazines.

The magazines that the students have subscribed include Business Today, The Economist, Overdrive and Auto Car.

The students were asked whether the number of magazines has increased in the past one year to capture the trend of interest in magazines. Only 6 students replied Yes to this questions and no. of magazines ranges from 0 to 2. So it can be concluded that there is not much of interest as such as the magazines are concerned and there is no likely hood of any increase in the same.

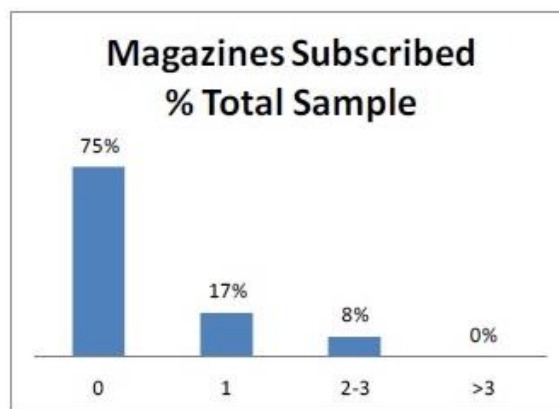


Chart 6.16 Magazines Subscribed



## **CHAPTER 7**

### **LIMITATIONS**

Since only 75 students from MBA colleges of Delhi are taken into consideration there is a limitation for the external validity of the study. This is due to the assertion that these 75 students may not represent the actual population.

The students in the sample are all MBA students, though they are from diverse background but it still pose a limitation that they may not represents the entire population of Post Graduate students, which also includes other streams like M.Tech, M.A, M.Com etc.

Another limitation to the study is the facilities that are available in different college may not same. For example, the Delhi Technological University library is one of the best in the city and student of DSM may spend more time in reading than the other Post Graduate students.

Moreover, online research journals like Emerald, free magazines and newspaper, 24 x 7 availability of internet are such facilities that may not be available to entire population. Thus, the result may vary as the sample size increases.

During the process of collection of data, some problems were faced. Some of the students who were approached were not too much interested in filling up the questionnaire due to many reasons like lack of interest, time constraint, etc. Thus, this gives a possibility that true preferences of the students may not captured in the study.

The feedback from the respondents was that the questionnaire should be easy, less time consuming, so that they do not find hard to fill it up. It is also been suggested the respondents should be encouraged to take interest in filling up the data.

## CHAPTER 8

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## ANNEXURE 1: QUESTIONNAIRE

# Readership and Media Habits of Post Graduate Students

Please note that the following study is purely an academic exercise and the data collected will be used for the academic purposes only. The information obtained whatsoever will not be used for any commercial purpose.

Name of the institute

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1. Gender [✓]  M  F

2. Age Group [✓]:

- <20
- 20-25
- 25-30
- 30-35
- >35

3. Do you have work experience  Yes  No

If yes, Specify months:

Area [✓]:

- IT/ITES
- BPO
- Manufacturing/construction
- Engineering
- Science
- Pharma
- Finance (including banking, accounts, equity etc.)
- Other(s)

4. Do you get yourself updated regularly with current events [✓]:  Yes  No

If yes, specify reason [✓]:

- Requirement by profession
- Personal interest
- Compulsion, Mandatory

5. Please rate your preference for the following media (**Blank if not applicable**) [✓]:

	Highly preferred	preferred	Indifferent	Not Preferred	Highly Not preferred
TV					
Internet					
Radio					
Newspaper					
Journals					
Magazines					
Novels					
Other (Specify)					

6. Please rate your overall interest:

(5- Much Interested, 4- Interested, 3-Indifferent, 2-Least Interested, 1-Not Interested, **Blank**- Not Applicable)

Business

News/ current affairs

Entertainment (Sports/cars/bikes/technology etc.)

Media sharing/social networking/video sharing

Others (Specify)

8. What is your source (s) of information (on the rating scale 1 to 5, may select multiple):

(5- Most Important, 4-Important, 3-Somewhat Important, 2-Not Important, 1-Not Preferred, **Blank**- Not Applicable)

	Sports	Current Affairs	Business	Entertainment	Technology	Career
TV						
Internet						
Radio						
Newspapers						
Journals						
Magazines						
Novels						
Other (Specify)						

9. Which newspaper you read (If applicable) [✓]:  Times of India

Economics Times

Indian Express

The Hindu

Business Standard

Other(s) (Specify)

10. Why do you prefer the specified newspaper (If applicable) [✓]:

- Content Quality
- Informative
- Advertisement
- Language
- Other(s) (Specify)

11. How do you prefer to read newspapers (If applicable) [✓]:

According to page number.

- According to page number
- According to your area of interest.

12. How many magazines you have subscribed (If applicable) [✓]:

- 0
- 1
- 2 - 3
- >3

13. Have the no of magazines subscribed increased in the past one year [✓]?

Yes

No

If yes (specify):

14. The magazine (s) that you read (If applicable):

15. The journal (s) that you read (If applicable):

16. Your area of interest in novel(s) (If applicable) [✓]:

- Fiction
- Love stories
- Inspirational
- Biographies / Auto biographies
- Other(s)

17. The purpose of using the internet (If applicable) [✓]:

- Social Networking
- Video Viewing sites
- Informational sites
- Online news aggregators
- Online newspapers
- Online TV/Radio News
- Web Blogs/Online forums
- Other(s)

***Thank You!!***

*“Highly appreciate your co-operation”*