

## Educational Dissemination through Newspaper Daily

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### Abstract

The formal sources of educational guidance remained no more sufficient to deal with the fast changing educational demands of the learners. Therefore, informal sources like media, especially low cost newspapers, may serve these demands. Newspapers are storehouse of current information and treasure of knowledge related to personal as well as social and local and global issues. According to a readership survey among the youth of India, conducted by NBT in 2009, a literate youth spends on an average 32 minutes on newspaper reading daily and about 63% read newspapers to gather news and information on current event and only 10% reading for entertainment. Knowing this youth demand, several dailies are bringing out educational supplements. Hence, the present study was planned to investigate educational dissemination through newspaper daily and its role in educational guidance. 28 days of circulations of the newspaper The Telegraph (Calcutta Edition), including the routine publication and all the supplements (Metro, T2, Sunday, Graphiti, Telekids and Career Graph) published during the month of February, 2013, constituted the sample for the present investigation. To collect the data content analysis method was used and a General Information Schedule (GIS) was developed for the research purpose. The data were analyzed using both Chi-Square and Percentage technique. Data analysis showed that the amount of both Non-Educational News and Non-Educational Ads were higher in percentage than Educational News and Educational Ads respectively. The amount of coverage of Educational News and Educational Ads also significantly differed and the latter was much higher in amount than the former. Further, the coverage given to different categories of educational news items also not equal or near to equal. The research concluded that The Telegraph (Calcutta Edition) is providing only a partial and unstructured educational guidance to the students which are neither comprehensive, nor regular. This research will create the scope for using newspaper as a tool of educational guidance and will help the newspaper publishers to review their existing content and to come up with necessary modifications.

**Keywords:** The Telegraph, Newspaper, Educational Dissemination, Educational Guidance, News Content, Educational Coverage

### 1. Introduction

Urge to know the unknown, and thirst for knowledge has always been the inherent desire of human beings which forced them to explore the unexpected and to know the unknown. This urge to acquire knowledge led them to invent new technologies (Hegde and Malagatti, 2010-2011). Media is one of the many technologies that men had invented to make his quest for knowledge fast, smoother and easy. Continuous and prolonged hard working in this regard resulted in the setting up of media including the newspapers. 21<sup>st</sup> century is the era of information revolution. With the growth of affluence, combined with advances in technology, there has been abundance of media never before found in India or elsewhere in the world. Increasing literacy to handle media has exposed the people to different kinds of media. In India, we have been witnessing an unprecedented growth in production and consumption of media (Hegde and Malagatti, 2010-2011). However, the spread of digital technology has raised a question mark on very existence of newspapers. Use of internet, broadband, mobile, tablets is changing media consumption habits of people, specially the youths. That's why it is being said that newspapers have no future. But the newspaper industry is optimistic about it. In support, World Press Trends Report, 2012 gave following facts:

2.5 billion People read a newspaper in print regularly. That is more people than the 2.2 billion those use the internet, or who have the capability to get content on mobile telephones. More than 500 million read newspapers both the print and digital form, and 100 million more read the digital version only. Newspaper circulation grew by 1.1 per cent globally in 2011, to 512 million copies, and 4.2 per cent between 2007 and 2011 (WPT, 2012).

Important aspect of this growth is the contribution of Asian newspapers. They have offset the losses in other parts of the world, mostly in North America and Western Europe. Situation in these regions is of concern. As per the report circulations there have declined by 17% during 2007 to 2011. But in Asia newspaper circulations grew by 16% during the same period. China and India were the major contributors (Review of The Press in India, 2008 to 2012).

## 1.1. Rising Importance of newspaper in India and its Educational importance

Media of India consist of several different types of communications; television, radio, cinema, newspapers, magazines, and Internet-based Web sites. India has more than 70,000 newspapers and is the biggest newspaper market in the world - over 100 million copies sold each day. The World Association of Newspapers and News Publishers (WAN-IFRA) publishes a list of newspapers with the largest circulation. In 2011, India led the world in terms of newspaper circulation with nearly 330 million newspapers circulated daily (WAN-IFRA). During 2007 to 2011, in the total average of paid and free dailies circulation, India registered 11.23% growth (WAN-IFRA).

The above data show the huge mass appeal of Newspapers in India. However, newspapers carry a big appeal for educating and influencing the opinion of the masses too. Being a source of latest information and treasure of knowledge on the local and global issues related to each and every aspect of the social life, a newspaper can potentially become an effective aid in the process of teaching-learning. Newspapers can be a valuable source for generating necessary interest in reading (Mangal, 2009). Newspapers, in fact, are considered as an aid to self-help in education (Harris, 1987). They may also help in developing specific reading interests related to specific subjects and issues among the children from the very beginning. Hence, they may prove a source of vast information and knowledge for the students of varying age and grades in all the areas of the school and college curriculum (Mangal, 2009).

In 2009, National Book Trust (NBT) in India undertook a readership survey among the youth of the country. The survey was conducted by the National Council of Applied Economic Research survey, with a sample of over 3,11,431 literate youth (1,02,021 rural and 2,09,410 urban) covering 432 villages in 207 districts as rural and 753 urban blocks in 199 towns as urban. This survey found that, about 24% of households have newspaper subscription (15% rural, 39% urban). Four out of every seven households of 'graduate and above' youth and three out of every eight urban households have newspaper subscription. In fact, a literate youth spends on an average 32 minutes on newspaper reading daily. More interestingly, about 63% read newspapers to gather news and information on current event and only 10% reading for entertainment and the literate youth had a higher level of confidence in newspapers than TV. Another short survey conducted by Hegde and Malagatti (2010-2011) on 100 students showed that 35% of the respondents read news papers to know the happenings around the world, and 29% to enrich their general knowledge. 11% read because they are preparing for competitive exams, 23% read to collect more information and only 2% read for time pass. These figures show that how badly students depend on newspapers for educational information.

Knowing this youth demand, in recent times, several dailies are bringing out educational supplements on weekly basis. Almost every newspapers are focusing their attention towards publishing syllabus based education for secondary and higher secondary students. Text book based articles for a few degree courses are also published to help the students to refresh their school teaching and improve upon their own understanding of studies. Newspapers are publishing and supplying additional supplement to the schools and colleges in targeted areas so as to wean their attention on the core issue of education. Publication on career guidance and employment opportunities are helping the unemployed youth (Kakade and Raut, 2012). Hence, the problem to be investigated in this study is in which educational matters and to what extent an English Daily is providing educational guidance to the students of all levels.

## 1.2. Research Overview

### 1.2.1. Role of Media in Informal and Non-Formal Learning

Researchers have admitted the role that media play in non-formal and informal education. Adegbija (2000), studied non-formal education through the use of instructional media and showed how the effectiveness of non-formal learning can be improved through tv, magazines, newspapers etc. Hayes et al. (2012) recognized the importance of digital media meets informal learning. This study also highlights the ways in which media as a production medium can further transform the learning experience. Jahnke (2013), studied on the utilization of social media as a "booster" to intensify learning.

### 1.2.2. Role of Media in Knowledge Gain

A number of studies have been found showing the importance of media in knowledge gain, in teaching learning process and above all in education (Manoharan, 1988; Eveland Jr. and Scheufele, 2000; Wangusa and Kajimbwa, 2010; Bello, 2011; Akdemir, Barin and Demiroz, 2012; Hasan, 2012). Researchers have admitted the role that media play in education. One such investigation found that weekly hour of media use had significant positive impact on test scores (Hasan, 2012). Another research showed how newspapers play valuable role as teaching-learning resources for secondary schools (Bello, 2011). On a different note, Manoharan had attempted to find relative effectiveness of media in knowledge gain experimentally. It found a positive correlation between the two, especially in young people (Manoharan, 1988). Another study in 2000 found that the gaps in knowledge gain between higher and lower educational groups were great among light and heavy users of newspaper (Eveland Jr. and Scheufele, 2000). This surely predicts that newspapers have an impact on knowledge gain. A case study in

Tanzania illustrated how the Newspapers in Education (NiE) initiative provided suitable intervention for improving functional literacy of pupils in primary schools. The research also accepted that the use of newspapers in teaching-learning process develops child's creativity, basic skills, attitude, behaviour and ultimately increases child's capacity of reading and writing (Wangusa and Kajimbwa, 2010). To explore the educative role of newspapers another research was conducted to see if newspaper articles could be used as speaking materials in foreign language courses as they include most authentic language patterns (Akdemir, Barin and Demiroz, 2012).

### 1.2.3. Educational Coverage by Media

Although very low in number, few researchers tried to see the nature and type of coverage of various educational subjects. A perspective analysis of Times of India and The Hindu showed that health and hygiene and higher education got the highest coverage (Ahmed, 1992). A bulk of studies was found on science and technology news coverage. One such research provided empirical evidence of trends and patterns of science and technology reporting in African media (Lugalambi et al, 2011). A comparative study of six newspapers of Cape Town showed that each newspaper covered science and technology news very differently (Turner, 2008). However, researchers noticed that science and technology coverage in the newspapers are quite low. Rooyen found that South African press published a percentage of science and technology articles (Rooyen, 2007). In India, a research conducted on dissemination of science and technology news through Tamil newspapers, also pointed out this limited coverage of science and technology news and suggested paths of improvement (Arulchelvan, 2010). One more comparative study of science coverage in Hindi and English newspapers of India also found science news got very little space in newspapers, especially in Hindi (Kumar, 2013). However, few other investigators concentrated in finding other areas of news coverage related to educational issues. Dharukar (1992), found that educational scandals, school and college educational programmes, examination results etc had got most attention in educational news coverage. An investigation on two Kenyan dailies, however, found that secondary school sub-sector attracted most media coverage (Ndung'u, 2008-2011). A comparative study of Korean and American dailies found that Korean newspapers covered universities more negatively than their American counterparts (Shim, Jung and Kim, 2011). Another study took a step ahead and made an opinion survey to see how effectively the publishing of educational subjects in comparison to other media (Hegde and Malagatti, 2010-2011). Roulston added a new dimension to the trend studies of the educational news when he analysed the changing pattern of educational news in the dailies when New Zealand's educational system was going through radical policy change (Roulston, 2005). Almost a similar study was done by Manuel when he made a cognitive analysis of media coverage of educational reform 2007-2008 and its impact on public understanding of this issue (Manuel, 2009). On a completely new note, Conrad's study focused on media coverage of crisis faced by four educational institutes (Conrad, 2011).

### 1.3. Emergence of the Problem

From the above discussion it became imperative that the formal sources of education are no more sufficient to cope with the emerging issues and problems of the educands, the changing demands of teaching-learning process and with the changing curriculum. Therefore, organized dissemination of educational information by the newspapers is crucial for students at present times. However, the above review of literature shows that till date, not much research is done on the educational dissemination by the media, especially what type of and how much educational guidance it is providing to the students. Motivated by this scenario, the present study was undertaken to explore the educational guidance through newspaper.

### 1.4. Objectives

- To categorize the newspaper subjects in relation to education.
- To compare the amount of coverage between Educational News and Non-Educational News.
- To compare the amount of coverage between Educational Advertisements and Non-Educational Advertisements.
- To compare the amount of coverage between Educational News and Educational Advertisements.
- To compare the amount of coverage of different categories of news items related to education.

## 2. Methodology

### 2.1. Definition of the Operational Terms

*Education:* Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto-didacticism.

*Newspaper:* A newspaper is a periodical publication containing news regarding current events, informative articles, diverse features, editorials, and advertising.

*Educational Guidance:* According to Jones, "Guidance involves personal help given by someone, it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his

purpose; it assists him in solving problems that arise in his life."

*Content Analysis:* Content analysis is a technique for systematically describing written, spoken or visual communication. It provides a quantitative (numerical) description. a content analysis of newspapers could include: a) *Format:* (i) Number of color vs. black-and-white photos, (ii) Placement of news stories (front page vs. inside), and (iii) Amount of space devoted to advertising. b) *Content:* (i) Topics of news stories (e.g., local vs. international), (ii) Emotional tone of reporting, and (iii) Political orientation of columnists.

## 2.2. Hypotheses

- **H<sub>0</sub>1:** There will be no significant difference in the amount of coverage between Educational News and Non-Educational News.
- **H<sub>0</sub>2:** There will be no significant difference in the amount of coverage between Educational Advertisements and Non-Educational Advertisements.
- **H<sub>0</sub>3:** There will be no significant difference in the amount of coverage between Educational News and Educational Advertisements.
- **H<sub>0</sub>4:** There will be no significant difference in the amount of coverage of different categories of news items related to education.

## 2.3. Sample

28 days of circulations of the newspaper Telegraph (Calcutta Edition), including the routine publication and all the supplements (Metro, T2, Sunday, Graphiti, Telekids and Career Graph) published during the month of February, 2013, were chosen from the target population, constituted the sample for the present investigation. Purposive Sampling method was applied for choosing the samples.

## 2.4. Tools

- **General Information Schedule (GIS)** was developed and used to count and collect the number of educational news items from The Telegraph (Calcutta Edition) in different categories of educational news items under different section.
- **Selection of newspaper- The Telegraph (Calcutta Edition):** According to the fourth quarter results of the Indian Readership Survey, 2012, conducted by Media Research Users Council (MRUC), The Telegraph, from ABP Group, has recorded Average Issue Readership (AIR) of 12.65 lakhs and ranked fourth among the top 10 circulated English dailies of India. Like many other dailies The Telegraph also disseminates information which can provide students with educational help. Therefore the present investigator has chosen to study educational dissemination through The Telegraph (Calcutta Edition) and its role in educational guidance.

**Table 1 : Inclusion criteria under each category**

Categories	Inclusion criteria
<b>Broad categories: related to news and advertisements</b>	
1) <i>Educational News</i>	Contains news related to education only.
2) <i>Non-Educational News</i>	Contains all other general news, published on The Telegraph which are not related to education; such as sports, politics, business, economic news etc
3) <i>Educational Advertisements</i>	Contains ads related to education only.
4) <i>Non-Educational Advertisements</i>	Contains all other ads, published on The Telegraph which are not related to education; such as astrology, real estate, automobiles, BPO etc
<b>Sub categories: related to educational news and educational advertisements</b>	
i) <i>Admission</i>	Contains the news and ads imparting admission related information to different schools, colleges, universities, study centres etc.
ii) <i>Articles</i>	Covers those write-ups which provide useful educational information to the students. This includes various areas like, exam time stress, new discoveries, studying in abroad, etc.
iii) <i>Anecdotes</i>	Includes short description of newly released books, events and self experiences etc. related to education.
iv) <i>Book Reviews</i>	Covers reviews of various books - novels, text books, story books, travel books, books for kids and adults.
v) <i>Creativity and Skill Development</i>	Here, three types of news items were considered -a) Items that help in developing Language b) Creative work like instruction on craft making etc. c) Items that help in Computer Skill development
vi) <i>Curriculum</i>	Includes information on syllabus, course materials and planning etc.
vii) <i>Examination/ Test</i>	Provides information on various examinations (competitive, entrance and regular course of studies.
viii) <i>Events</i>	Covers events like educational Seminars, Debates, Conferences, Meets, Interactive sessions, Educational Fair, Educational Workshop, Educational Competition, Quiz etc.
ix) <i>Games</i>	Games help to develop students' problem solving skill, exercising intelligence. The Telegraph provides a huge range of games, such as, Crossword, Sudoku, Jumble, Identification, Quiz, Colouring, Puzzle, Quick Think, Join The Dots, Chess and Bridge.
x) <i>G.K.</i>	Both traditional G.K. and current affairs were included in this category.
xi) <i>Institutions</i>	Includes news and ads of different preschools, childcare, elementary schools, and universities.
xii) <i>Letters/Inquiry</i>	Here by Letter or Inquiry we mean the letter written to a newspaper, about issues of concern to readers, usually intended to be published in the paper/periodical or the knowledge or information asked by the reader.
xiii) <i>Result</i>	Results of various competitive exams, entrance exams and results of regular degree course are our matter of concern in the present study.
xiv) <i>Scholarship</i>	Provides information (scholarship amount, time, condition and method of applying, criteria for selection etc) about different scholarship programmes.
xv) <i>Tips</i>	Tips means providing direction or advice to someone or something to help to take a decision or a course of action. In the present context, we discussed only about educational tips.
xvi) <i>Tutorials</i>	Telegraph provides information on Tutorials of competitive exams, entrance exams and also on many regular courses from higher to secondary and primary stages of education.

After categorization the data were collected from the each category of each section by applying the technique of counting number of news items under the method of content analysis. The counting of the news items was done on the basis of the dominant tone of the news items to avoid errors as a news item may contain several aspects.

## 2.5. Data Collection Procedure

First a categorization of The Telegraph was done (under objective 1). The sections of the newspapers were classified into four sections on the basis of priority given to educational news and educational ads. The four broad categories are - Educational News, Non-Educational News, Educational Advertisements and Non-Educational Advertisements. Further the Educational News and Educational Advertisements were classified into sixteen sub-categories. These are - Admission, Articles, Anecdotes, Book Reviews, Creativity and Skill



Development, Curriculum, Examination/ Test, Events, Games, General Knowledge, Institutions, Letters/Inquiry, Result, Scholarship, Tips and Tutorials. After categorization the data were collected from the each category of each section by using GIS and by applying the technique of counting number of news items under the method of content analysis. The counting of the news items was done on the basis of the dominant tone of the news items to avoid errors as a news item may contain several aspects.

### 3. Data Analysis and Interpretation

Collected data were tabulated and analyzed through statistical treatment Chi- square test ( $\chi^2$ ). It is a non-parametric test of significance, appropriate when the data is in the form of frequency counts. Descriptive method was used in the present study. The data were also assessed in the present study by calculating and comparing the percentages.

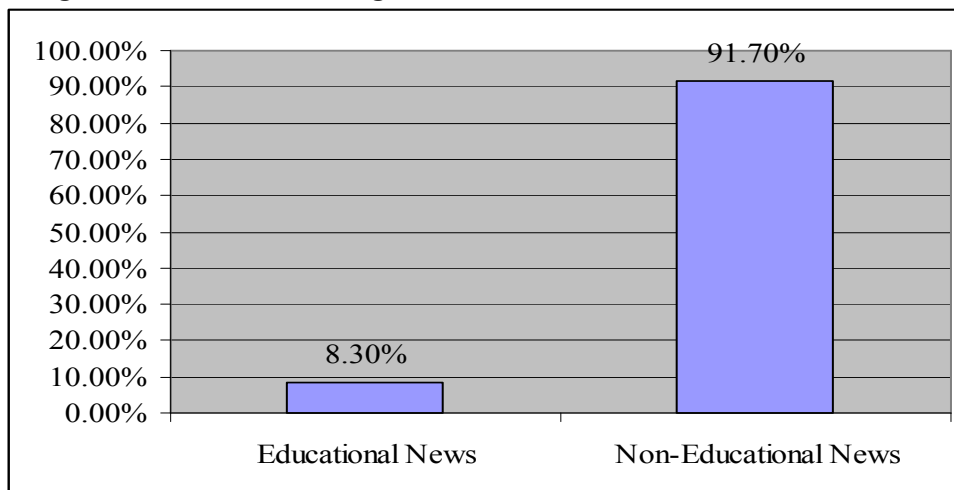
#### Testing of Hypothesis H<sub>01</sub>

**Table 2: Percentage and Chi-Square result of the amount of coverage of Educational News and Non-Educational News**

News Items	$f_o$	$f_e$	Percentage	Chi-Square Value	df	Remarks
Educational News	370	2229	8.30%	3100.92*	1	Significant at $p \leq 0.05$
Non-Educational News	4088	2229	91.70%			

Table 2 reveals that the value of  $X^2$  (calculated) 3100.92\* is much higher than the value of  $X^2$  (tabulated) 3.841 and the result is significant at 0.05 level (P value  $\leq 0.05$ ). Therefore the hypothesis is rejected. Hence, we may conclude that the difference in amount of coverage of Educational News and Non-Educational News cannot be attributed to chance alone. Table 2 also shows that the percentage of the number of Non-Educational News (91.70%) is higher than the percentage of Educational News (8.30%) published in The Telegraph (Calcutta Edition) in the month of February, 2013. This is further illustrated in Fig. 1.

**Fig 1: Percentage for the amount of coverage of Educational News and Non-Educational News**



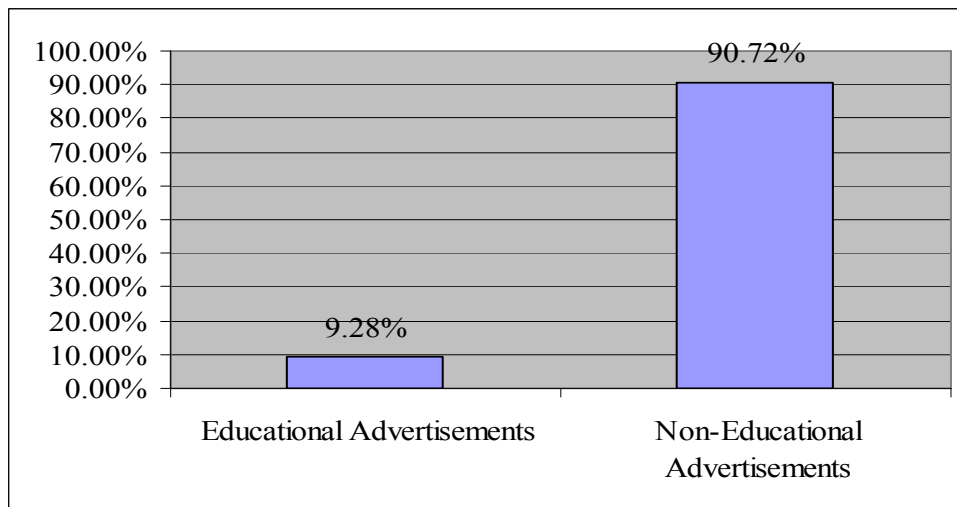
#### Testing of Hypothesis H<sub>02</sub>

**Table 3: Percentage and Chi-Square result of the amount of coverage of Educational Advertisements and Non-Educational Advertisements**

News Items	$f_o$	$f_e$	Percentage	Chi-Square Value	df	Remarks
Educational Advertisements	458	2468.5	9.28%	3274.96*	1	Significant at $p \leq 0.05$
Non-Educational Advertisements	4479	2468.5	90.72%			

Table 3 reveals that the value of  $X^2$  (calculated) 3274.96\* is much higher than the value of  $X^2$  (tabulated) 3.841 and the result is significant at 0.05 level (P value  $\leq 0.05$ ). Therefore the hypothesis is rejected. We can say quite confidently that the difference in amount of coverage of Educational Advertisements and Non-Educational Advertisements is not based on a mere chance factor. Table 3 also shows that the percentage of the number of Non-Educational Advertisements (90.72%) is much higher than the percentage of Educational Advertisements (9.28%) published in The Telegraph (Calcutta Edition) in the month of February, 2013. This is further illustrated in Fig. 2.

**Fig 2: Percentage of the amount of coverage of Educational Advertisements and Non-Educational Advertisements**



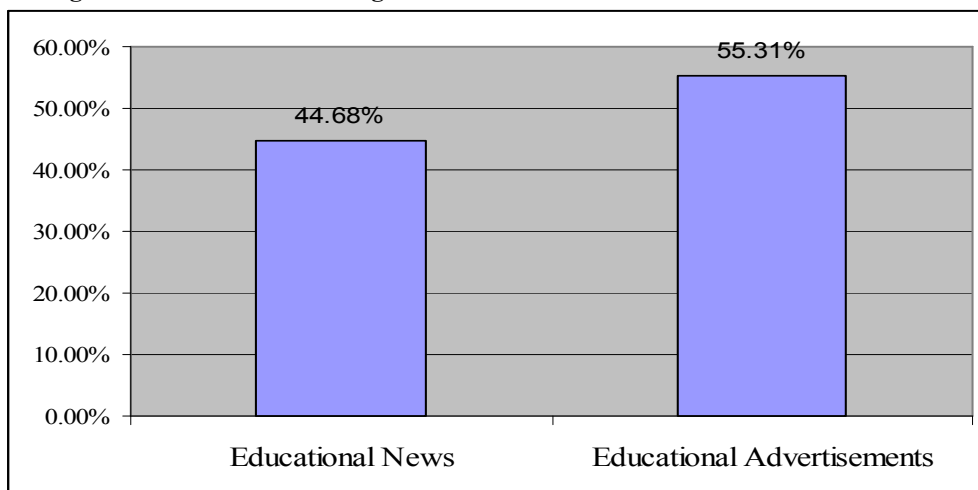
**Testing of Hypothesis H<sub>03</sub>**

**Table 4: Percentage and Chi-Square result of the amount of coverage of Educational News and Educational Advertisements**

Educational Items	$f_o$	$f_e$	Percentage	Chi-Square Value	df	Remarks
Educational News	370	414	44.68%	9.36*	1	Significant at $p \leq 0.05$
Educational Advertisements	458	414	55.31%			

Table 4 reveals that the value of  $X^2$  (calculated) 9.36\* is greater than the value of  $X^2$  (tabulated) 3.841 and the result is significant at 0.05 level ( $P$  value  $\leq 0.05$ ) and therefore, the hypothesis is rejected. Hence, we may conclude that the difference in the amount of coverage of Educational News and Educational Advertisement cannot be attributed to chance alone. Table 3 also shows that the percentage of the number of Educational Advertisement (55.31%) is higher than the percentage of Educational News (44.68%) published in The Telegraph (Calcutta Edition) in the month of February, 2013. This is further illustrated in Fig. 3.

**Fig 3: Percentage of the amount of coverage of Educational News and Educational Advertisements**



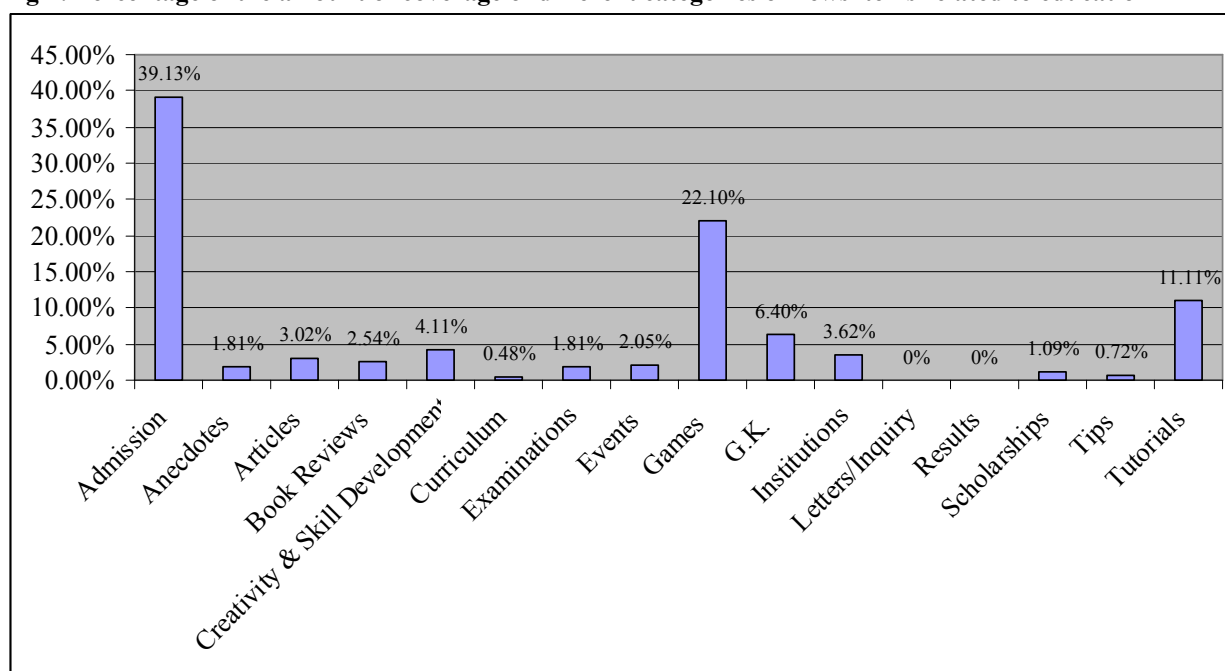
### Testing of Hypothesis H<sub>04</sub>

**Table 5: Percentage and Chi-Square result of the amount of coverage of different categories of news items related to education**

News Items Related to Education	$f_o$	$f_e$	Percentage	Chi-Square Value	df	Remarks
Admission	324	51.75	39.13%	2142.65*	15	Significant at $p \leq 0.05$
Anecdotes	15	51.75	1.81%			
Articles	25	51.75	3.02%			
Book Reviews	21	51.75	2.54%			
Creativity and Skill Development	34	51.75	4.11%			
Curriculum	4	51.75	0.48%			
Examinations	15	51.75	1.81%			
Events	17	51.75	2.05%			
Games	183	51.75	22.10%			
G.K.	53	51.75	06.40%			
Institutions	30	51.75	3.62%			
Letters/Inquiry	0	51.75	0%			
Results	0	51.75	0%			
Scholarships	9	51.75	1.09%			
Tips	6	51.75	0.72%			
Tutorials	92	51.75	11.11%			

Table 5 reveals that the value of  $X^2$  (calculated) 2142.65\* is much greater than the value of  $X^2$  (tabulated) 24.996 and the result is significant at 0.05 level ( $P$  value  $\leq 0.05$ ). Therefore the hypothesis is rejected. We can say quite confidently that the difference in the amount of coverage of different categories of news items related to education is not based on a mere chance factor. Table 5 indicates that each category of news items had not got equal attention. Admission news got the highest coverage whereas Result and Scholarship – these two categories had not got any coverage in The Telegraph (Calcutta Edition) in the month of February, 2013. This is further illustrated in Fig. 4.

**Fig 4: Percentage of the amount of coverage of different categories of news items related to education**



### Discussion

The overall study points out that a significant difference exists between the amount of educational news and non-educational news and non-educational news is 83.4% higher than the educational news. Same is found in case of educational ads and non educational ads. However, this difference may be due to the fact that the non-



educational news includes many other categories such as politics, national and international happenings, business, sports, economy, market price, editorials, film and television etc. each of these items require attention. Therefore, it is quite possible that if the coverage of educational news would be compared with other segments of news then the difference would look not so high.

Surprisingly, it was seen, that the educational ads are quite higher in percentage than educational news items and the statistical analysis shows the difference is significant enough. Although newspaper publishing house has no direct control over this section and has no direct control over the advertisements they publish and cannot limit or decide educational ad's number, still such higher percentage of the educational ads than educational news draws our attention because Telegraph publishes a separate supplement of education and career guidance and it is expected that the amount of educational news will be greater than or at least equal in amount as predicted in our hypothesis.

However the variety that The Telegraph (Calcutta Edition) provides through coverage of several educational subjects, cannot be overlooked. Admission, Article, Anecdote, Book Review, Creativity and Skill Development, Curriculum, Examinations, Events, Games, G.K., Institutions, Letter/Inquiry, Result, Scholarships, Tips and Tutorials – total 16 categories of educational subjects were covered by The Telegraph (Calcutta Edition). This categorization has been also seen in some previous studies (Ahmed 1992; Dharurkar, 1992). In the present study we found that in the month of February, 2013 Admission (39.13%) information got highest coverage. This is quite contrary to a previous study which found only 9.95% news are on admission (Ahmed, 1992). Games got the second highest coverage (22.10%). The Telegraph provides a huge range of games, such as, Crossword, Sudoku, Jumble, Identification, Quiz, Colouring, Puzzle, Quick Think, Join The Dots, Chess and Bridge. Tutorials (11.11%) and G.K. (6.40%) also got sufficient attention. A previous literature by Hegde and Malagatti found that 29% of the students read newspaper to enrich their G.K. (Hegde and Malagatti, 2010-2011). Tutorials are mostly covered by the ads.

However, the coverage given to different educational categories are unequal. While Admission, Games, Tutorials – these categories got much attention, Article, Anecdote, Book Review, Creativity and Skill Development, Curriculum, Examinations, Events, Games, G.K., Institutions, Scholarships and Tips got very little coverage. On the other hand, Result and Inquiry/Letters sent by students had not got any coverage. This data is quite contrary to the previous research by Ahmed which showed that curriculum and Institutions got coverage as high as 9.35% and 6.62% respectively (Ahmed, 1992). The findings of Ahmed showed that Results and examinations too got moderate attention (Ahmed, 1992). Dharurkar also found that examination results were given importance in the Marathwada region newspapers (Dharurkar, 1992). An earlier research found that the media gives education issues splash headlines only during the release of national examinations, probably to make quick sales from parents and the public who all are eager to know the results (Ndung'u, 2008-2011). However, in spite of the fact that February and March are the months for many board examinations like Madhyamik Parikshya, H.S. ICSE, ISE, CBSC etc. still examination results got only 1.81% coverage in the period under study. A previous research found that 11% of the students read newspaper because they are preparing for competitive exams (Hegde and Malagatti, 2010-2011). Besides, The Telegraph (Calcutta Edition) had not entertained any letter or inquiry sent by the student-readers and thus left no scope for interaction with the students. Research says that majority of the students had suggested for arrangement of interaction with readers by the newspapers (Hegde and Malagatti, 2010-2011).

On the other hand, many categories which were given importance in the previous researches had not got any focus by The Telegraph (Calcutta Edition) in the month of February, 2013. These are educational policy, educational reforms, science and technology, youth column etc. A research by Readership Institute Media Management Center at Northwestern University stressed for a separate youth column where newspapers could be able to connect with the students (Readership Institute, 2001).

To conclude it can be said that the educational dissemination by The Telegraph (Calcutta Edition) is neither comprehensive nor very regular. Educational supplement also get published only after a fortnight. This irregularity doesn't match with the findings of the previous researches which showed regularity in publishing educational news due to high demand by the readers (Ahmed, 1992; Dharurkar, 1992). Moreover, not much importance is given education issues since they hardly got splash treatment or became headlines. This might become a threat to the circulation of The Telegraph because a research shows that 61% students would prefer to change subscription if they find another newspaper is coming out with better educational coverage (Hegde and Malagatti, 2010-2011). This proves that educational issues can influence circulation aspect. Some previous studies found that students depend on new media (such as internet, mobile, blogs) no less than the printing media and these new media are the greatest threat to the newspapers (Ram, 2011; Hegde and Malagatti, 2010-2011). Therefore, it is easily assumable that The Telegraph may have to struggle in the near future to retain readers if they do not change their policy. For the sake of the students too, it is necessary to disseminate educational guidance in a more organized and concrete way so that media would be proven as chief contributor in education the youth side by side of the formal agencies of education.

### Significance of the Study

This study will provide the educational administrators and planners with data to use newspaper as a medium to provide educational guidance. This research also may help increasing awareness of reading newspaper among students. Besides, the research will add to the knowledge of Educational Technology by showing the usefulness of newspaper as an instructional media in education. Furthermore, this research will also contribute to the knowledge of Guidance and Counseling, by proving that how effectively newspaper can be used as a mean of educational guidance of the students. This research may also create the scope for the newspaper publishers to review their existing content and to come up with necessary modifications. Last, but not the least, this study will also contribute to the knowledge of Media studies by exploring a newer dimension of the newspaper content.

### Suggestion for Further Study

Further researches can be done to find out that how many students are actually reading The Telegraph (Calcutta Edition) to get educational information and to what extent they depend on it for educational guidance. Whether the students are relying only on Telegraph to get educational guidance or they look for other sources – this also need focus by the future researchers. Besides students' opinion survey, some observational and interventional studies are also required to establish the practical basis of the theory more strongly; the theory that newspapers may play important role in educational guidance. Studies may also be directed to explore educational dissemination through other new media such as internet, mobile etc. Also, comparative studies can be done to see which newspaper or which other media are providing better educational guidance. Moreover, besides being good sources of educational knowledge, newspapers disseminate vocational information too. Therefore, it could have been interesting to explore the role of dailies in vocational information dissemination along with its role in vocational guidance.

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