



DME



MARKETING MANAGEMENT

— BBA 203 —

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(Director, DME)

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Dr. Saxena has academic association with more than 20 universities of India. He has close to 30 books to his credit as sole author, main author, chapter writer and editor. He has presented more than 40 research papers in national and international conferences.

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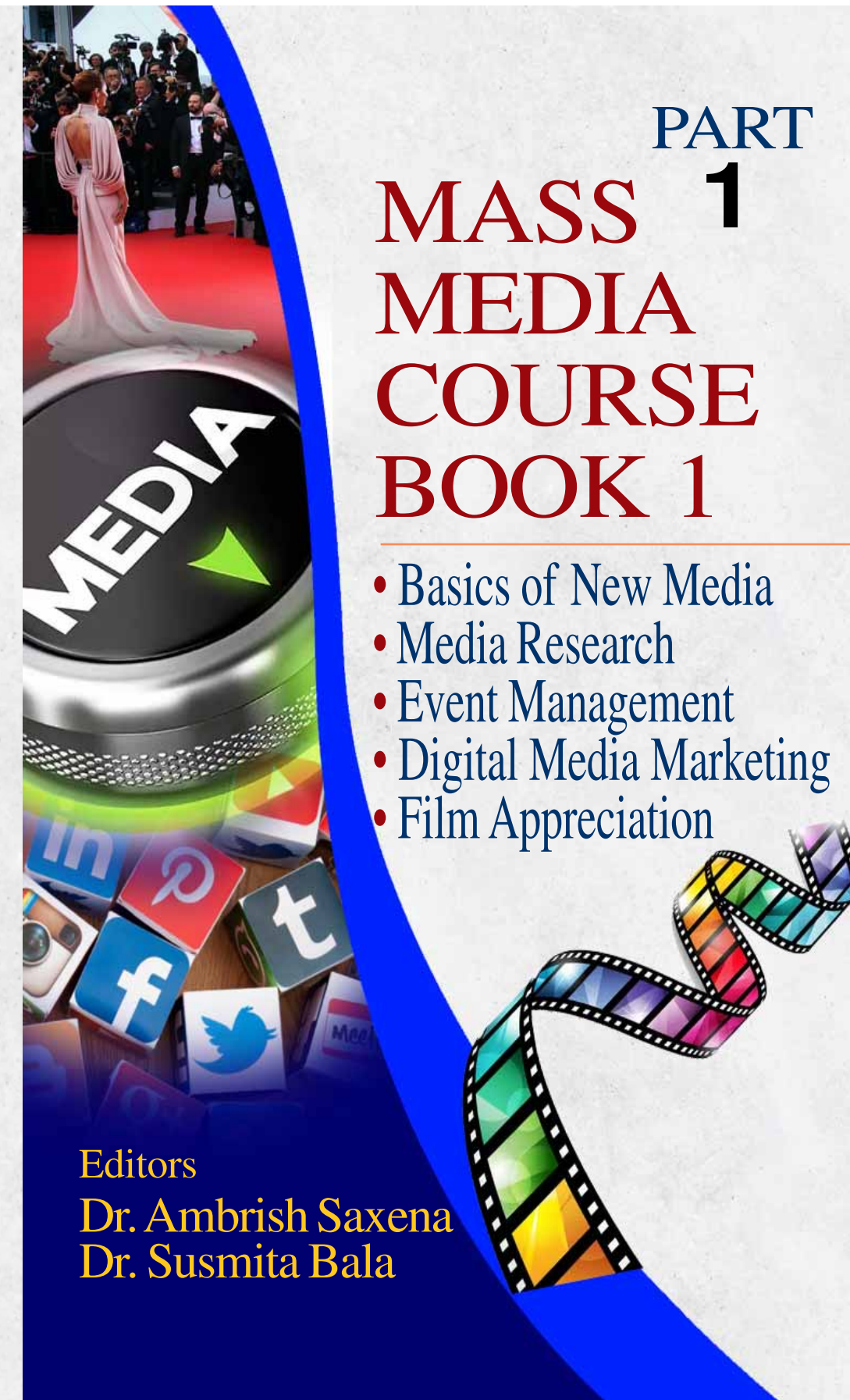


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MASS MEDIA COURSE BOOK 1

PART 1

Dr. Ambrish Saxena
Dr. Susmita Bala



PART

MASS MEDIA COURSE BOOK 1

- Basics of New Media
- Media Research
- Event Management
- Digital Media Marketing
- Film Appreciation

Editors
Dr. Ambrish Saxena
Dr. Susmita Bala

This book is divided into five units that cover different aspects of new media, media research, event management, digital media marketing, and film appreciation. The first unit provides an introduction to the basics of new media, including online communication, the evolution of the web, and the attributes of online communication. It also covers cyber-crimes, cyber security, and digital divide issues.

The next unit covers media research and its methodology, including data collection, processing, and interpretation. It also delves into research approaches and types based on utility, nature of data, and methods adopted in conducting research. The third unit focuses on event management concepts and design, covering event organization and structure, account planning, promotion and media planning, event evaluation, and assessment. It also includes current trends and careers in event management, and risk management.

Next unit probes into digital media marketing, including social media, e-commerce, and search engine optimization. It covers topics such as digital media research and analysis, pros and cons of social media, storytelling and user-generated content, and digital media monetization techniques.

The last unit explores the concept of filmmaking and its basic terminologies. It covers major movements and theories in filmmaking, Indian cinema and its brief archival study, understanding film censorship, and film appreciation through cinematic grammar.

This book is an essential resource for students and professionals seeking to understand the fundamentals of these fields and their practical application.

Mass Media Course
Book-1
PART-1

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PART-1

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Preface

It gives us immense pleasure to introduce this book to all the media and communication students across the country. This book has been curated as a one-point solution for all the students to gain knowledge about subjects prescribed in the Semester 5 syllabus of GGSIP University. We understand the struggles students face in finding the right material and knowledge to excel in their academics. Hence, we have created this book with the aim to provide students with an easy and comprehensive guide to the prescribed syllabus of journalism and mass communication programmes in most of the Indian universities.

We would like to express my sincere gratitude to DME Noida and its Management for their unwavering support in making this book a reality. Their encouragement and guidance have been instrumental in bringing this book to fruition. We would also like to thank all the faculty members who have contributed to this book with their extensive knowledge and expertise in their respective fields.

The scope of this book covers Media Research, Basics of New Media, Digital Media Marketing, Event Management, and Film Appreciation, with more content to add on the depth of domains being covered. The book is designed to provide students with a thorough understanding of the concepts and theories related to the

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media and communication. We have made sure to keep the language simple and easy to understand, so that students from all backgrounds can benefit from it.

This book is also helpful for students pursuing similar courses in media and communication across the world. The content is comprehensive and caters to the needs of students, researchers, and practitioners alike.

We understand that this is just the beginning, and there is a need for more detailed books on individual subjects. Hence, we plan to continue our efforts in providing students with the best possible learning material in the future as well. We hope that this book will serve as a valuable resource for all BAJMC students and help them in their academic pursuits.

Dr. Ambrish Saxena
Dr. Susmita Bala

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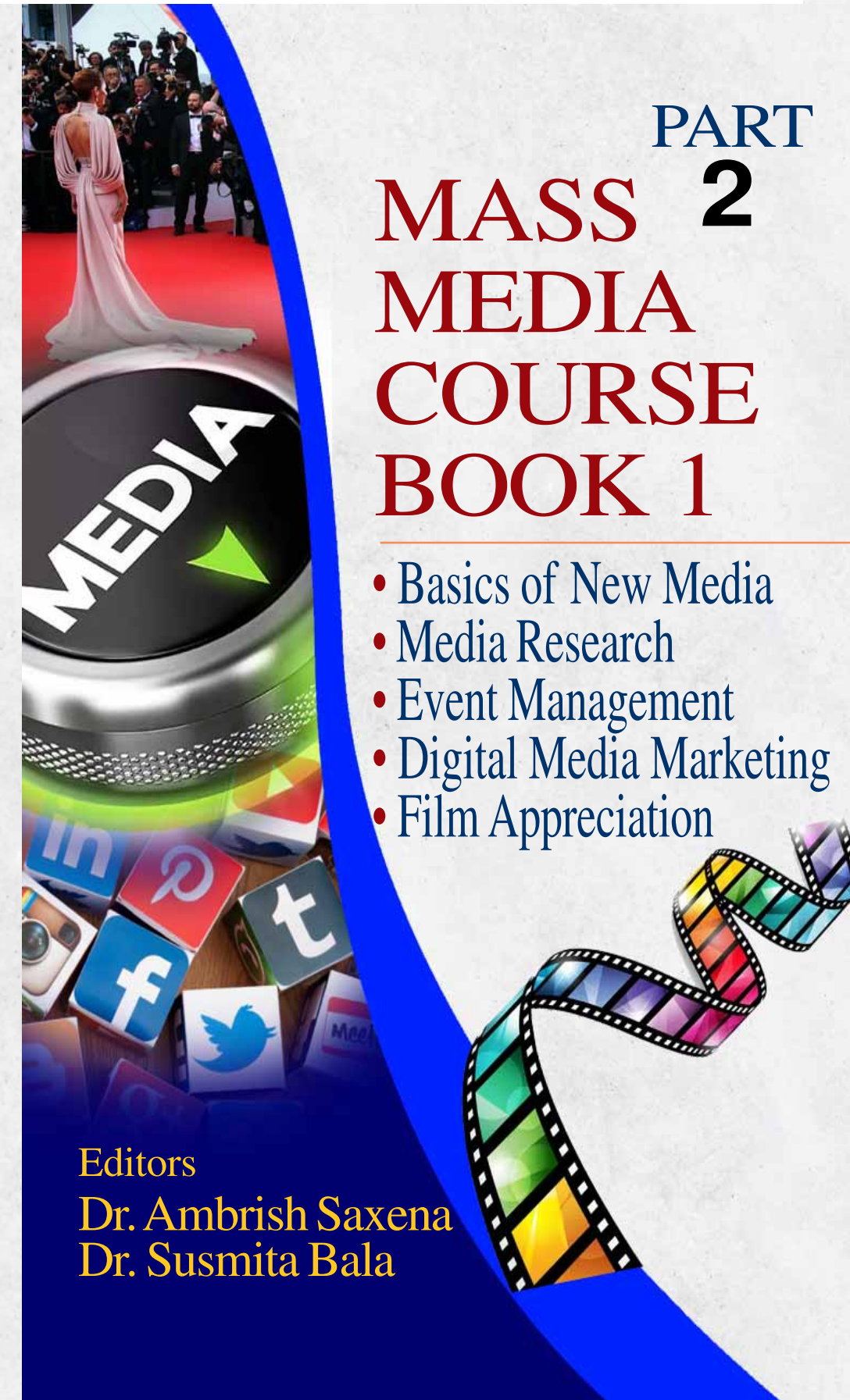
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MASS MEDIA COURSE BOOK 1

PART

2

Dr. Ambrish Saxena
Dr. Susmita Bala



PART 2 MASS MEDIA COURSE BOOK 1

- Basics of New Media
- Media Research
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Editors

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Dr. Susmita Bala

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Preface

It gives us immense pleasure to introduce this book to all the media and communication students across the country. This book has been curated as a one-point solution for all the students to gain knowledge about subjects prescribed in the Semester 5 syllabus of GGSIP University. We understand the struggles students face in finding the right material and knowledge to excel in their academics. Hence, we have created this book with the aim to provide students with an easy and comprehensive guide to the prescribed syllabus of journalism and mass communication programmes in most of the Indian universities.

We would like to express my sincere gratitude to DME Noida and its Management for their unwavering support in making this book a reality. Their encouragement and guidance have been instrumental in bringing this book to fruition. We would also like to thank all the faculty members who have contributed to this book with their extensive knowledge and expertise in their respective fields.

The scope of this book covers Media Research, Basics of New Media, Digital Media Marketing, Event Management, and Film Appreciation, with more content to add on the depth of domains being covered. The book is designed to provide students with a thorough understanding of the concepts and theories related to the

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media and communication. We have made sure to keep the language simple and easy to understand, so that students from all backgrounds can benefit from it.

This book is also helpful for students pursuing similar courses in media and communication across the world. The content is comprehensive and caters to the needs of students, researchers, and practitioners alike.

We understand that this is just the beginning, and there is a need for more detailed books on individual subjects. Hence, we plan to continue our efforts in providing students with the best possible learning material in the future as well. We hope that this book will serve as a valuable resource for all BAJMC students and help them in their academic pursuits.

Dr. Ambrish Saxena
Dr. Susmita Bala

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Dr. Ambrish Saxena is a media professional, educator, trainer, researcher and author. He is working as Dean in DME Media School.

Dr. Saxena has worked with many media groups, *The Pioneer, Amrit Bazar Patrika, Aaj, JVG Times* and ZEE. He has worked for the first ever TV news magazine *Parakh* during 1990s. He has been anchoring the highly rated programme of AIR FM Gold *Market Mantra* since 2001.

Dr. Saxena has academic association with more than 20 universities of India. He has close to 30 books to his credit as sole author, main author, chapter writer and editor. He has presented more than 40 research papers in national and international conferences.

Dr. Saxena was part of the Indian Educators' delegation to China in 2008, participated in International Conference at RMIT University, Melbourne, Australia in 2016 and presented papers in IAMCR Conference in USA in 2018.

Dr. Susmita Bala is a teacher and trainer equipped with rich experience in media industry and academics for more than three decades. At present, she is serving DME as Head of Media School.

Dr. Susmita has taught in colleges of GGS IP University *MBICEM* and *VIPS*. As visiting faculty, she has been associated with *Bhartiya Vidya Bhavan, YMCA Media Centre* and *India Today Media Institute (ITMI)* for long.

Dr. Susmita has more than 10 books to her credit as author, co-author, chapter contributor and editor. She has presented more than 20 papers in national-international conferences. She is a widely travelled person having participated in conferences in China, Australia, United States, Spain, France and Dubai.

Dr. Susmita has also been a member of *Nomination Jury* in *International Science Film Festival* organized by the Department of Science and Technology, Government of India.



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MASS MEDIA COURSE BOOK 2

Dr. Ambrish Saxena
Dr. Susmita Bala



MASS MEDIA COURSE BOOK 2

Media Management and Entrepreneurship

Global Media: An Overview

Environment Communication

Editors

Dr. Ambrish Saxena

Dr. Susmita Bala

The present book is intended to serve as an extensive and authoritative guide for individuals who aspire to establish a career in media management and entrepreneurship, as well as for industry professionals seeking to enhance their knowledge and skills in this domain. The book is meticulously structured into three distinct units, each of which is dedicated to exploring a specific area of focus.

The first unit provides an in-depth analysis of the fundamental principles of management, leadership, and human resource management as they relate to media organizations. This unit examines topics such as media organization structure, ownership patterns, revenue generation, and cost management.

The second unit offers a detailed exploration of the global media landscape, which includes an examination of the power struggles and information dissemination dynamics that emerged post-WWII, as well as an examination of news agencies, trans-national news agencies, media imperialism, international multimedia giants, and the Indian media landscape.

The last unit of this book discusses environmental communication and its impact on media and human values. This unit delves into topics such as ecosystem and biodiversity, conservation, environmental disasters and management, industrialization, consumerism, climate change, and social change.

This book presents a comprehensive and extensive overview of media management, entrepreneurship, and environmental communication, viewed through the prism of a global context. It is a highly invaluable and indispensable resource for individuals seeking to gain expertise in this multifaceted and ever-evolving field.

**Mass Media Course
Book-2**

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- **Media Management and Entrepreneurship**
- **Global Media: An Overview**
- **Environment Communication**

Editors

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Preface

We are delighted to present this book on Global Media Issues, Media Entrepreneurship, and Environmental Communication to all the BAJMC students across the country and outside India. This book is a one-stop solution for all the topics covered in the Semester 6 syllabus of GGSIP University. Our aim was to ensure that students do not have to waste their time searching for information and can instead focus on enhancing their knowledge.

We would like to extend our heartfelt gratitude to DME Noida and Management for their constant support in making this book a reality. We would also like to thank the tirelessly contributing faculty members who have shared their extensive knowledge and expertise in their respective fields to make this book possible.

The chapters of this book cover key issues related to global media, the debates and discussions around news flows, media entrepreneurship-related challenges, and the science behind preserving the environment through the use of communication. We have ensured that the content is comprehensive, covering every aspect of the syllabus in a manner that is easy to understand and engaging.

This book is not only helpful for BAJMC students but also for anyone interested in understanding the nuances of the media and communication field. It offers a 360-degree perspective on the

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subjects, leaving no view untouched. We have tried to cover every possible angle and debate, making this book an essential read for students, researchers, and practitioners.

We hope this book will serve as a valuable resource for all BAJMC students and help them in their academic pursuits. We welcome feedback and suggestions from the readers to make this book even better in the future. Our aim is to continue providing students with the best possible learning material, and we are committed to enhancing the quality of education in the media and communication field. We hope that it will be a valuable addition to your knowledge and enhance your understanding of the subject.

Dr. Ambrish Saxena
Dr. Susmita Bala

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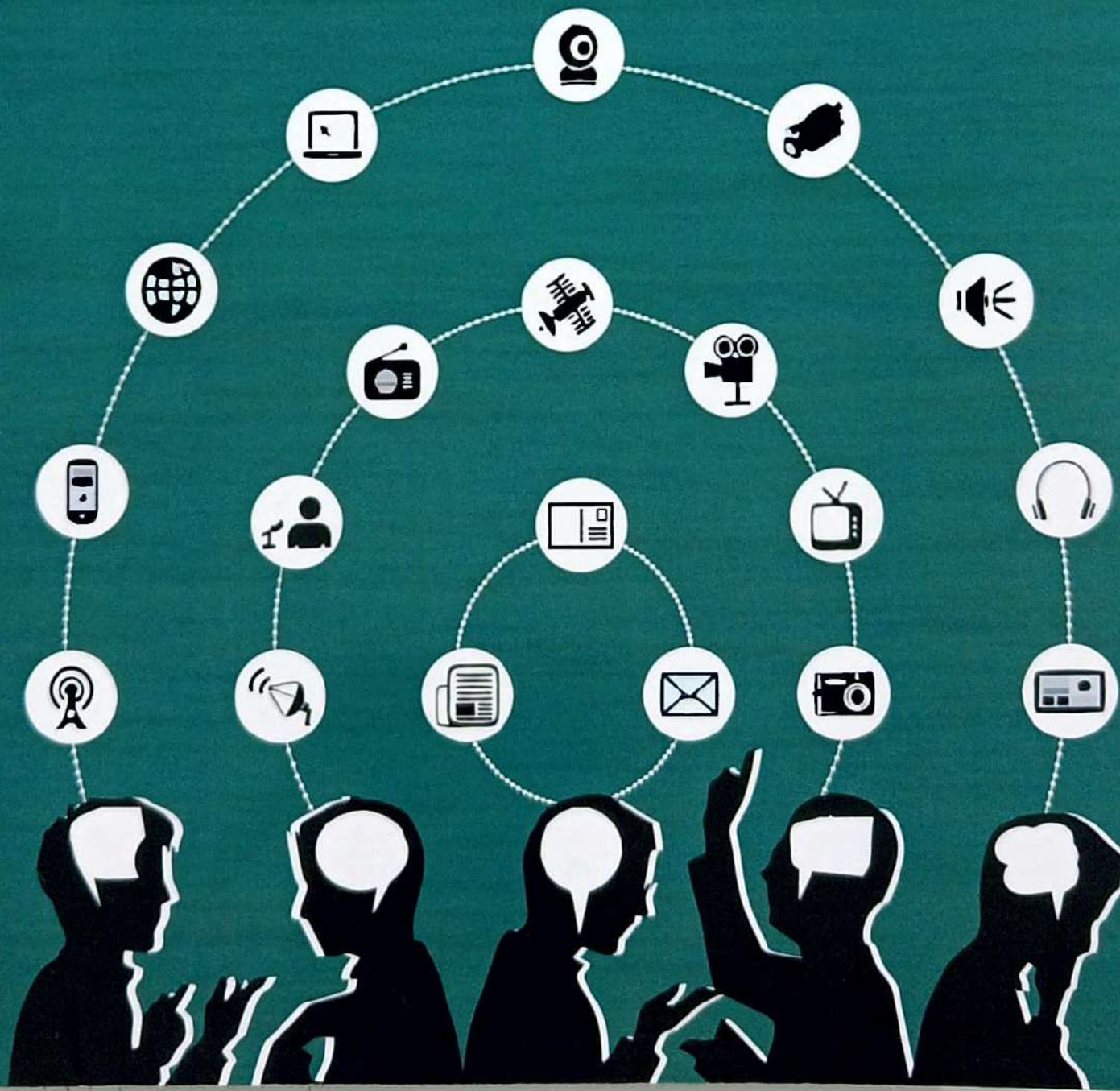
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MEDIA AND COMMUNICATION

A Handbook for Students

EDITED BY
GUNTASHA K. TULSI AND NIDHI MADAN



MEDIA AND COMMUNICATION
A HANDBOOK FOR STUDENTS

Edited by

GUNTASHA K. TULSI AND NIDHI MADAN



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REPORT WRITING AND EDITING THE COPY

AMBRISH SAXENA

REPORT WRITING

The news covered by a correspondent and subsequently written in a proper manner is known as a news report/item/story. Since a news report is communicated to the audience in the narrative manner as a story is told to the people, a news report is referred as a news story in the field of journalism.

THE SIMPLE NEWS LEAD

News writing is narrative writing turned upside down. A narrative prose writer places the major emphasis on the end of the story, carefully building up a climax. The news writer does the exact opposite. In news stories, the most important fact is told first. The two styles of writing also differ in other aspects. News writing style calls for short words, short sentences, short paragraphs and a generous use of quotes. Sentences and paragraphs in narrative writing tend to be longer, and the choice of words often is more expansive. (Both, however, adhere to the standard rules of grammar, punctuation and sentence structure). This example will illustrate the difference in the two writing styles:

Ordinary Narrative Style

Mr. Gopinath, senior partner in New Delhi Auditors, an accounting firm with 16 offices across the country, left his office in the Chandralok, Janpath about 7:30 last night. He took the elevator to the underground parking where he had parked his car when he arrived at his office in the morning. As he approached his Sonata Car, two men came rushing out of the shadows and attempted to grab his briefcase and car keys. In the struggle that followed, Gopinath was struck in the face, but he kicked one of his assailants. The other one pulled a small revolver from his jacket pocket and fired three shots at the accountant. One bullet struck Gopinath in the left forearm and the other two went through the car's windshield. Both men fled on foot when they heard the elevator open. Several other occupants of the building rushed to Gopinath's aid. One alerted the building safety office on his cellular telephone and all exits to the building and parking were sealed off. A PCR van rushed to the scene in response to a call from the building security staff. Police and guards searched all five floors of the building but were unable to find the two men. Gopinath was taken to RML hospital where he underwent a two-hour operation to remove the bullet and repair damage to the muscle in his left forearm. He is resting comfortably, a hospital spokesman said. Police said robbery and car theft apparently were the motives for the attack. Gopinath said he had never seen either of his assailants before. And the only thing he had in his briefcase, besides some unfinished tax forms, was half a sandwich left over from his lunch.



As contemporary citizens of a fast-paced world which negotiates with transforming realities on an everyday basis, we are both shaping and being shaped by multiple media platforms and communication channels. The interaction with various forms of print, electronic, cyber and digital media around us has led to opinion-building and made our voices reach out, bringing in changes.

This book arises out of this understanding and seeks to address pivotal topics pertaining to media and communication — the concept and definition of mass media and its related platforms; typology of mass media comprising of print, broadcast, and digital media; advertising and its relation to mass media; the reach and impact of cyber and new media in the present day and content creation on multiple media platforms.

Curated specifically for the students of 'Media and Communication' paper across all three years, this insightful and well-compiled collection of critical essays, case studies and supplemental material offers diverse perspectives that can cater to the general reader as well. The book goes beyond fulfilling curriculum-based needs to offer deep engagement with the discourse of media and poses questions for critical thinking and research.

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Dr. Ambrish Saxena



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MEDIA TEACHING IN THE Period of COVID-19



DME

Editors:
Dr. Susmita Bala
Dr. Ambrish Saxena



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ABOUT

DME Media School, one of the top media schools in the country, focuses on the growth of the faculty members and the students through academic and co-curricular activities. Its flagship programs include International Media Conference ICAN, International Film Festival CIFFI and Convention of Media Students Vritika. Media School also organizes Inspiration programme Vibrant India Series, Chat Show face2face and B G Verghese Lecture Series. DME Media School organizes Faculty Development Programmes (FDPs) and Peer-to-Peer FDPs on teaching methodologies and media research regularly.

This book is an outcome of the Two-Day Peer-to-Peer Faculty Development Programme (P2P FDP) on Media Teaching during the period of COVID-19 was organized by DME Media School on February 18 – 19, 2021. This P2P FDP was conceived and executed as an FDP of the faculty, by the faculty, for the faculty. They made presentations and each presentation was followed by discussions and deliberations.



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TEACHING AND

LEARNING IN

POST PANDEMIC



Editors:
Dr. Ambrish Saxena
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This book is an outcome of Two-Day Peer-to-Peer Faculty Development Programme (P2P FDP) on Media Teaching and learning in post pandemic era was organized by DME Media School on March 4-5, 2022. The P2P FDP was supported by SPARC the student Council of DME Media School and DME-IQAC. It was the first time that students of a media school attended the presentations of faculty members. The faculty members made presentations and each presentation was followed by discussions and deliberations.



Medical Entrepreneurship Startup In India

Case Bank II

Revolutionising the Indian Healthcare Landscape



Prof. (Dr.) Ravikant Swami
Editors: Prof. (Dr.) Poorva Ranjan
Ms. Shanu Jain

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PREFACE

Entrepreneurship and healthcare are linked and provide multiple opportunities. A lot of healthcare professionals are using business concepts that are disrupting traditional healthcare. Many experienced entrepreneurs and investors are finding opportunities in the healthcare industry and opening new ideas and technologies.

With the use of predictive data and analytical tools combined with the power of artificial intelligence, they are able to assess the needs of the community and provide integrated solutions.

The chapters in this book cover the stories of such 30 healthcare start-ups in India that are driving the healthcare industry into a wellness industry.

Their genesis, opportunities and challenges, prospects for growth, and the vision of the founders and investors are all-encompassing.

To this end, this book is dedicated to entrepreneurs in healthcare who have converted an idea into reality and are committed to the ultimate goal of providing quality, affordable, and accessible healthcare to the people of India.

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Medical Entrepreneurship Startup In India

Case Bank II

The already overburdened public healthcare system has created an imminent need to create a self-sustaining, affordable and accessible healthcare foreign country. Medical entrepreneurship has gained tremendous popularity in India where the medical entrepreneurs are committed towards giving back to the society and earning revenue also. In recent years we have seen many successful medical entrepreneurs who have understood the market needs by connecting with the customers and filling the void in the health services.

With adequate networking and collaborations with medical and academic organisations they have fostered a culture of market research and knowledge, Opportunities and innovations. Their efforts are directed towards integration of technology with healthcare and reduce the gap between rural and urban access to healthcare.

This book is a collection of some notable healthcare start-ups who have revolutionised healthcare in India. They have forayed into multiple areas like medical record management medical billing services, home healthcare services diabetic care physical therapy medical supplies nutritionist fitness centres virtual doctor services and it pharmacies to name a few.



Dr Ravikant Swami has a decorated and diverse educational background—a PhD in Management, MBA and Bachelors in Economics from prestigious universities in India, and certifications and trainings from B-schools like IIM Bangalore, IIM Calcutta and IIFT New Delhi. Dr Swami has an eclectic list of subjects at his command that credit him with the excellence of a multi-variate teaching style. He has published numerous research papers and supervised PhD thesis, dissertations at MPhil as well as MBA levels. He is the honorary director at Delhi Metropolitan Education and leads the management school with his guidance and inspiring style of teaching. He motivates a team of remarkable faculty to practise better teaching and assure better earning outcomes. His visionary attitude helps drive the institute a step closer to its mission each day.



Dr Poorva Ranjan is a professor and head of DME Management School. She is a PhD in Retail Marketing Management and MBA in International Business Management from Devi Ahilya Vishwavidyalaya, Indore [DAVV]. She is also a certified POSH (Prevention of Sexual Harrasment) trainer. She works closely with students for skill enhancement purposes in various areas like Digital Marketing, Microsoft 365 Tools, Entrepreneurship Development, Cyber Security and Google Tools, to name a few. A Google certified digital marketer, she specialises in Social Media Marketing and Content Development. Her areas of work/teaching and research are Digital Marketing, Entrepreneurship Development, Mentoring, Retail Management and Skill-building.



Ms. Shanu Jain Associated with Delhi Metropolitan Education, GGSIP University, as an Assistant professor teaching management students, Shanu is currently pursuing a PhD from the Department of Commerce, Delhi School of Economics, University of Delhi. Passionate about teaching and research, especially in areas of consumer behaviour, she has attended various national and international conferences, FDPs and workshops. She is also the mangaging editor at DME Journal of Management and a member of the Research Cell at Delhi Metropolitan Education.



Medical Entrepreneurship Startup In India

Case Bank I

Revolutionising the Indian Healthcare Landscape



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Medical Entrepreneurship Startup In India

Case Bank I

Accessibility and availability of affordable healthcare services is always a challenge for various countries across the world and India is no exception. The socio-demographic and geographic conditions of our country further makes it challenging to provide healthcare in the remote areas. However the advancements in Information and Communication Technologies (ICT) have provided some solution and efforts are already underway to strengthen the health ecosystem in the country. The linkages between entrepreneurship and healthcare is the future as many companies are working towards health care projects driven by entrepreneurs.

This book throws light upon some notable healthcare startups in India that have paved a way for revolution in the country. With their innovative and digital-based technologies they are providing cutting edge solutions to the various types of medical problems faced by people across the country. The book will be of interest for the management and entrepreneurship students, professionals and practitioners in medical field and otherwise to comprehend the journey, growth, opportunities and challenges faced by these startups. It is interesting to witness that how entrepreneurship is moving healthcare forward and creating a global impact and improving the lives of millions.



Dr Ravikant Swami has a decorated and diverse educational background—a PhD in Management, MBA and Bachelors in Economics from prestigious universities in India, and certifications and trainings from B-schools like IIM Bangalore, IIM Calcutta and IIFT New Delhi. Dr Swami has an eclectic list of subjects at his command that credit him with the excellence of a multi-variate teaching style. He has published numerous research papers and supervised PhD thesis, dissertations at MPhil as well as MBA levels. He is the honorary director at Delhi Metropolitan Education and leads the management school with his guidance and inspiring style of teaching. He motivates a team of remarkable faculty to practise better teaching and assure better earning outcomes. His visionary attitude helps drive the institute a step closer to its mission each day.



Dr Poorva Ranjan is a professor and head of DME Management School. She is a PhD in Retail Marketing Management and MBA in International Business Management from Devi Ahilya Vishwavidyalaya, Indore [DAVV]. She is also a certified POSH (Prevention of Sexual Harrasment) trainer. She works closely with students for skill enhancement purposes in various areas like Digital Marketing, Microsoft 365 Tools, Entrepreneurship Development, Cyber Security and Google Tools, to name a few. A Google certified digital marketer, she specialises in Social Media Marketing and Content Development. Her areas of work/teaching and research are Digital Marketing, Entrepreneurship Development, Mentoring, Retail Management and Skill-building.



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Nationalism Ethnicity and Media Ethics



Editor
AMBRISH SAXENA

NATIONALISM, ETHNICITY AND MEDIA ETHICS

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About Delhi Metropolitan Education

Delhi Metropolitan Education (DME) is an 'A' grade premier educational institute affiliated to Guru Gobind Singh Indraprastha University, New Delhi and approved by Bar Council of India. The institute offers state of the art infrastructure with strong academic facilities to provide a dynamic and clinical grounding for success. DME offers course in Law, Journalism and Management.

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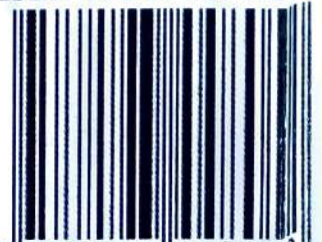
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Dr. Maheshwari's area of expertise is advertising, public relations and media management. She has written more than 15 papers in reputed national and international journals. She is a keen researcher and has worked on Swachhta Abhiyan, Beti Bachao Beti Padhao and Health Communication projects.

Dr. Maheshwari is a member of the International Association for Media and Communication Research (IAMCR), PRSI-Delhi Chapter and Global Media Education Council (GMEC).

At DME, she is the Coordinator of DME IQAC, Associate Editor of MediaSpace research journal of DME Media School, and Associate Convener of ICAN, International Conference.

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Dr. Khullar has been a member of Syllabus committee with some educational institutes and served as the jury members at various college's festivals. She has expertise in Advertising, Corporate Communication and Digital Media.



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Personality Development

Dr. Manasvi Maheshwari
 Dr. Yamini Khullar



Personality Development

A Manuel for Students

Editors
Dr. Manasvi Maheshwari
Dr. Yamini Khullar



One of the best works on personality focuses on how to find and develop positive personal and professional habits that will set one apart from the average person. This Personality Development book provide everything one needs to know about concern, from the fundamentals to how to analyse it.

It gives a thorough examination of personality development. It includes a cutting-edge analysis of the field, which is experiencing a popularity rise currently.

The authors discuss personality traits like self-concept, temperament, and emotion regulation across the lifespan.

This book also serves as a useful resource in advanced courses that deal with personality development. It is intended for researchers and advanced students in personality, developmental, social, clinical, and educational psychology, as well as related fields like family studies, sociology, education, nursing, behavioural genetics, neuropsychology, and psychophysiology.'

This book can be used to think through personal development at any level, from minor adjustments like picking up a new language for a vacation to significant ones like changing careers. The stated procedures and techniques may be applied formally or informally, fully or in part.

The book is divided in four sections that deals with different aspects of personality development like Section A throw light on understanding the personality and its determinants; Section B deals with understanding self and related models; Section C tells about Communicative persona and individual aspects in this regard wherein Section D holds the concept related to the application of personality traits in handling stress and individuals' personality.

PERSONALITY DEVELOPMENT
A Manuel for Students

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A Manuel for Students

Editors

Dr. Manasvi Maheshwari
Dr. Yamini Khullar

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Preface

It goes without saying that a decent book is a fantastic source of information and a successful instrument for encouraging readers' curiosity and autonomy. Keeping this in mind, we have collaborated with fellow colleagues and experts of the field to bring this book to light and to provide students with a straightforward and simple-to-understand personality related concepts specially for the beginners and students of Mass Communication.

It is a compilation of some of the exemplary topics related to personality and self-introspection that students require to understand 'Personality Development' in the easiest way. This book makes no claims to being exhaustive. It is a modest attempt to get students acquainted with Personality Development related issues and their applications in their daily life that helps them to understand most of the toughest topics in the simplest way with the help of the examples and short case studies.

This Book is extensive across the lifespan, in its covering of theoretical and methodological frameworks, and in the variety of personality constructs. It is the first volume to discuss the four main theoretical frameworks for personality development—evolutionary, physiological, behavioural genetic, and sociocultural—all in one place. The book's final section focuses on personality development from

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early childhood to later maturity. The authors discuss personality traits like self-concept, temperament, and emotion regulation across the lifespan along with the associated models and theories.

This book on Personality Development offers a historical overview, a synopsis of the key discoveries in the field, and recommendations for further study.

Dr. Manasvi Maheshwari
Dr. Yamini Khullar

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DME



PROJECT MANAGEMENT

BBA 302

Editors:

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(Director, DME)

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(Head - Management School, DME)

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PROJECT MANAGEMENT

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GURU GOBIND SINGH
INDRAPRASTHA UNIVERSITY



Psychological and Demographic Facets of Students in DME Media School: An Exploratory Research of Students Admitted in 2020

Editor

Dr Ambrish Saxena

Co-Editor

Pramod Kumar Pandey

**A research project undertaken by RIM,
DME Media School (January – March 2021)**

RIM

research and innovation in media

DME Media School

Delhi Metropolitan Education, Noida

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**Psychological and Demographic Facets of
Students in DME Media School: An Exploratory
Research of Students Admitted in 2020**

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Executive Summary

Psychological and Demographic Facets of Students in DME Media School: An Exploratory Research of Students Admitted in 2020

RIM – Research and Innovation in Media, the research centre of DME Media School, has conducted a study to understand the students admitted to the BAJMC programme in 2020. The study aimed to comprehend the factors affecting the individual choice of college for admissions. The research team wanted to identify the demographic and psychographic factors that affect the selection of college.

The key objectives of the study included identification of the factors that influence the choice of students, analysis of the importance of calling and a constant touch of various academic counsellors and faculty members, analysis of the personality pattern and future career goals affecting the choice, analysis of the relationship between motivation and personality factors of students and their expectations from the college, analysis of the demographic group taking admission in the college and its effect on the choice of college.

The study was conducted through an in-depth survey to collect primary quantitative preferential data from the students. In addition, the survey included open-ended questions in order to get a deeper understanding of their preferences and choices.

Based on the research, it was found, the students made a decision majorly based on the website and peer opinion. The students also decide based on industry and academic recognition in which DME Media School fared well. Further, students chose DME Media School for all the student development initiatives and activities undertaken.

Demographically, it was found in the research that a substantial majority of students belong to Ghaziabad, Noida and East Delhi. The two most important factors that motivated them to take admission were the quality of faculty members and state-of-the-art infrastructure.

The research also found that students desire more practical and skill-based academic programmes with higher industry interactions than academic programmes. The research has presented several recommendations both for DME and the university.

Chapter 1 Introduction

1. GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY (GGSIPU)

Guru Gobind Singh Indraprastha University, formerly Indraprastha University, is a state university located in Delhi. It was established in 1998 as a teaching-cum-affiliating university. The university was established on 28 March 1998 by the Government of NCT Delhi as a state university under Guru Gobind Singh Indraprastha University Act, 1998 with its Amendment in 1999. The University is recognised by University Grants Commission (India) under section 12B of the UGC Act.

GGSIPU was established as an affiliating and teaching university to promote studies in the emerging areas of higher education. The university runs almost 50 academic programmes as diverse as engineering, technology, business management, medicine, pharmacy, nursing, education, and law. More than 120 colleges affiliated with it are run according to the rules and regulations set by the university. Delhi Metropolitan Education is one of the most prestigious colleges affiliated with GGS IP University.

2. GGSIPU Accreditations

Guru Gobind Singh Indraprastha University was ranked 66 among Indian universities by the National Institutional Ranking Framework (NIRF) in 2019 and 95 in the overall category. The University School of Engineering & Technology was ranked 73 by NIRF engineering ranking, and the University School of Management Studies was ranked 62 in the management ranking.

3. University Schools

The university has schools ranging from technical to humanities and social sciences. The various schools include, University School of Information, Communication & Technology, University School of Chemical Technology, University School of Biotechnology, University School of Management

Studies, University School of Environment Management, University School of Basic & Applied Sciences, University School of Humanities & Social Sciences, University School of Law and Legal Studies, University School of Education, University School of Architecture & Planning, University School of Medicine and Para-Medical Health Sciences and University School of Mass Communication. These schools offer programmes at undergraduate, postgraduate and doctoral levels.

4. Placements in GGSIPU

The University offers placements through the Central Placement Cell. The University has ties with various corporates, and the cell organises various events, including counselling, mock interview, aptitude tests, internship opportunities and group discussions. These activities help students identify their niche, choose and inculcate specialisation. The average salary package lies between Rupees 4-5 lakh per annum, and the top recruiters include companies like Infosys, TCS, Wipro and many others.

5. Admission Process at GGSIPU

Guru Gobind Singh Indraprastha University follows specific admission criteria for admission to different academic programmes, with GGSIPU CET being the university's official entrance and scholarship exam. Apart from the IPU CET, the University accepts several other National-level entrance exams for admission to its multiple programmes. IPU has a sanctioned intake of 85% for Delhi region candidates, while the remaining 15% seats are for candidates belonging Outside-Delhi region. In addition, some seats are reserved for particular category candidates such as Kashmiri Migrants, Person with Disability and Management Quota candidates. The university provides GATE scholarship only in the case of regular mode.

Admissions to some academic programmes are based on scores of National exams and entrances.

- B.Tech and B.Pharm admissions are based on the score in JEE Main Score followed by online GGSIPU Counselling.
- BHMCT admissions are accepted based on the NCHMCT JEE Score.
- NATA qualified candidates are eligible to apply for B.Arch. Final admission is based on 50% weightage each in NATA and marks in the qualifying examination.
- MBBS, BDS, BAMS, BHMS admissions are accepted through NEET UG conducted at All India Level followed by Counselling.
- BA-LL.B and BBA-LL.B admission is accepted based on the CLAT results.
- M.Tech admissions are accepted based on GATE entrance scores. A valid score in CAT and NIMCET is required to secure admission in MBA and MCA courses, respectively.
- Admission to MD and MS is based on the score in NEET PG, while DM/ M.Ch admission is offered through NEET SS followed by counselling.
- PGAC (Ayurveda) course requires a valid score in AIA- PGET conducted by AYUSH.
- For PhD programs, the candidates are shortlisted based on CSIR NET/ UGC NET or JRF. The final selection is performed through an interview round followed by counselling.

6. University at a Glance

Official Website	www.ipu.ac.in
NAAC Ranking	Grade A
Approved By	UGC

7. DELHI METROPOLITAN EDUCATION

Delhi Metropolitan Education was established in the year 2012 under the aegis of Sunshine Educational and Developmental Society. The institute is affiliated to Guru Gobind Singh Indraprastha University and approved by the Bar Council of India. The institute is self-financed and private funded.

A premier institute, DME imparts undergraduate education in various disciplines like Law, Journalism and Mass Communication and Business Administration. In addition, the institute aims to create a conducive environment for research and has instituted research centres research acumen amongst faculty members and students.

The campus is situated in the industrial area of Noida amidst prominent corporate offices. The college is offering various sports facilities and a robust library infrastructure. Over the years, the institution has expanded its infrastructure and recorded a significant increase in the students' intake. The institute's focus is to hone students for the upcoming fourth industrial revolution and mould socially responsible citizens.

The education in the college aims towards developing creative and critical thinking, nurturing innovation and excellence. The management aims to prepare professionals for the industry by using innovative teaching practices to enhance student's skills, develop leadership qualities in all students, and prepare them for the industry. DME sees its students' building capacity to acquire global skills for entrepreneurship, professional proficiency and improved quality of life to achieve excellence in all spheres of life. In a continuous endeavour to guide and contour the curricular / co-curricular aspects of education, the management strives to achieve the overall development of its students.

8. Admissions in DME

Delhi Metropolitan Education is an affiliated Guru Gobind Singh Indraprastha University institute, and the guidelines are determined. The institute cannot regulate the intake of students.

DME organises digital webinars to benefit prospective students and existing students in various relevant areas of management, journalism and mass communication and law. Besides this, several general awareness and expert sessions are organised for providing students with an understanding of the professional landscapes and avenues available to them in the future.

The annual intake for academic programmes available at DME is mentioned below.

Course	No. of seats
BA.LLB	180
BBA.LLB	120
BBA (Morning Shift)	120
BBA (Evening Shift)	60
BA (JMC) Morning Shift	120
BA (JMC) Evening Shift	60

9. Research at DME

Centre For Laws On Gender And Sexuality (CLGS)

The Centre for Laws on Gender and Sexuality aims to engage in original, empirical, and doctrinal research on the intersection of law and gender studies, with a specific focus on understanding gender and sexuality. In the course of researches, the centre aims to meet specific targets.

Centre For Research and Innovation in Media (RIM)

As the research centre of DME Media School, RIM is dedicated to exploring the ever-changing dimensions of media and mass communication. Our vision is to synthesise the critical aspects of media and bring out meaningful insights that the practitioners can use to bring quality to the domain. This research centre looks forward to building ideas and innovates for a better contribution.

Centre For Intellectual Property Rights (CIPR)

The Centre for Intellectual Property Rights (CIPR) of Delhi Metropolitan Education aims at supporting academic and policy-oriented dialogue in the individual and intersectional areas of intellectual property (IP) such as Traditional Knowledge, Patents, Trade Marks, Copyright, Trade Secrets and Artificial Intelligence with Cyber Laws and Competition Law. The centre primarily

focuses on carrying out intensive and extensive research on important contemporary issues in these areas.

Centre of Excellence For Sustainable Development (CESD)

Amidst multiple reports of climate change, growing disparities, volatile markets, food and water shortage, health and sanitation concerns, our world faces an enormous challenge of balancing the needs of society, the environment and the economy. As a socially responsible organisation, we at DME aspire to generate awareness and action on sustainable development practices. The centre aims to pursue research and formulate practical solutions for the adoption of sustainable management practices to strive towards sustainable development.

Centre for Constitutional Law and Human Rights (CCHR)

The Centre for Human Rights (DME) (estd. 2017) is a trans-disciplinary centre of excellence for national and international academic research, teaching and critical study on human rights. It focuses on academics, research, students, practitioners and activists who wish to advance the study and promotion of human rights at local, national and international levels. The centre aims to increase public awareness about the domestic and international human rights standards, laws and procedures through research projects, education programs and publications. It ardently focuses to undertake and facilitate interdisciplinary human rights research projects.

Centre for Alternative Dispute Resolution (CADR)

The justice dispensing system in India has come under great stress for several reasons, chief of them being the massive pendency of cases in courts in India underlining the need for Centre for Alternative Dispute Resolution (CADR) methods. Alternative Dispute Resolution or ADR refers to an assortment of dispute resolution procedures that primarily serve as alternatives to litigation and are generally conducted with the assistance of a neutral and independent third party. Mediation,

Conciliation, Arbitration, LokAdalats, Med-Arb, Early Neutral Evaluation and Mini Trial are examples of ADR procedures. Therefore, the CADR of DME thought it necessary to quickly provide a new forum for debate and research on the practice and procedure of ADR techniques for resolving international and domestic commercial disputes.

Centre for Enviro-legal Studies (CELS)

The Centre for Enviro-legal Studies (CELS) aspires to sew up a clean and sustainable environment for this nation which is still developing. Further, it aims to serve as a resource Centre for teaching environmental law and pursue research in a national, regional and international context.

Centre for Criminal Laws and Justice (CCLJ)

Criminal law is an essential subject of academic and practical importance. The centre aims to advance knowledge on the administration of justice and the nature of criminal behaviour. It aims to bring various stakeholders like academicians, policy planners, officials, programme administrators, civil society representatives, NGOs, media, social and development activists, and practitioners to debate and discuss Criminal Law and Justice and inclusive development: issues, challenges, and social work perspective. The centre attempts to engage these issues theoretically as well as empirically.

10. DME MEDIA SCHOOL

Centre for Research and Innovation in Media (RIM)

Centre for Research and Innovation in Media (RIM) is the research wing of DME Media School. It is dedicated to exploring the ever-changing dimensions of media and mass communication. Its aim and vision are to synthesise the critical aspects of media and bring out meaningful insights that the practitioners can use to bring quality to the domain.

11. Scope of work

RIM takes up formative, exploratory, and applied research to understand the media world and its functioning better. Where ever desirable, teachers-students collaborative projects are taken up by the centre allowing all-round growth and development of both the students and the faculty members. The objective remains to create and promote an environment of research in the institute and contribute to domain knowledge.

The centre focuses on the following research areas:

- Advertising and Brand Management
- Corporate Social Responsibility
- Documentary and Wildlife Photography
- Functional aspects of Journalism
- Various aspects of Public Relations
- Interdisciplinary areas of study

RIM has adhered to its mission and vision and stayed true to its name, coming up with innovative research practices time and again. The centre has taken up various projects fulfilling the objectives with which it was set up.

RIM took up a Minor Research Project as part of a faculty-student collaborative project under the supervision of Prof. Ambrish Saxena. Taken up as a self-funded research programme of DME, this project was accomplished during academic session 2018-2019. The research was conducted on *"Issues of Voting and Media Usage in General Elections 2019: Opinion of Youth in Lok Sabha Constituencies of Delhi"*.

The project mentioned above was an inter-disciplinary project involving seven teachers and 34 students from Media, Law and Management Schools. The report of this research project was

converted into a book, **Issues of Voting and Media Usage by Youth**, in 2019. In addition, the findings of this study were also covered in popular news channels of the country.

The spirit of RIM has always been kept alive through the efforts of its members in roping in more students for research paper writing in many international conferences, including the **ICAN** organised by DME Media School every year. The teachers pick and choose the interested students and groom them, teaching them the nuances of academic writing and helping them in getting their work published.

Not only this, the centre felicitates such students from time to time to upgrade their research skills. The latest effort in this chain has been a 3-day workshop on Qualitative Research methods by renowned researcher Prof. (Dr) Dayanand Sansanwal in 2021. In addition, faculty members have been guiding students in writing papers for ICAN⁴, which is scheduled for July 2021.

RIM also undertook writing a book on Development Communication, the publication of which is underway. RIM continues to strive for achieving excellence in the field of media research.

12. MediaSpace: DME Journal of Communication (DMEJC)

MediaSpace DMEJC is open access, peer-reviewed and interdisciplinary academic annual media journal. It endeavours to serve as the leading forum for a thoughtful and scholarly engagement for a broad range of complex issues at the intersection of media, law, public policy and social change in the world. It, therefore, emphasises representation of diverse perspectives and invites articles presenting opinions on the long-lived media issues, emerging contemporary issues and possible solutions to them.

MediaSpace DMEJC concerns itself with articles from diverse areas involving contemporary, socially and politically relevant media issues ranging from journalism, advertising, public relations, corporate communications, film studies and much more. Towards this end, this journal encourages

critical reflections based on empirical observations and experience with a theoretical and multi-disciplinary approach.

Chapter 2

Research Methodology

Rationale of the Study

Since research on academic achievement began to emerge as a field in the 1960s, it has guided educational policies on admissions and dropout prevention. Although much of the literature has focused on higher education, the knowledge obtained on behavioural phenomena observed in colleges and universities can potentially guide research. For example, several behavioural patterns have been linked to academic preferences, choices, parameters, active social ties, the halo effect of the leadership, the social image of the college opportunities to participate in co-curricular events and festivals.

This research aims to understand better the factors affecting the individual choice of college for admissions. The RIM team wants to identify how demographic and psychographic factors affect students' choices. For ease of investigation, the project is divided into specific objectives.

Objectives

1. To identify the factors that influence the choice of students about selecting a college for admission
2. To analyse the importance of calling and a constant touch of various academic counsellors and faculty.
3. To understand the personality pattern and future career goals affecting the choice of students
4. To comprehend the relationship between motivation and personality factors of students and their expectations from the college
5. To find out the demographic groups taking admission in the college and its effect on the choice of students
6. To appreciate the aspirations students have from the BA JMC programme of GGS IP University

7. To make out what additional input students expect from the university and the college

Research Tools and Methodology

In this research, a triangulation study was done; both qualitative and quantitative methods were applied. A survey was conducted to gain primary quantitative preferential data from the students. The survey also included qualitative questions in order to get a deeper understanding of the relevant issues.

Since the classes were not happening in the college in the physical mode given COVID- 19 pandemic, students were called to the college in small groups to collect data. The Dean and other faculty members conducted Semi-structured interviews of students. Further, group discussions amongst students were conducted on pre-mediated topics and agendas to understand their attitudes. Faculty members were a part of this discussion.

Dr Ambrish Saxena, Dean and Dr Susmita Bala, Head of Media School, sensitised the students and the faculty members concerning the research objectives. Both the professors initiated discussions with the students and aligned them for the research.

Chapter 3

Data Analysis

The year 2020 marred with disruptions in education and other walks of life given the spread of corona infection. The admission process of GGS IP University was delayed for various reasons, like the late declaration of class 12 results, late conduct of CET and consequently delayed results and other procedural impediments. The admission for BAJMC was completed during December 2020 end (a delay of about five months), and the classes started during the last week of December 2020.

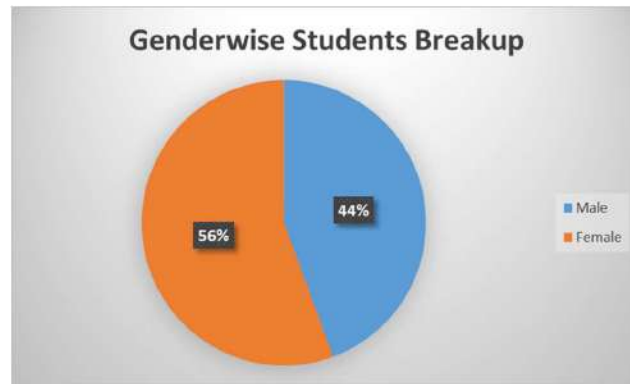
Given the pandemic and apparent risk of infection, physical classes were not happening, but students had to come to the college for completing their admission formalities if required. Therefore, DME Media School decided to call the students to the college in small groups to get familiarized with their teachers and mentors. Dr Ambrish Saxena, Dean, DME Media School, initiated an idea of conducting a study for understanding the aptitudes, aspirations and expectations of the newly admitted students by collecting data from these small groups. Accordingly, a research design was prepared, objectives were framed, and questions were formulated.

ANALYSIS OF DATA

As decided, the survey was conducted on the first year, newly admitted students of DME Media School. The pandemic and subsequent online classes allowed the most negligible interpersonal interaction with the students. Hence it was imperative to understand the students' perceptions regarding the various facets of life. Moreover, it was an exercise to understand the students better to allow better mentorship and enhanced learning experience for the students.

Fig 1

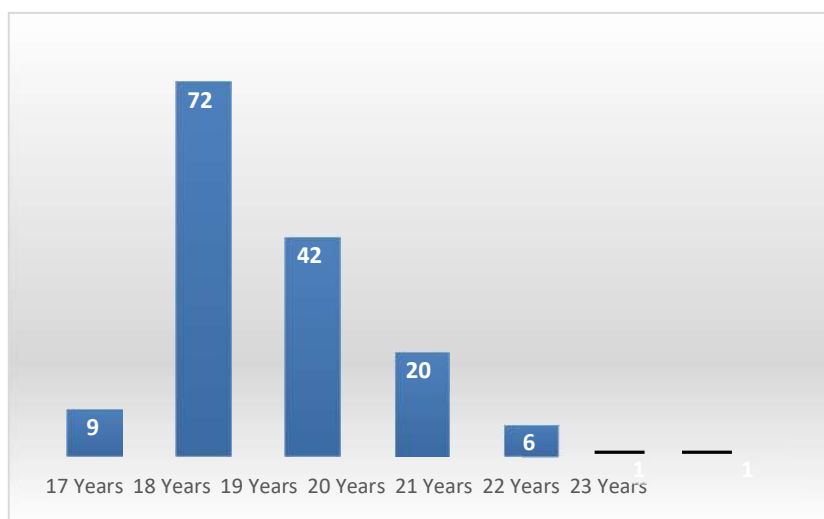
THE GENDER BREAKDOWN OF THE RESPONDENTS



The respondents comprised 84 female students (56%) and 67 male students (44%). The difference in the number of male and female respondents was purely by chance but shows the course to be a popular choice amongst the female aspirants as well.

Fig 2

AGE-WISE RESPONDENTS CLASSIFICATION



Majority of the students (respondents) are 18 years with students aged 19 years being second on the list followed by students 20 years of age. It can be safely assumed that majority students in

BAJMC range from 18-20 years with the probability of students exceeding or preceding the age range being very low.

Fig 3

SCHOOLS OF THE RESPONDENTS

ALCON PUBLIC SCHOOL	1
ARAVALI INTERNATIONAL SCHOOL	1
ARMY PUBLIC SCHOOL	1
ARWACHIN BHARTI BHAWAN	1
ARYAMANVIKRAM BIRLA INSTITUTE OF LEARNING	3
ASN SENIOR SECONDARY PUBLIC SCHOOL	1
ASTER PUBLIC SCHOOL	6
AVB PUBLIC SCHOOL	1
B.B.COLLEGIATE MUZAFFARPUR	1
BAL BHARATI PUBLIC SCHOOL, NOIDA	1
BAL BHAVAN PUBLIC SCHOOL	1
BAL MANDIR SENIOR SECONDARY SCHOOL	2
BANASTHALI VIDYAPITH	1
BAPTIST CONVENT SCHOOL	1
BHARAT NATIONAL PUBLIC SCHOOL	1
BHARTI PUBLIC SCHOOL	1
BILLABONG HIGH INTERNATIONAL SCHOOL	1
BOSCO PUBLIC SCHOOL	1
CAMBRIDGE SCHOOL NOIDA	1
CBSE PRIVATE CANDIDATE	1
CHILDREN'S ACADEMY GHAZIABAD	12
CHOWGULE PUBLIC SCHOOL	1
CITY CENTRAL SCHOOL	1

DAV (FROM DIFFERENT NEARBY BRANCHES)	1
DEEPALAYA SCHOOL KALKAJI EXTENSION	7
DEHRADUN PUBLIC SCHOOL, GHAZIABAD	1
DELHI PUBLIC SCHOOL	1
DEV SAMAJ MODERN SCHOOL	4
DISHA DELPHI PUBLIC SCHOOL	1
DIWAKAR MODEL SCHOOL	1
DLF PUBLIC SCHOOL	1
EVERGREEN PUBLIC SCHOOL	2
G.L.T. SARAWATI BAL MANDIR	1
GOVERNMENT SCHOOL	1
GREEN FIELDS SCHOOL, SAFDARJUNG ENCLAVE	1
GREENFIELD SCHOOL DILSHAD GARDEN	1
GREENWAY MODERN SCHOOL	2
GYANDEVI SCHOOL	1
HANSRAJSMARAKSR SEC SCHOOL	1
HAPPY SCHOOL DARYAGANJ	2
HILLWOODS ACADEMY	1
INDIRAPURAM PUBLIC SCHOOL	1
KALANIKETAN INTERNATIONAL SCHOOL	4
KDB PUBLIC SCHOOL	1
KENDRIYAVIDYALA (AGCR AND VIGYANVIHAR)	2
KERALA EDUCATION SENIOR SECONDARY SCHOOL	1
KHEJURI, BALLIA	1
KRISHNA NIKETAN	2
LADY IRWIN SCHOOL	1
LITTLE FLOWERS PUBLIC SR. SEC. SCHOOL	1
LOVELY PUBLIC SENIOR SECONDARY SCHOOL	1
LT. NAHAR SINGH INTER COLLEGE, ALIGARH	4

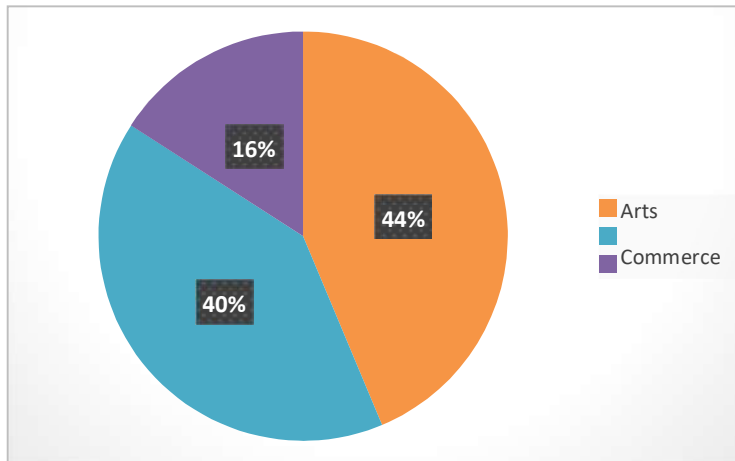
MAHARSHIPARSHURAM INTER COLLEGE AGRA	1
MANAVSTHALI SCHOOL	1
MAYOOR SCHOOL NOIDA	1
MODERN SCHOOL	1
MOUNT OLIVER SR SEC SCHOOL	2
OPEN	6
NATIONAL VICTOR PUBLIC SCHOOL	1
NAVYUG SCHOOL MANDIR MARG	1
NEW ERA	2
NEW RAINBOW PUBLIC SCHOOL	1
NILGIRI HILLS PUBLIC SCHOOL	2
QUEEN MARY'S SCHOOL	1
RADIANT ACADEMY	1
RAMJAS PUBLIC SCHOOL	1
RAMSHREE PUBLIC SCHOOL ORAI (JALAUN)	1
RISHABH PUBLIC SCHOOL	1
RISING STAR ACADEMY SR.SEC.SCHOOL	1
RK MODERN SCHOOL NOIDA	1
RPM ACADEMY	1
RSBIC	1
RSBV	1
RYAN INTERNATIONAL SCHOOL	1
SAAI MEMORIAL GIRLS SCHOOL	2
SANTNIRANKAARISR SEC SCHOOL	2
SARLA CHOPRA DAV PUBLIC SCHOOL NOIDA	2
SATYAWATISOOD ARYA GIRLS SENIOR	1
SBBM SARVODHYAVIDYALAY	1
SECONDARY SCHOOL	1
SH GURU NANAK KH GIRLS SR. SEC SCHOOL	1

SHIV VANI MODEL SENIOR SECONDARY SCHOOL	1
SHRI AMAR NATHADARSH INTER COLLEGE,	1
SKYWARD SENIOR SECONDARY SCHOOL	1
SOMERVILLE SCHOOL	2
UNIVERSAL PUBLIC SCHOOL	1
UTTAM SCHOOL FOR GIRLS	1
UTTARAKHAND PUBLIC SCHOOL NOIDA	1
VANASTHALI PUBLIC SCHOOL	2
VENKATESHWAR INTERNATIONAL SCHOOL	1
VIDYABHAWANMAHAVIDYALAYA	1
VIDYAVIKASINEE INTER COLLEGE	1
VIVEKANAND INTERNATIONAL SR SEC SCHOOL	6

The students were asked about the schools from where they had done the schooling. Their response is shown in the table shown above. The data shows that majority of the schools from where the DME Media School students came belonged to Noida, Ghaziabad, Mayur Vihar and other parts of East Delhi. Significantly few students were from a school outside the East Delhi region. In terms of distance, it is evident that the majority of the students are from the radius of 5-8 Kms.

Fig 4

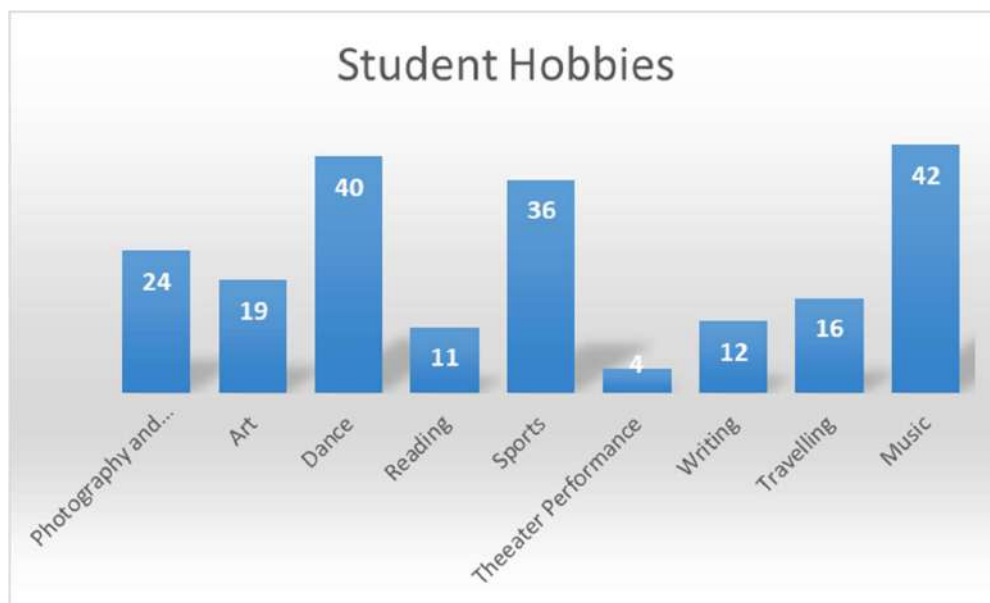
STREAM-WISE CLASSIFICATION OF THE RESPONDENTS



The data shows that most of the students joining the BAJMC Programme at DME MediaSchool are from Arts (Humanities) backgrounds. Commerce students come second, and science students are least likely to join BAJMC at DME compared to the other academic disciplines.

Fig 5

HOBBY-WISE CLASSIFICATION OF THE RESPONDENTS

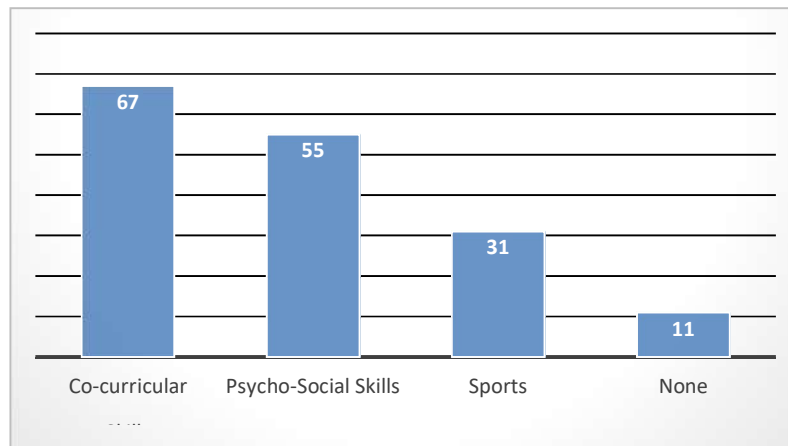


Music and dance are the two most popular hobbies amongst the respondents. Sports (playing and watching) is the third most popular hobby amongst respondents. Photography and videography

come after that. It just shows that extra-curricular activities are more popular amongst the students than the co-curricular or the ones which can be helpful in the media careers.

Fig 6

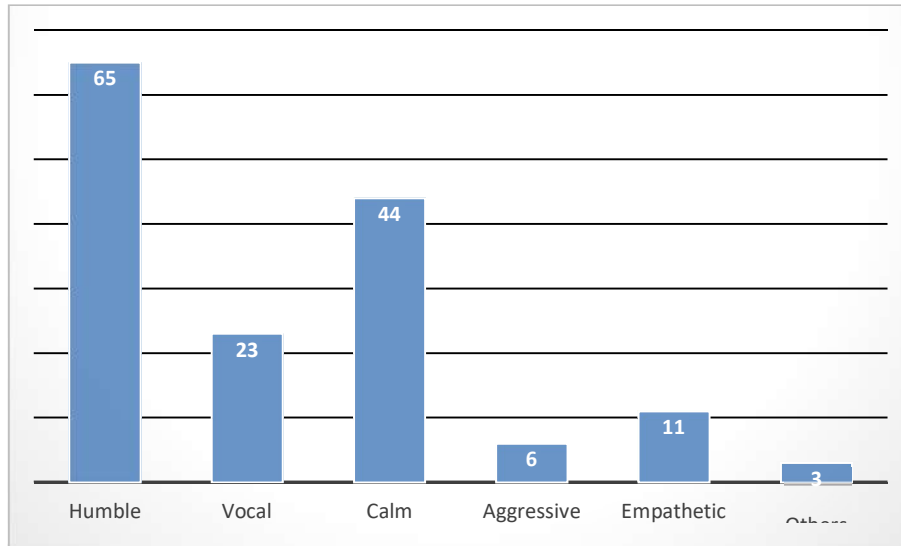
SKILLS ACQUIRED BY THE RESPONDENTS DURING SCHOOL TIME



The data acquired from the respondents show that students acquired co-curricular activities the most during their school time, followed by psycho-social skills and sports.

Fig 7

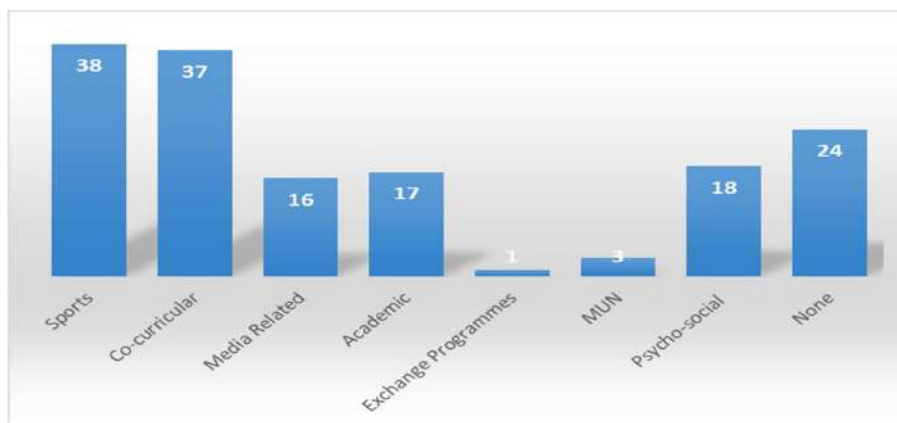
Popular Characteristic Traits amongst the Respondents



The students were asked about the characteristic traits students believed were a must for being successful in life. It was seen that being humble and calm was the most popular trait amongst the students. On the other hand, being vocal about things emerged as the third most popular characteristic trait amongst the students.

Fig 8

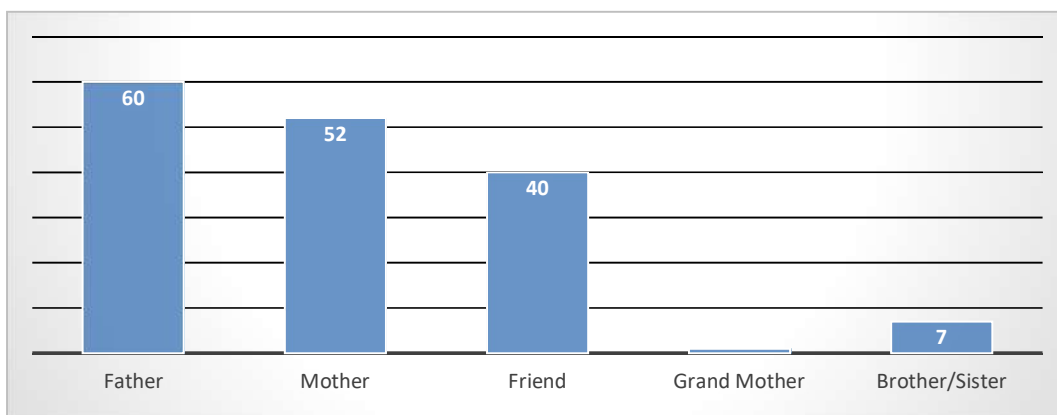
MOST REMARKABLE ACHIEVEMENT FIELDS OF THE RESPONDENTS



The students were asked about their most outstanding achievements to date, and it was witnessed that students had majorly sports-related achievements followed by co-curricular achievements. The objective of this question was to find out the areas in which the students have been performing well and believed it to be an achievement. It is always essential to understand what students feel like an achievement in order to understand them better.

Fig 9

PERSON WHO INSPIRES MOST

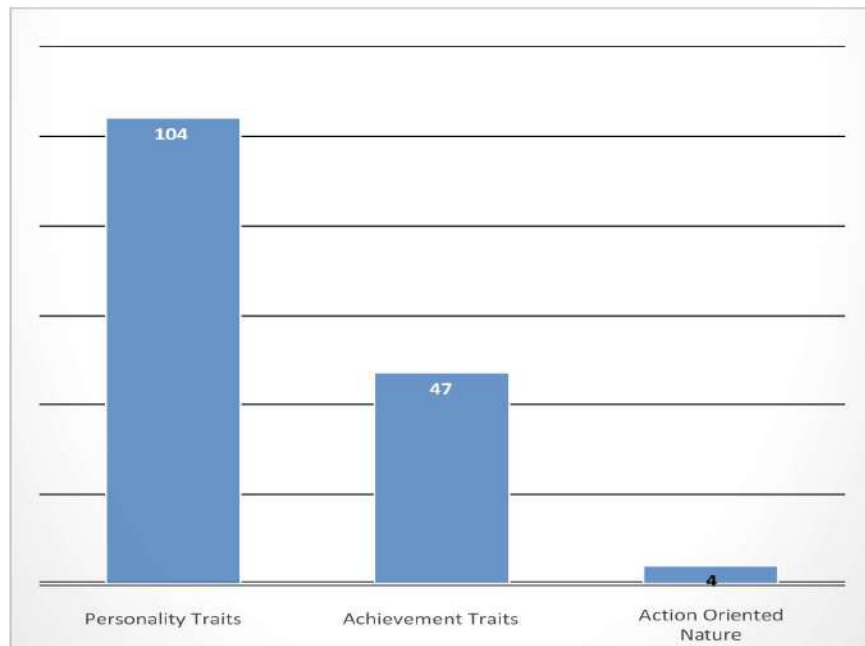


In order to bring the best out of students, it is essential to know what inspires the students. The role models and inspirations can then be incorporated into the education system to bring about a greater degree of engagement of the students. As they should be called here, the students or respondents are inspired mainly by their fathers, followed by their mothers and friends. Surprisingly, students are not much inspired by their siblings. Their friends motivate them more.

On being asked about what inspires them about their parents, siblings and friends. This is what the students had to say:

Fig 10

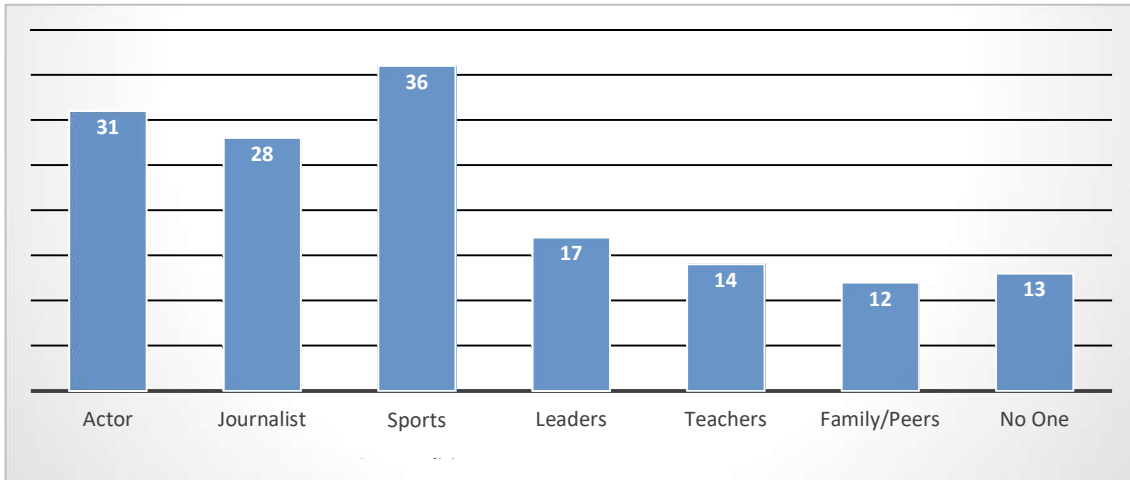
INSPIRING TRAITS



Again the personality traits are the most inspiring part about an individual. It is shown to be more inspiring than the achievements of an individual, and that too by a significantly big margin.

Fig 11

PERSONALITIES INSPIRING THE STUDENTS



Apart from the parents and the friends, the students are highly inspired by the sports personalities followed by actors and then journalists as shown in the graph above.

Fig 12

PREFERRED DISCUSSION PARTNERS FOR ACADEMIC ISSUES

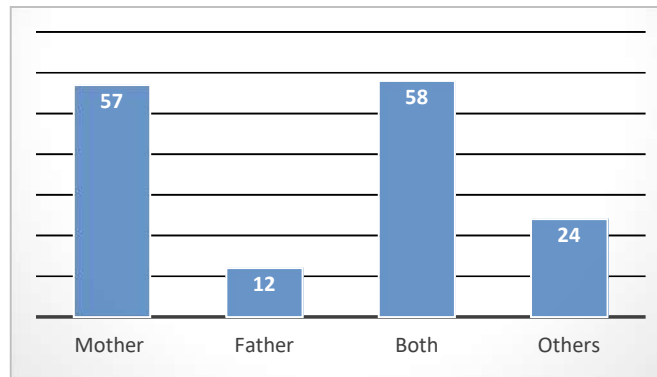
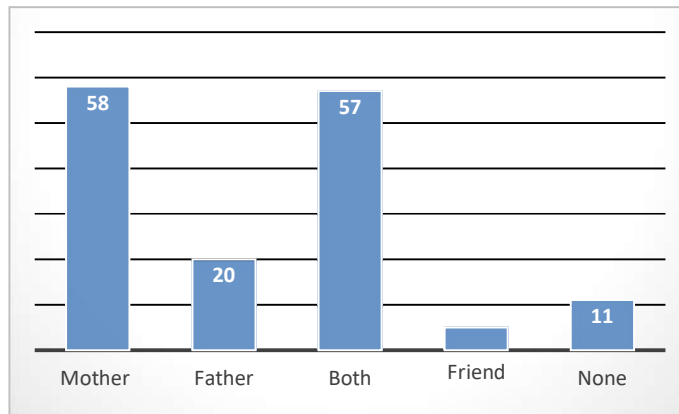


Fig 13

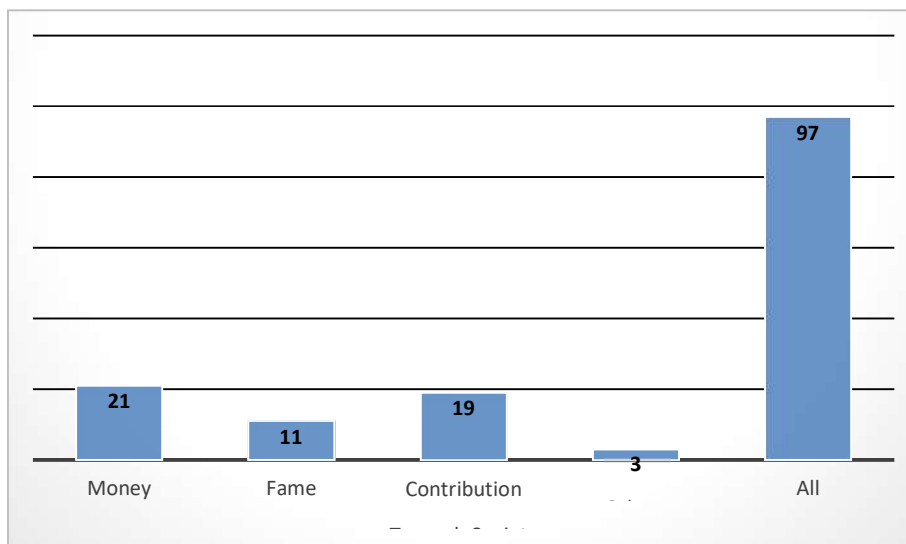
Preferred Discussion Partners for Other Issues



The figure above shows that amongst the parents, fathers tend to inspire their children the most, but when it comes to discussing the academic issues and other issues about colleges, fathers are probably the ones with whom the interaction is mostly negligible. The category both somehow manages to balance this otherwise existing imbalance. The two graphs above show the students preference of interaction of academic and other issues, respectively.

Fig 14

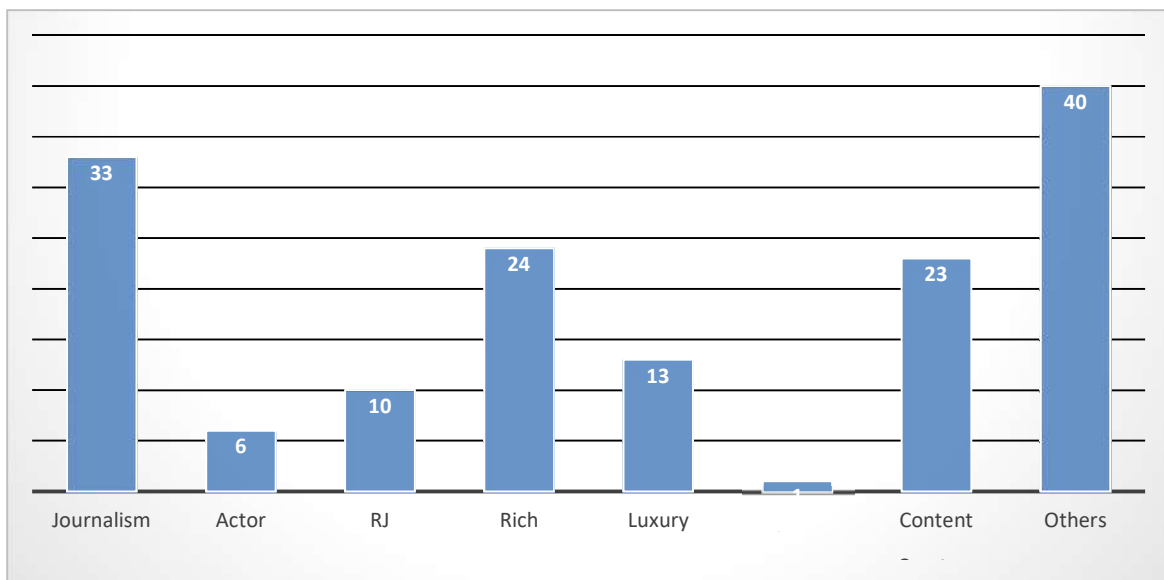
EXPECTATIONS OF THE STUDENTS



The students were asked about their expectations of themselves. As shown in the figure below, the data claims that the majority expect to be rich, famous, contributing to society and all. This shows the dynamism being bred by the students wherein they don't believe in a single directional achievement. Rather they want to be rich and have name and that they don't wish to stop there. They wish to continue and also contribute to the society.

Fig 15

STUDENTS' VIEW OF THEMSELVES A FEW YEARS LATER



On being asked about seeing themselves three years down the line, the students saw themselves as media persons, wealthy and settled and creating content in all the possible forms.

Fig 16

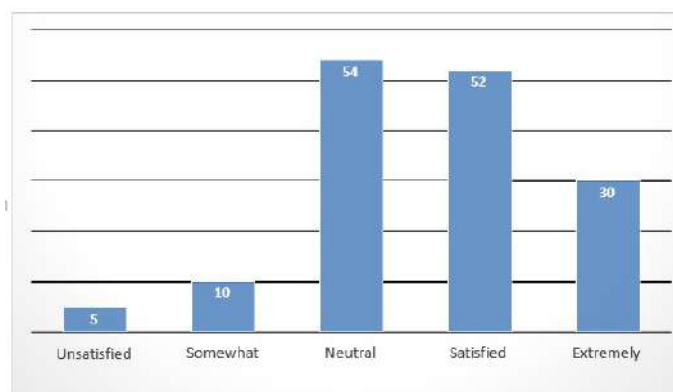
STUDENTS' VIEW OF FULFILLING LIFE



On being asked about the kind of life, the students envision about themselves. It was witnessed that leading a rich, luxurious life is the most common vision of students' lives. Students also tend to live a life of excitement, travelling around. Surprisingly, least number of students chose happiness as their view of fulfilling life.

Fig 17

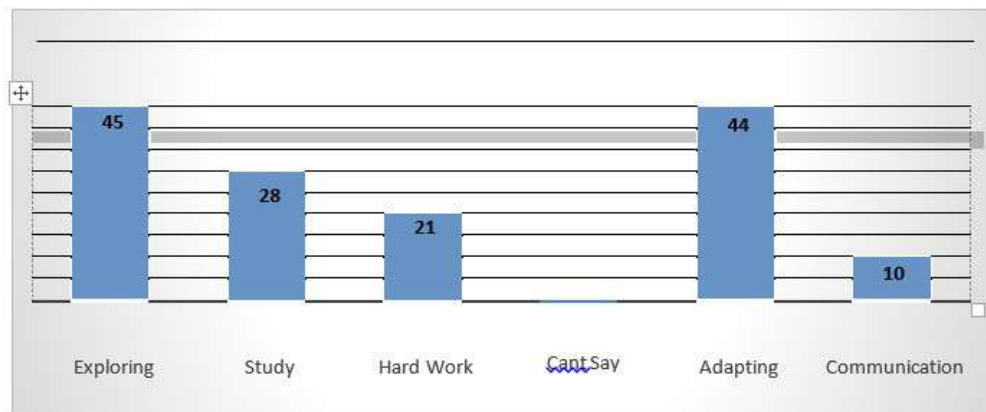
RATING OF THE STUDENTS' EFFORTS FOR ACHIEVING GOALS



Students were asked about rating their efforts in achieving their goals, and it was seen that they appear to be satisfied and highly satisfied with their current efforts.

Fig 18

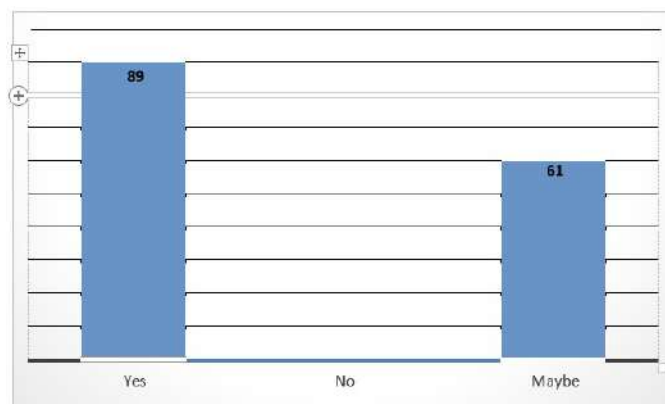
Efforts being put by students to achieve the life of their dreams



The students claim that they have been exploring different fields, trying to adapt to different challenges to prepare themselves for the future and achieve their dream.

Fig 19

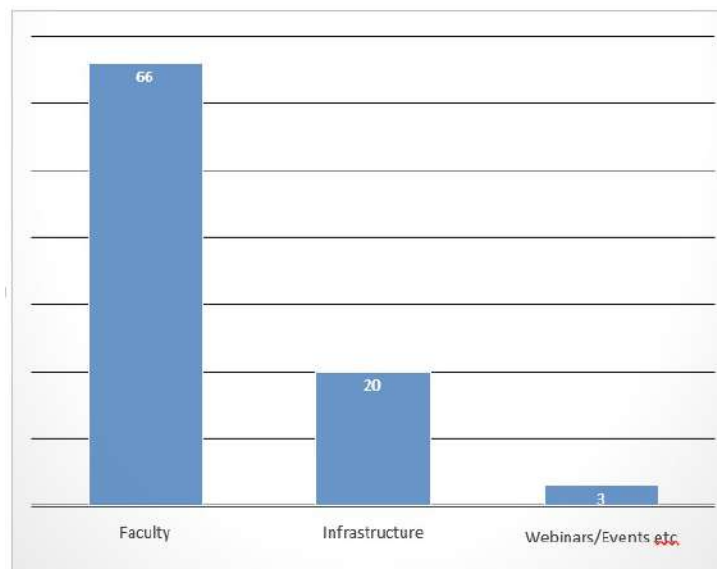
STUDENTS SATISFACTION WITH DME SO FAR



On being asked about how DME has fared so far, the response was shown in the figure below. As high as 89 students claimed to have been fully satisfied with the efforts of DME, while 61 said 'Maybe'. Only one student claimed to have been dissatisfied with the efforts of DME.

Fig 20

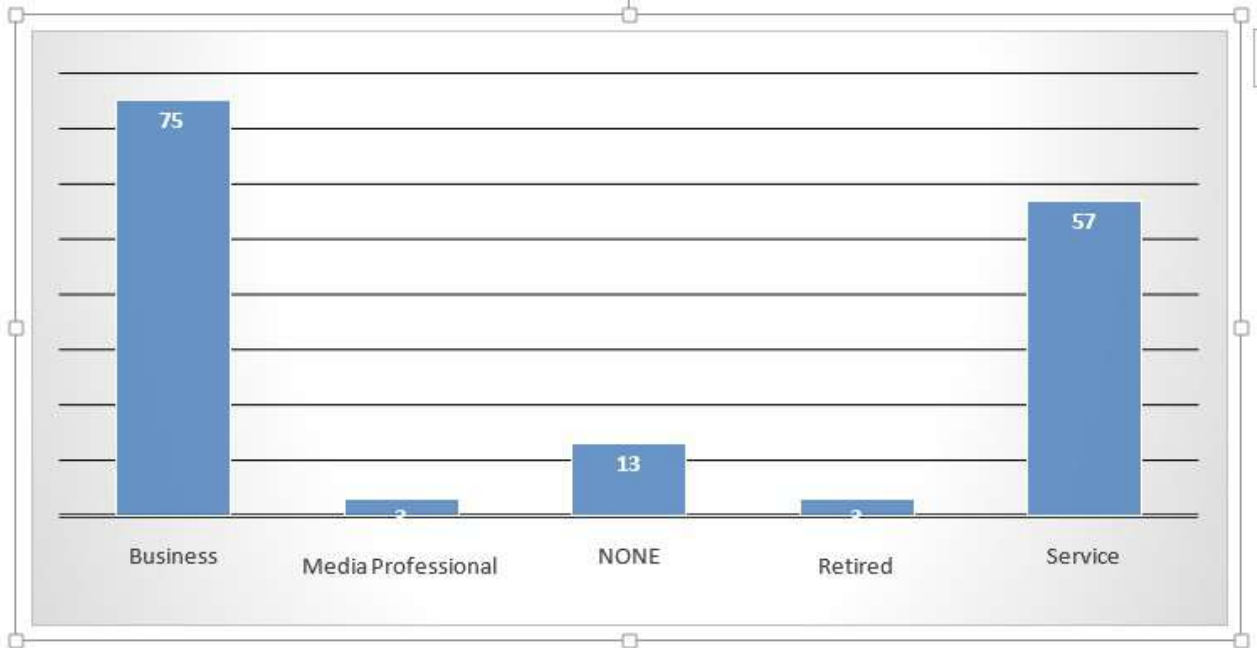
ASPECTS OF DME LIKED MOST BY THE STUDENTS



The students were asked about what they have liked the most about DME so far. Their response highlighted that their best experience was with the teachers at DME. After the Faculty, it was the infrastructure at DME they liked the most, but faculty was the most liked option of the students with a considerable margin.

Fig 21

PROFESSION OF STUDENTS FATHER



The data below in the form of the table and the graph shows that most of the students have fathers who are businessmen. Second on the list are the students whose fathers are servicemen. Third, only three students' fathers work in media while the remaining handful of students are either not working or retired.

Table 1

Row Labels	Count of Fathers Area of Specialization
Agriculture	2
Arts	2
Commerce	12
Culinary	3
Customer Service	1
Engineering	22
Legal	4
Logistics	5
Management	8
Marketing	7
Media	4
Medicine	7
Not Mentioned	51

Oratory	1
Sales	13
Sports	4
Technical	5
Grand Total	151

On being asked about the father's area of specialization, most of the fathers were either engineers, from a commerce background or working in the sales divisions of the various companies. The data below shows the various famous and rare areas of specialization of the student's fathers. Some students however chose not to answer this for different reasons.

Table 2

Row Labels	Count of Fathers interest areas apart from the work specialization
Arts	2
Astrology	1
Computer	1
Cooking	7
Current Affairs and Politics	20
Fitness	3
Gardening	2
Indulgence with Spirituality	3
Music	13
Not Mentioned	59
Reading	6
Researching	1
Sports	16
Story Narration	1

Travelling	8
Watching Films	5
Writing	2
Yoga	1
Grand Total	151

To create a network of like-minded parents, the students were asked about the interest areas of their fathers apart from their professional specialization domains. Current affairs & politics, music and sports emerged as the most popular interest areas. The remaining are shown in the table above.

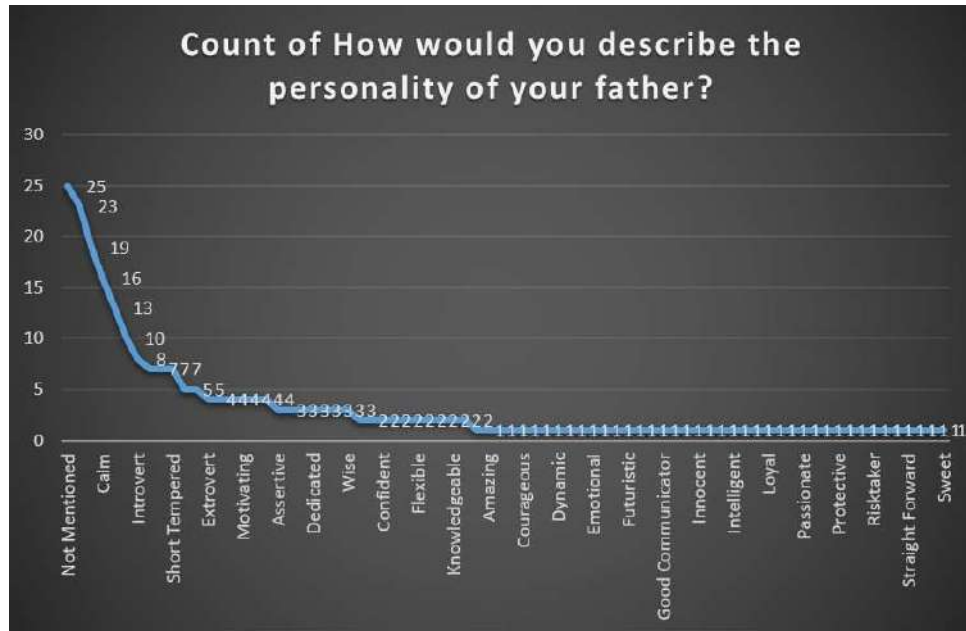
Table 3

Row Labels	Count of Fathers Favorite Sports
Athletics	3
Badminton	11
Basketball	1
Boxing	1
Carrom	1
Cricket	92
Football	4
Handball	1
Kabaddi	1
Lawn Tennis	1
Martial Arts	1
Not Mentioned	29
Swimming	1
Table Tennis	1
Wrestling	3
Grand Total	151

It was seen that the favourite sport of the majority of the fathers was cricket. It was the most popular choice with landslide margin, and badminton emerging is the second most popular choice but also liked by very few fathers.

Fig 22

FATHERS PERSONALITY AS DESCRIBED BY THE STUDENTS



The students were asked about expressing their fathers' personalities in one word. It was an important question as fathers are generally the ones who inspire their children the most. The children are most likely to see their fathers' traits as the most desirable ones. These desirable traits can then be incorporated amongst the students through rigorous mentoring and other kind of interpersonal interactions. It was seen that hardwork, being humble, being calm, being kind and caring have been the most popular traits witnessed by the students in their respective father. The other responses are shown below.

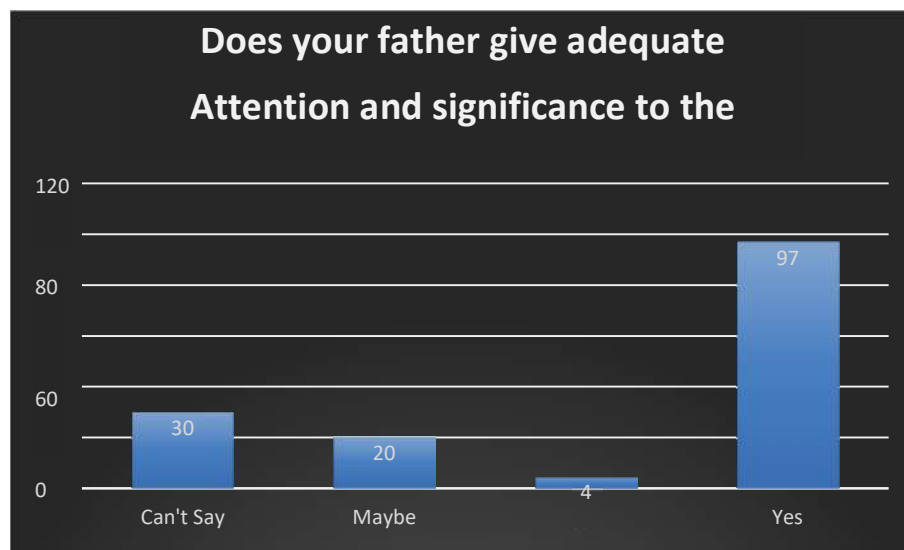
Table 4

Row Labels	Count of Fathers Expectations fromStudents
All	45
Being successful and giving back to the society	3
Character Formation	11
Good Grades in College	12
None	10
Overall Qualitative Improvement	51
Sizeable Placement	19
Grand Total	151

The students were asked about their fathers' expectations of them. The most common response was "Overall qualitative improvement", followed by "good placements" and other aspects. Though many fathers have all the expectations, an overall improvement is what the majority of fathers expect. It clearly shows that even the fathers believe that if there is a reasonable qualitative improvement, other expectations may automatically follow.

Fig 23

Fathers Paying Attention to Extra-curricular Activities



Also, a high number of fathers pay attention to the extra-curricular activities of the students. On the other hand, according to the students, a negligible number of fathers do not pay attention to it.

Table 4

Row Labels	Count of Mothers Profession / Occupation(mention it clearly)
Business	5
Homemaker	111
Martial Artist	1
Media Professional	1
NONE	3
Politician	1
Service	29
Grand Total	151

On being asked about the mothers' profession, it was seen that a significantly high number of mothers are homemakers. While 29 students claimed that their mother is working in the service sector.

Fig 24

Profession of Students' Mothers

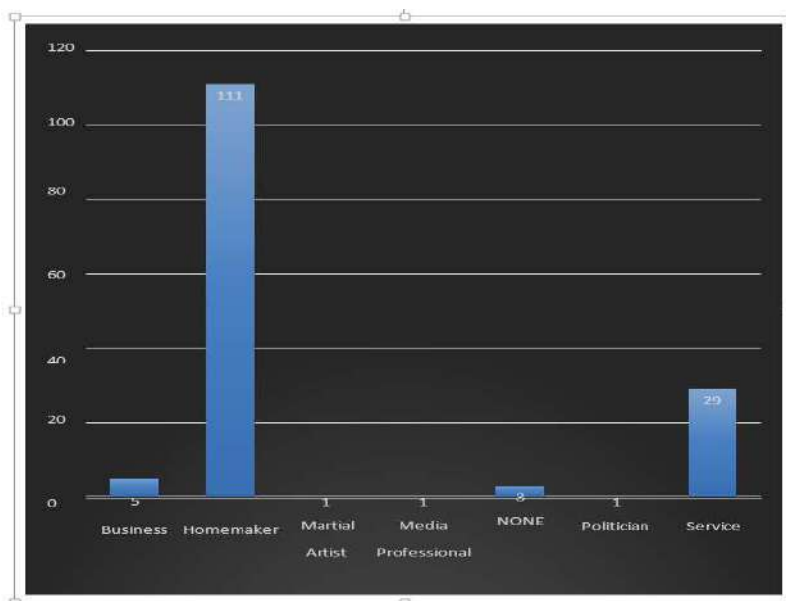


Table 5

Row Labels	Count of Mothers Area of Interest
Administration	1
Art	4
Business Development	1
Commerce	3
Customer Support	1
Embroidery	1
Fashion Design	1
Knitting	1
Makeup Designing	1
Management	1
Maths and Science	1
Medicine	2
Not Mentioned	114
Poetry Writing	1
Political Science	1
Print and Design	1
Psychology	1
Public Speaking	1
Social Sciences	1
Sports	1
Stitching	1
Teaching and Training	8
Technical	1
Therapy and Healing	1
Writing	1
Grand Total	151

The specialisation of the mothers appears to be very diverse, with teaching and training emerging as the most common specialisation. The number, however is very small in comparison to the sample size.

Table 6

Row Labels	Count of Mothers Hobbies
Anchoring	1
Art	7
Baking	2

Cinema	4
Cooking	57
Cooking	1
Craft	2
Current Affairs	2
Dance	17
Drawing	1
Embroidery	2
Fitness	1
Gardening	2
Knitting	7
Listening to Bhajans	1
Listening to Music	3
Music	5
Networking	1
Not Mentioned	22
Painting	1
Painting	1
Reading	14
Singing	22
Sketching	1
Sports	4
Stitching	2
Travelling	5
TV	11
Writing	3
Writing Poetry	1
Yoga	1
Zumba	1
Grand Total	205

Cooking, singing, dancing and reading has emerged as the most popular hobby amongst the students' mothers. Some students have even given watching TV as the main hobby of their mothers.

Table 7

Row Labels	Count of How would you describe the personality of your mother?
Active	1
Adorable	1
Aggressive	1
Argumentative	1
Assertive	3
Beautiful	3
Bold	2
Broad Minded	1
Calm	29

Caring	31
Charming	1
Compassionate	1
Confident	2
Confused	1
Considerate	2
Convincing	1
Cool	1
Creative	1
Curious	1
Emotional	1
Enthusiastic	1
Extrovert	5
Flexible	1
Forgiving	1
Friendly	5
Funny	4
Generous	2
Gentle	1
Hardworking	15
Helpful	6
Humble	14
Independent	1
Innocent	3
Inspiring	1
Intelligent	2
Introvert	4
Jovial	1
Kind	9
Loud	1
Loving	13
Motivating	4
Nice	3
Not Mentioned	12
Open-minded	1
Patient	4

Polite	5
Possessive	1
Pragmatic	2
Professional	2
Protective	1
Punctual	1
Realistic	1
Responsible	5
Self-made	1
Sensible	1
Short Tempered	3
Smart	2
Social	2
Soft Spoken	1
Straight Forward	4
Strict	6
Strong	4
Stubborn	1
Supportive	6
Sweet	10
Talkative	1
Understanding	4
Wise	1
Witty	1
Workaholic	1
Grand Total	266

The most popular traits amongst mothers were seen to be caring and being calm. Being hardworking and caring come after that.

Table 8

Row Labels	Mother gives adequate attention and significance to the extra-curricular activities
Can't Say	11
Maybe	15
No	3
Yes	122
Grand Total	151

Just like fathers, the table above shows that the mothers too keep track of the students' extra-curricular activities.

Table 9

Row Labels	Count of Mothers Expectations from the Students
All	49
Character Formation	26
Good Grades in College	13
None	3
Overall Qualitative Improvement	48
Sizeable Placement	12
Grand Total	151

Even amongst the mothers, the most frequent expectation is the overall qualitative improvement of the students.

Table 10

Row Labels	Count of Number of Siblings
0	20
1	100
2	23
3	5
4	1
5	2
Grand Total	151

On being asked about the siblings, the majority of the students have a single sibling. However, the number is significantly high, with 100 out of 151 students having just one sibling.

Table 11

Row Labels	Count of What do your siblings do? Elaborate, giving reference to their specialization and stream.
Artist	1
Business	6
Farmer	1
Gaming	1
Higher Studies	48
Not Applicable	24
Not Mentioned	2
Not Working	1
Preparing for Government Job	2
Preparing for Higher Studies	1
Preparing for USPC	1
Schooling	60
Self-Employed	2
Working	24
Grand Total	174

It is also seen that the majority of the students have siblings who are younger and are currently studying in schools. Forty-eight students have siblings who are into higher studies. Twenty-four students claimed to have siblings who are working.

Table 12

Humble	5
Impulsive	1
Intelligent	7
Introvert	7
Irresponsible	1
Irritating	1
Jovial	4

Keen Learner	1
Kind	2
Lazy	1
Loving	4
Moody	1
Motivating	2
Naughty	2
Not Mentioned	34
Obeying	1
Optimistic	2
Organized	1
Passionate	1
Polite	2
Rebel	1
Responsible	2
Sharp	2
Short Tempered	6
Sincere	1
Skillful	1
Smart	2
Soft Spoken	1
Straight Forward	1
Strict	1
Strong	1
Studious	1
Supportive	6
Sweet	1
Trustworthy	1
Understanding	3
Vocal	1

Amongst the siblings, it was seen that the popular characteristic trait highlighted by the students was not very clear. Aggression and calmness are the two popular traits though there are very few numbers supporting them. The students see very diverse characteristic traits in their siblings.

Table 13

Row Labels Count of What according to you are your brothers/ sisters expectations from you?	
All	35
Character formation	12
Good grades in college	11
NA	2
None	31
Overall Qualitative Improvement	50
Sizeable Placement	10
Grand Total	151

Just like mother and father, brothers and sisters have the similar expectations. Overall qualitativeimprovement is the most common expectation.

Table 14

Row Labels	Count of Do your brother / sister give adequate attention and significance to the extra-curricular activities?
Can't Say	17
Maybe	18
No	25
Yes	91
Grand Total	151

Brothers and sisters too pay adequate attention to extra-curricular activities.

Table 15

Row Labels	Reason for Choosing Mass Communication
Actually, I had a bit of interest, and I thought I would get to learn of lots of skills	1
Career opportunities	71
Challenge posed by media	1
Communication, Confidence and personality development	1
Fascination with the media	12
Fulfilling my career goals	1
Interest in the field of media and mass communication	49
Job opportunities	1
Just want to show reality to the general mass about what happening in the society and we are the only one who can make it proper, want to gain a power to ask anything and everything to everybody related to society welfare	1
None of the Above	7
Vast connection that will help further in work and business	1
Work Satisfaction	5
Grand Total	151

The perception regarding high career opportunities in the field of mass communication made students opt for mass communication. A high number of students also joined it because of interest in the discipline of mass communication.

Table 16

Row Labels	Count of Whatfactors did you consider while choosing the college of your choice (Whether DME or any other college that may have been your first choice)
------------	---

All	1
Building / Studio infrastructure	12
Connectivity with the metro line	8
Distance from Home	52
Locality	1
None	7
Placements & hands-on experience	1
Reputation	35
Reputation and distance from home	1
Seniors interaction	1
Teachers' profiles	19
Word of Mouth Praise from some friend / family member	13
Grand Total	151

Distance from home is the most dominant factor in choosing the college for graduation. Reputation of the college is the second most dominating factor. Teachers profiles come next being third in the list of factors acting as the deciding factor for the students. The infrastructure is fourth in this list. Some students also cited distance from the metro line as a dominant factor.

Table 17

Row Labels	Count of From where did you get to know about DME?
Advertisement	2
By searching	1
Call from the College Representative	16
Counselling	1
E mail	1
From an alumni	1
From my previous college faculty	1
From some friend or relative	63
Teacher	1
Website	50
You live nearby and hence knew about DME already	14
Grand Total	151

Majority of the students came to know about DME from friends or relatives. Website was the second source of information for these students. Only a handful students claimed that the call from the representatives from the college was the initial source of information for them.

Table 18

Row Labels	Row Labels
No	41
Yes	110
Grand Total	151

The visits seem to be an essential factor in making the students decide whether to join the college or not. Out of 151 respondents, 110 visited the college before admission.

Table 19

Row Labels	Count of Did any representative from DME
Maybe	19
No	48
Yes	84
Grand Total	151

Majority of the students also agreed that DME representatives called and contacted them. Some of the students were not able to recall.

Table 20

Row Labels	Count of If yes, how did you find the calling effort with respect to clarifying doubts?
Can't Say	29
Helpful	94
Neutral	25
Not helpful at all	1
Not much Helpful	2
Grand Total	151

It was also seen that the call from the representatives was helpful to the students in clearing doubts and making them understand the process.

Table 21

Row Labels	Count of Did you attend any DME webinar series before admission?
No	102
Yes	49
Grand Total	151

On being asked about attending the webinar before admission, a significantly high number of students denied attending any webinar.

Table 22

Row Labels	Count of Did you go through the DME website before seeking admission in DME?
No	23
Yes	128
Grand Total	151

The website emerged as an essential gateway for the students before admission. 128 out of 151 respondents agreed that they went through the college website before seeking admission.

Table 23

Row Labels	Did you check DME's social media presence on Facebook and YouTube before seeking admission?
No	61
Yes	90
Grand Total	151

90 out of 151 students also went through DMEs social media handles.

Table 24

Row Labels	Experience with DME so far on ascale of 1-5
1	0
2	2
3	36
4	69
5	44
Total Response	151

So far the majority of the students claimed to have experience lying between 4 and 5 on a scale of 1-5 which shows satisfaction.

Chapter 4

Recommendations

The prime objective of the survey was students' needs assessment based on expectations and experiences in DME Media School. The response provided insights into the activities for colleges to indulge in for enhanced students' experiences.

Learnings for Delhi Metropolitan Education:

1. Website is essential and needs to be maintained, focusing on students' enhanced navigation experience, quickly searchable information, and faster loading on mobiles and laptops.
 2. Social media content needs regular and consistent updating as students are most likely to navigate the social media handles before finalising admission decisions.
 3. Planning initiatives to reach out to the nearby schools and students studying there is indispensable since these students form a significant student share of DME. Furthermore, the data reveals that the college's rank and distance proximity play a decisive role in shaping the students' college preferences.
 4. Calling is cardinal amongst the students. It allows them to clear the doubts, and college contact points serve as the bookmarks for any further query resolution. Since calling is believed to be influential, professionals need to be hired for calling and consistent follow-ups.
 5. The two dominant factors influencing students admission decisions include the reputation of the college and students awareness about the college. Therefore, colleges must indulge in effective and consistent branding
-

activities.

6. Amongst the various qualities that students look for in a college, academic quality is of paramount significance. Therefore, qualitative improvement through strategic planning and execution should be the essential target for the colleges.
 7. Parents indulgence in the teaching-learning process should be ensured. Parents inspire their children through all walks of life and hence can contribute significantly to their effective learning. Therefore, if the parents are considered while planning and implementing policies for the students, it can lead to greater adherence and better results.
 8. Dance, Music, Sports and Photography have emerged as the most prevalent hobbies amongst the students. It is crucial that DME pays attention to dance, music and photography societies and make them more diverse and functional. They should be more active with people from outside hired to create more skilled dancers, musicians, photographers and sportspersons.
 9. Alongside parents, friends inspire the students the most. Therefore, to develop more peer-to-peer learning exercises and use the established and scientifically tested exercises should be on the priority list of the colleges.
 10. The students responded in affirmation on being asked about their experience in college so far. However, this should not deter the colleges from looking for constant endeavours to understand students' dynamic and ever-changing expectations. Therefore, the college ecosystem should be student-centric and conducive for dialogue to understand their needs better.
 11. Placement is a universal determinant that shapes the college preferences of the aspirants. Therefore, better placement tactics and opportunities for the students need to be incorporated through professional support, either by roping agency support or hiring placement specialists.
 12. There is a need for a more comprehensive model of student evaluation in addition to the existing ones. The examination alone is insufficient and
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therefore paves the way for adopting better qualitative and quantitative measures for a more comprehensive evaluation of the students.

Recommendations for the University

1. Some of the existing courses can be dropped, new contemporary courses introduced, and courses of similar nature can be clubbed, keeping the industry scenario in consideration.
2. Students have listed down the characteristics they find suitable for ensuing success. These are an add-on to the skills they consider essential for succeeding in the industry. The university can introduce courses focusing on the overall character building of the students. For example, self-help authors and books have become highly popular amongst school/college going students. A course imparting time management, financial management and other similar skills can be introduced to make them better poised for opportunities lying ahead.
3. Affiliated colleges may be involved more during curriculum planning and policy- framing for diverse academic programmes at the university level.

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Affiliated to GGSIPU, New Delhi &
Approved by Bar Council of India

Delhi Metropolitan Education

(Affiliated to Guru Gobind Singh Indraprastha University, Delhi)



GURU GOBIND SINGH
INDRAPRASTHA UNIVERSITY

Psychological and Demographic Facets of Students in DME Media School: An Exploratory Research of Students Admitted in 2021

A research project undertaken by RIM,
DME Media School (January – March 2022)

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Executive Summary

Psychological and Demographic Facets of Students in DME Media School: An Exploratory Research of Students Admitted in 2021

RIM – Research and Innovation in Media, the research centre of DME Media School, has conducted a study to understand the students admitted to the BAJMC programme in 2021. The study aimed to comprehend the factors affecting the individual choice of college for admissions. The research team wanted to identify the demographic and psychographic factors that affect the selection of college.

The key objectives of the study included identification of the factors that influence the choice of students, analysis of the importance of calling and a constant touch of various academic counsellors and faculty members, analysis of the personality pattern and future career goals affecting the choice, analysis of the relationship between motivation and personality factors of students and their expectations from the college, analysis of the demographic group taking admission in the college and its effect on the choice of college.

The study was conducted through an in-depth survey to collect primary quantitative preferential data from the students. In addition, the survey included open-ended questions in order to get a deeper understanding of their preferences and choices.

Based on the research, it was found, the students made a decision majorly based on the website and peer opinion. The students also decide based on industry and academic recognition in which DME Media School fared well. Further, students chose DME Media School for all the student development initiatives and activities undertaken.

Demographically, it was found in the research that a substantial majority of students belong to Ghaziabad, Noida and East Delhi. The two most important factors that motivated them to take admission were the quality of faculty members and state-of-the-art infrastructure.

The research also found that students desire more practical and skill-based academic programmes with higher industry interactions than academic programmes. The research has presented several recommendations both for DME and the university.

Chapter 1

Introduction

1. GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY (GGSIPU)

Guru Gobind Singh Indraprastha University, formerly Indraprastha University, is a state university located in Delhi. It was established in 1998 as a teaching-cum-affiliating university. The university was established on 28 March 1998 by the Govt. of NCT Delhi as a state university under Guru Gobind Singh Indraprastha University Act, 1998 with its Amendment in 1999. The University is recognised by University Grants Commission (India) under section 12B of the UGC Act.

GGSIPU was established as an affiliating and teaching university to promote studies in the emerging areas of higher education. The university runs almost 50 academic programmes as diverse as engineering, technology, business management, medicine, pharmacy, nursing, education, and law. More than 120 colleges affiliated with it are run according to the rules and regulations set by the university. Delhi Metropolitan Education is one of the most prestigious colleges affiliated with GGS IP University.

1.1 GGSIPU Accreditations

Guru Gobind Singh Indraprastha University was ranked 66 among Indian universities by the National Institutional Ranking Framework (NIRF) in 2019 and 95 in the overall category. The University School of Engineering & Technology was ranked 73 by NIRF engineering ranking, and the University School of Management Studies was ranked 62 in the management ranking.

1.2 University Schools

The university has schools ranging from technical to humanities and social sciences. The various schools include, University School of Information, Communication & Technology, University School of Chemical Technology, University School of Biotechnology, University School of Management Studies, University School of Environment Management, University School of Basic & Applied Sciences, University School of Humanities & Social Sciences, University School of Law and Legal Studies, University School of Education, University School of Architecture & Planning, University School of Medicine and Para-Medical Health Sciences and University School of Mass Communication. These schools offer programmes at undergraduate, postgraduate and doctoral levels.

1.3 Placements in GGSIPU

The University offers placements through the Central Placement Cell. The University has ties with various corporates, and the cell organises various events, including counselling, mock interview, aptitude tests, internship opportunities and group discussions. These activities help students identify their niche, choose and inculcate specialisation. The average salary package lies between Rupees 4-5 lakh per annum, and the top recruiters include companies like Infosys, TCS, Wipro and many others.

1.4 Admission Process at GGSIPU

Guru Gobind Singh Indraprastha University follows specific admission criteria for admission to different academic programmes, with GGSIPU CET being the university's official entrance and scholarship exam. Apart from the IPU CET, the University accepts several other National-level entrance exams for admission to its multiple programmes. IPU has a sanctioned intake of 85% for Delhi region candidates, while the remaining 15% seats are for candidates belonging Outside-Delhi region. In addition, some seats are reserved for particular category candidates such as Kashmiri Migrants, Person with Disability and Management Quota candidates. The university provides GATE scholarship only in the case of regular mode.

Admissions to some academic programmes are based on scores of National exams and entrances.

- B.Tech and B.Pharm admissions are based on the score in JEE Main Score followed by online GGSIPU Counselling.
 - BHMCT admissions are accepted based on the NCHMCT JEE Score.
 - NATA qualified candidates are eligible to apply for B.Arch. Final admission is based on 50% weightage each in NATA and marks in the qualifying examination.
 - MBBS, BDS, BAMS, BHMS admissions are accepted through NEET UG conducted at All India Level followed by Counselling.
 - BA-LL.B and BBA-LL.B admission is accepted based on the CLAT results.
 - M.Tech admissions are accepted based on GATE entrance scores.
 - A valid score in CAT and NIMCET is required to secure admission in MBA and MCA courses, respectively.
 - Admission to MD and MS is based on the score in NEET PG, while DM/ M.Ch admission is offered through NEET SS followed by counselling.
 - PGAC (Ayurveda) course requires a valid score in AIA- PGET conducted by AYUSH.
 - For PhD programs, the candidates are shortlisted based on CSIR NET/ UGC NET or JRF. The final
-

selection is performed through an interview round followed by counselling.

1.5 University at a Glance

Official Website	www.ipu.ac.in
NAAC Ranking	Grade A
Approved By	JGC

2. DELHI METROPOLITAN EDUCATION

Delhi Metropolitan Education was established in the year 2012 under the aegis of Sunshine Educational and Developmental Society. The institute is affiliated to Guru Gobind Singh Indraprastha University and approved by the Bar Council of India. The institute is self- financed and private funded.

A premier institute, DME imparts undergraduate education in various disciplines like Law, Journalism and Mass Communication and Business Administration. In addition, the institute aims to create a conducive environment for research and has instituted research centres research acumen amongst faculty members and students.

The campus is situated in the industrial area of Noida amidst prominent corporate offices. The college is offering various sports facilities and a robust library infrastructure. Over the years, the institution has expanded its infrastructure and recorded a significant increase in the students' intake. The institute's focus is to hone students for the upcoming fourth industrial revolution and mould socially responsible citizens.

The education in the college aims towards developing creative and critical thinking, nurturing innovation and excellence. The management aims to prepare professionals for the industry by using innovative teaching practices to enhance student's skills, develop leadership qualities in all students, and prepare them for the industry. DME sees its students' building capacity to acquire global skills for entrepreneurship, professional proficiency and improved quality of life to achieve excellence in all spheres of life. In a continuous endeavour to guide and contour the curricular / co-curricular aspects of education, the management strives to achieve the overall development of its students.

2.1 Admissions in DME

Delhi Metropolitan Education is an affiliated Guru Gobind Singh Indraprastha University institute, and the guidelines are determined. The institute cannot regulate the intake of students.

DME organises digital webinars to benefit prospective students and existing students in various relevant areas of management, journalism and mass communication and law. Besides this, several general awareness and expert sessions are organised for providing students with an understanding of the professional landscapes and avenues available to them in the future.

The annual intake for academic programmes available at DME is mentioned below.

Course	No. of seats
BA.LLB	180
BBA.LLB	120
BBA (Morning Shift)	120
BBA (Evening Shift)	60
BA (JMC) Morning Shift	120
BA (JMC) Evening Shift	60

2.2 Research at DME

2.2.1. Centre For Laws On Gender And Sexuality (CLGS)

The Centre for Laws on Gender and Sexuality aims to engage in original, empirical, and doctrinal research on the intersection of law and gender studies, with a specific focus on understanding gender and sexuality. In the course of researches, the centre aims to meet specific targets. Centre For Research and Innovation in Media (RIM)

As the research centre of DME Media School, RIM is dedicated to exploring the ever-changing dimensions of media and mass communication. Our vision is to synthesise the critical aspects of media and bring out meaningful insights that the practitioners can use to bring quality to the domain. This research centre looks forward to building ideas and innovates for a better contribution.

2.2.2. Centre For Intellectual Property Rights (CIPR)

The Centre for Intellectual Property Rights (CIPR) of Delhi Metropolitan Education aims at

supporting academic and policy-oriented dialogue in the individual and intersectional areas of intellectual property (IP) such as Traditional Knowledge, Patents, Trade Marks, Copyright, Trade Secrets and Artificial Intelligence with Cyber Laws and Competition Law. The centre primarily focuses on carrying out intensive and extensive research on important contemporary issues in these areas.

2.2.3. Centre of Excellence For Sustainable Development (CESD)

Amidst multiple reports of climate change, growing disparities, volatile markets, food and water shortage, health and sanitation concerns, our world faces an enormous challenge of balancing the needs of society, the environment and the economy. As a socially responsible organisation, we at DME aspire to generate awareness and action on sustainable development practices. The centre aims to pursue research and formulate practical solutions for the adoption of sustainable management practices to strive towards sustainable development.

2.2.4. Centre for Constitutional Law and Human Rights (CCHR)

The Centre for Human Rights (DME) (estd. 2017) is a trans-disciplinary centre of excellence for national and international academic research, teaching and critical study on human rights. It focuses on academics, research, students, practitioners and activists who wish to advance the study and promotion of human rights at local, national and international levels. The centre aims to increase public awareness about the domestic and international human rights standards, laws and procedures through research projects, education programs and publications. It ardently focuses to undertake and facilitate interdisciplinary human rights research projects.

2.2.5. Centre for Alternative Dispute Resolution (CADR)

The justice dispensing system in India has come under great stress for several reasons, chief of them being the massive pendency of cases in courts in India underlining the need for Centre for Alternative Dispute Resolution (CADR) methods. Alternative Dispute Resolution or ADR refers to an assortment of dispute resolution procedures that primarily serve as alternatives to litigation and are generally conducted with the assistance of a neutral and independent third party. Mediation, Conciliation, Arbitration, Lok Adalats, Med-Arb, Early Neutral Evaluation and Mini Trial are examples of ADR procedures. Therefore, the CADR of DME thought it necessary to quickly provide a new forum for debate and research on the practice and procedure of ADR techniques for resolving international and domestic commercial disputes.

2.2.6. *Centre for Enviro-legal Studies (CELS)*

The Centre for Enviro-legal Studies (CELS) aspires to sew up a clean and sustainable environment for this nation which is still developing. Further, it aims to serve as a resource Centre for teaching environmental law and pursue research in a national, regional and international context.

2.2.7. *Centre for Criminal Laws and Justice (CCLJ)*

Criminal law is an essential subject of academic and practical importance. The centre aims to advance knowledge on the administration of justice and the nature of criminal behaviour. It aims to bring various stakeholders like academicians, policy planners, officials, programme administrators, civil society representatives, NGOs, media, social and development activists, and practitioners to debate and discuss Criminal Law and Justice and inclusive development: issues, challenges, and social work perspective. The centre attempts to engage these issues theoretically as well as empirically.

3. DME MEDIA SCHOOL

3.1 Centre for Research and Innovation in Media (RIM)

Centre for Research and Innovation in Media (RIM) is the research wing of DME Media School. It is dedicated to exploring the ever-changing dimensions of media and mass communication. Its aim and vision are to synthesise the critical aspects of media and bring out meaningful insights that the practitioners can use to bring quality to the domain.

3.2 Scope of work

RIM takes up formative, exploratory, and applied research to understand the media world and its functioning better. Where ever desirable, teachers-students collaborative projects are taken up by the centre allowing all-round growth and development of both the students and the faculty members. The objective remains to create and promote an environment of research in the institute and contribute to domain knowledge.

The centre focuses on the following research areas:

- Advertising and Brand Management
 - Corporate Social Responsibility
 - Documentary and Wildlife Photography
 - Functional aspects of Journalism
 - Various aspects of Public Relations
-

- Interdisciplinary areas of study

RIM has adhered to its mission and vision and stayed true to its name, coming up with innovative research practices time and again. The centre has taken up various projects fulfilling the objectives with which it was set up.

RIM took up a Minor Research Project as part of a faculty-student collaborative project under the supervision of Prof. Ambrish Saxena. Taken up as a self-funded research programme of DME, this project was accomplished during academic session 2018-2019. The research was conducted on "**Issues of Voting and Media Usage in General Elections 2019: Opinion of Youth in Lok Sabha Constituencies of Delhi**".

The project mentioned above was an inter-disciplinary project involving seven teachers and 34 students from Media, Law and Management Schools. The report of this research project was converted into a book, **Issues of Voting and Media Usage by Youth**, in 2019. In addition, the findings of this study were also covered in popular news channels of the country.

The spirit of RIM has always been kept alive through the efforts of its members in roping in more students for research paper writing in many international conferences, including the ICAN organised by DME Media School every year. The teachers pick and choose the interested students and groom them, teaching them the nuances of academic writing and helping them in getting their work published.

Not only this, the centre felicitates such students from time to time to upgrade their research skills. The latest effort in this chain has been a 3-day workshop on Qualitative Research methods by renowned researcher Prof. (Dr) Dayanand Sansanwal in 2021. In addition, faculty members have been guiding students in writing papers for ICAN⁴, which is scheduled for July 2021.

RIM also undertook writing a book on Development Communication, the publication of which is underway. RIM continues to strive for achieving excellence in the field of media research.

3.3 MediaSpace: DME Journal of Communication (DMEJC)

MediaSpace DMEJC is open access, peer-reviewed and interdisciplinary academic annual media journal. It endeavours to serve as the leading forum for a thoughtful and scholarly engagement for a broad range of complex issues at the intersection of media, law, public policy and social change in the world. It, therefore, emphasises representation of diverse perspectives and invites articles presenting opinions on the long-lived media issues, emerging contemporary issues and possible solutions to

them.

MediaSpace DMEJC concerns itself with articles from diverse areas involving contemporary, socially and politically relevant media issues ranging from journalism, advertising, public relations, corporate communications, film studies and much more. Towards this end, this journal encourages critical reflections based on empirical observations and experience with a theoretical and multi-disciplinary approach.

Chapter 2

Research Methodology

1. Rationale of the Study

Since research on academic achievement began to emerge as a field in the 1960s, it has guided educational policies on admissions and dropout prevention. Although much of the literature has focused on higher education, the knowledge obtained on behavioural phenomena observed in colleges and universities can potentially guide research. For example, several behavioural patterns have been linked to academic preferences, choices, parameters, active social ties, the halo effect of the leadership, the social image of the college opportunities to participate in co-curricular events and festivals.

This research aims to understand better the factors affecting the individual choice of college for admissions. The RIM team wants to identify how demographic and psychographic factors affect students' choices. For ease of investigation, the project is divided into specific objectives.

2. Objectives

1. To identify the factors that influence the choice of students about selecting a college for admission
 2. To analyse the importance of calling and a constant touch of various academic counsellors and faculty.
 3. To understand the personality pattern and future career goals affecting the choice of students
 4. To comprehend the relationship between motivation and personality factors of students and their expectations from the college
 5. To find out the demographic groups taking admission in the college and its effect on the choice of students
 6. To appreciate the aspirations students have from the BA JMC programme of GGS IP University
 7. To make out what additional input students expect from the university and the college
-

3. Research Tools and Methodology

In this research, a triangulation study was done; both qualitative and quantitative methods were applied. A survey was conducted to gain primary quantitative preferential data from the students. The survey also included qualitative questions in order to get a deeper understanding of the relevant issues.

Since the classes were not happening in the college in the physical mode given COVID- 19 pandemic, students were called to the college in small groups to collect data. The Dean and other faculty members conducted Semi-structured interviews of students. Further, group discussions amongst students were conducted on pre-mediated topics and agendas to understand their attitudes. Faculty members were a part of this discussion.

Dr Ambrish Saxena, Dean and Dr Susmita Bala, Head of Media School, sensitised the students and the faculty members concerning the research objectives. Both the professors initiated discussions with the students and aligned them for the research.

Chapter 3

Data Analysis

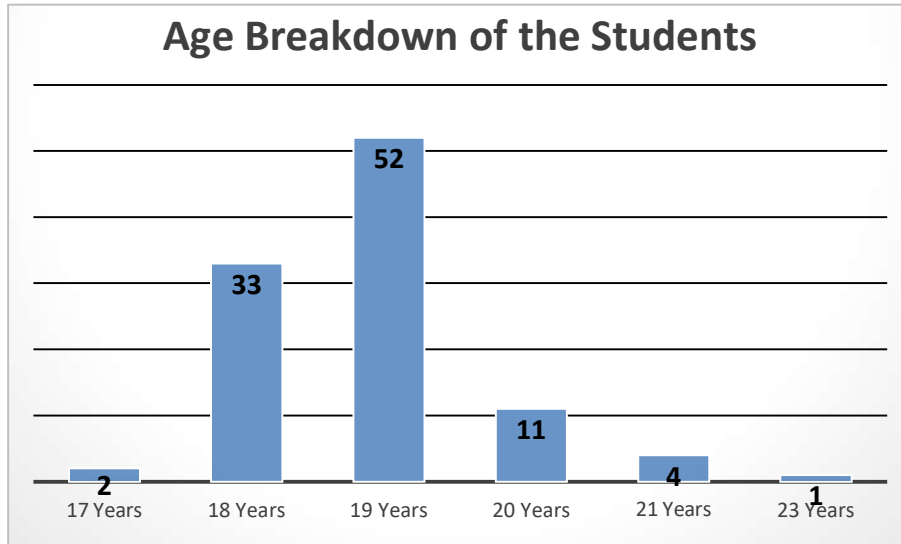
The year 2020 marred with disruptions in education and other walks of life given the spread of corona infection. The admission process of GGS IP University was delayed for various reasons, like the late declaration of class 12 results, late conduct of CET and consequently delayed results and other procedural impediments. The admission for BAJMC was completed during December 2020 end (a delay of about five months), and the classes started during the last week of December 2020.

Given the pandemic and apparent risk of infection, physical classes were not happening, but students had to come to the college for completing their admission formalities if required. Therefore, DME Media School decided to call the students to the college in small groups to get familiarised with their teachers and mentors. Dr Ambrish Saxena, Dean, DME Media School, initiated an idea of conducting a study for understanding the aptitudes, aspirations and expectations of the newly admitted students by collecting data from these small groups. Accordingly, a research design was prepared, objectives were framed, and questions were formulated.

1. ANALYSIS OF DATA

As decided, the survey was conducted on the first year, newly admitted students of DME Media School. The pandemic and subsequent online classes allowed the most negligible interpersonal interaction with the students. Hence it was imperative to understand the students' perceptions regarding the various facets of life. Moreover, it was an exercise to understand the students better to allow better mentorship and enhanced learning experience for the students.

Age	Frequency
17 Years	2
18 Years	33
19 Years	52
20 Years	11
21 Years	5
23 Years	2
Grand Total	105



The survey data includes the frequency of participants in different age groups. A total of 105 participants were surveyed. The age groups ranged from 17 to 23 years. The frequency of participants was highest in the age group of 19 years (52), followed by 18 years (33). The least frequent age group was 17 years (2) and 23 years (2). There were also 11 participants who were 20 years old and 5 participants who were 21 years old. Overall, the majority of participants in the survey were in the age range of 18-19 years.

Schools of the Respondents

AMBIENCE PUBLIC SCHOOL	1
ANDHRA EDUCATION SOCIETY, ITO	1
APEEJAY SCHOOL	2
ASTER PUBLIC SCHOOL	1
BAL BHARATI PUBLIC SCHOOL	1
BAL BHAVAN PUBLIC SCHOOL	2
BAL MANDIR SR. SEC SCHOOL	1
BEDI INTERNATIONAL SCHOOL	1
BHARAT NATIONAL PUBLIC SCHOOL	1
BHARTI PUBLIC SCHOOL	2
BLOOM PUBLIC SENIOR SECONDARY SCHOOL	1
CAMBRIDGE SCHOOL	1
COLUMBUS PUBLIC SCHOOL	1
CORRESPONDENSE	1
CRPF PUBLIC SCHOOL	1
DAV CHANGER NAGAR	1
DAV PUBLIC SCHOOL	3
DAV SRESHTHA VIHAR	1
DEEP JOSHI	1

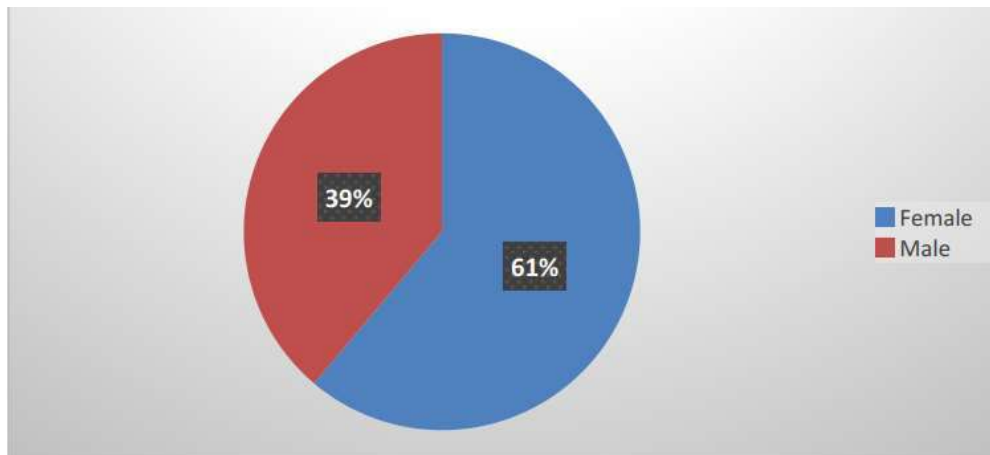
DEHRADUN PUBLIC SCHOOL	1
DELHI PUBLIC SCHOOL GHAZIABAD VASUNDHARA	1
DLF PUBLIC SCHOOL	1
UGLAS MEMORIAL HIGHER SECONDARY SCHOOL	1
DPS NOIDA	1
DPS VASUNDHRA	2
DPSG	1
N.C.COLLEGE.BENIPATTI, MADHUBANI	1
EVERGREEN PUBLIC SCHOOL	4
FATHER AGNEL SCHOOL NOIDA	1
GAGAN BHARTI PUBLIC SCHOOL	1
GD GOENKA PUBLIC SCHOOL GREATER NOIDA	1
GREEN FIELD SCHOOL	1
GYANDEEP ENGLISH SCHOOL, VARANASI	1
HILLWOODS ACADEMY	1
INDIRAPURAM PUBLIC SCHOOL	2
INGRAHAM INSTITUTE ENGLISH SCHOOL	2
JAWAHAR NAVODAYA VIDYALAYA	1
JAYCEES PUBLIC SCHOOL	1
K.D.B. PUBLIC SCHOOL	1
KARL HUBER SCHOOL	1
KENDRIYA VIDYALAYA A.G.C.R COLONY	1
KENDRIYA VIDYALAYA NO.1 BIKANER	1
KENDRIYA VIDYALAYA PUSHP VIHAR	1
KENDRIYA VIDYALAYA TATANAGAR	1
LITTLE FLOWER SENIOR SECONDARY PUBLIC SCHOOL	2
MAHARAJA AGARSAIN PUBLIC SCHOOL	1
MANI BEN PATEL BHARTIYA MAHILA SARVODAYA VIDYALAYA	1
MODERN INDIAN SCHOOL	1
MODERN SCHOOL	1
MOTHER'S GLOBAL SCHOOL	1
N.K BAGRODIA PUBLIC SCHOOL	1
NATIONAL VICTOR PUBLIC SCHOOL	2
NAVYUG SCHOOL SAROJINI NAGAR	1
NCS VIZAG	1
PATANJALI RISHIKUL	1
R.S.K.V.	2
RAJDHANI PUBLIC SCHOOL	2
RAMJAS SCHOOL, PUSA ROAD	1
RANI JHANSI SARVODYA KANYA VIDHLYALAYA RAILWAY COLONY TUGHLAKABAD	1
SAAI MEMORIAL GIRLS SCHOOL	1

SADHNA DEVI VIDYAPEETH	1
SAFFRON PUBLIC SCHOOL	2
SARASWATI BAL MANDIR	1
SETH ANANDRAM JAIPURIA	1
SHANTINIKETAN JUBILEE SCHOOL	1
SHREE THAKURDWARA BALIKA VIDYALAYA	1
SHRI VINAYAK ACADEMY INTERNATIONAL SENIOR SECONDARY SCHOOL	1
SLS DAV PUBLIC SCHOOL MAUSAM VIHAR DELHI	2
SOMERVILLE NOIDA	1
SOUTH DELHI PUBLIC SCHOOL.	1
SSK KHALSA	1
ST MARY CHRISTIAN SCHOOL	1
ST TERESA	1
ST. ANDREWS SCOTS SENIOR SECONDARY SCHOOL	3
ST. JOHN'S ACADEMY , JWALA NAGAR SHAHDARA	1
ST. JOSEPH.SER.SEC.SCHOOL	2
ST. JOSEPH'S COLLEGE	2
ST.FIDELIS SCHOOL	1
SUN SHINE PREP/ HIGH SCHOOL, MUZAFFARPUR, BIHAR	1
VANASTHLI PUBLIC SCHOOL	2
VICTORIA PUBLIC SENIOR SECONDARY SCHOOL	1
VIDYA BHARATI SCHOOL	1
VIVEKANAND SCHOOL	2

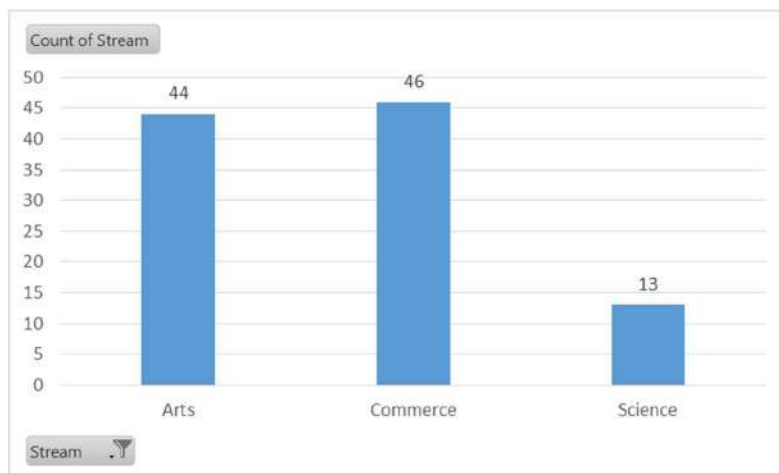
The students were asked about the schools from where they had done the schooling. Their response is shown in the table shown above. Majority of the students have studied from schools that are nearby DME and precisely are at the vicinity of 5-10 Kms maximum.

Gender wise Breakup of the Students

Row Labels	Count of GENDER
Female	63
Male	42
Grand Total	105



The table and the figure above shows that the majority is of the girl students with 61% respondents being girls and 39% only being the boys. It is very contradictory to the otherwise generally visible traits of various disciplines where there seems to be a disparity in terms of gender. While some professions are seen to be for the males and others for females, Mass Communication and Journalism seems to be catering to both and also getting away with the stereotype.



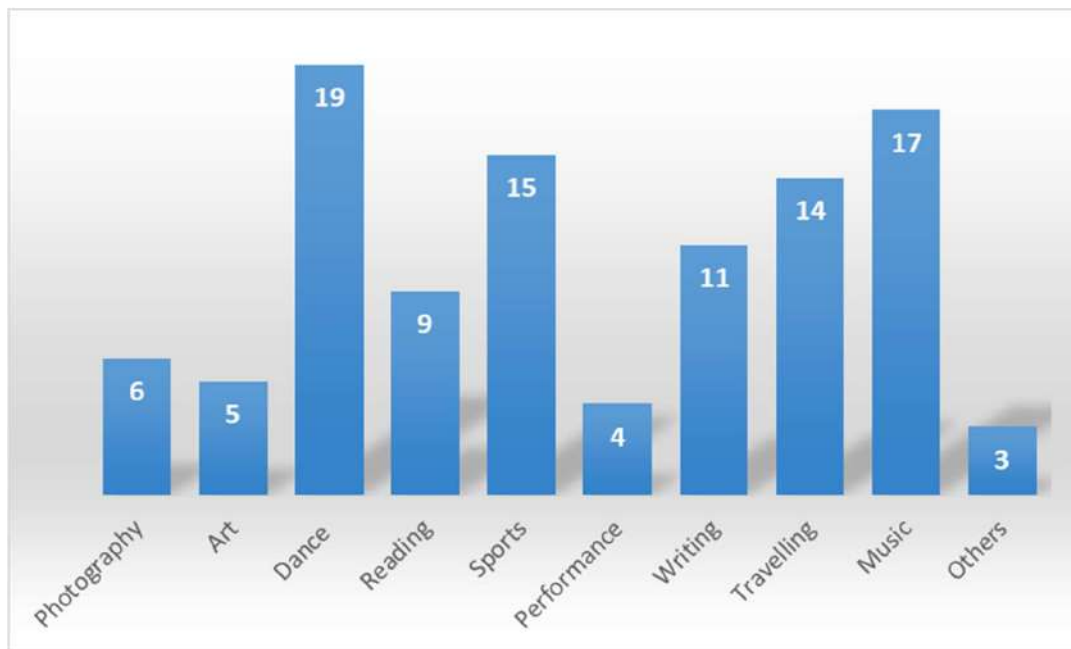
The data shows that most of the students joining the BAJMC Programme at DME Media School are from Commerce backgrounds. Arts and Humanities students come second, and science students are least likely to join BAJMC at DME compared to the other academic disciplines. However, the graph above is an indicator of the fact that this stream has a broad scope to accommodate anyone irrespective of the stream a student comes from.

Hobby-wise classification of the Respondents

Photography and Videography	6
Art	7
Dance	21
Reading	13
Sports	22
Theatre Performance	6
Writing	4
Travelling	7
Music	18

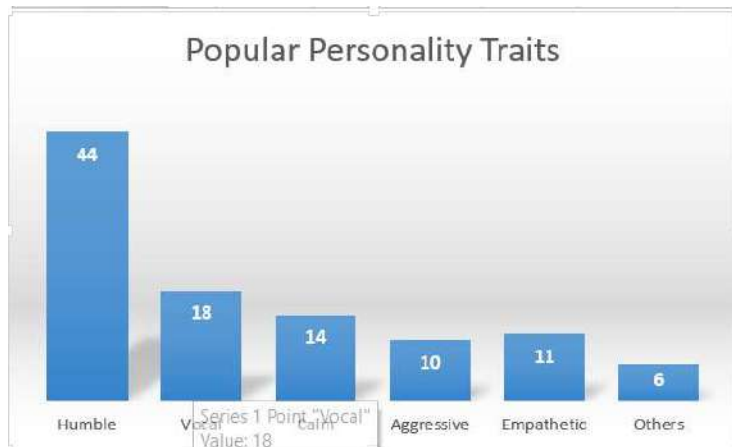
Music and dance are the two most popular hobbies amongst the respondents. Sports (playing and watching) is the third most popular hobby amongst respondents. Photography and videography come after that. Travelling too has emerged as a hobby amongst the majority. The hobbies are seen as critical for the growth and development of students. Here what is visible is that the majority have hobbies that may not be able to help them in the profession directly. The profession specific hobbies are diminishing amongst the students showing worrisome trends.

Skills acquired by the Respondents during school time



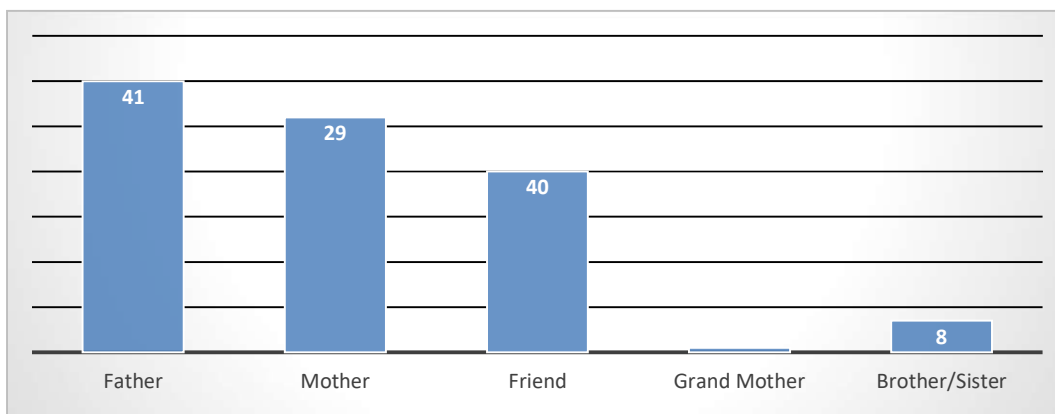
Also, the skills acquired during the school time shows that majority have been involved with dance, music and sports. Art, photography and writing like hobbies are learnt by fewer number of students.

Popular Characteristic Traits amongst the Respondents



The students were asked about the characteristic traits students believed were a must for being successful in life. It was seen that being humble and vocal was the most popular trait amongst the students. On the other hand, being vocal about things emerged as the third most popular characteristic trait amongst the students.

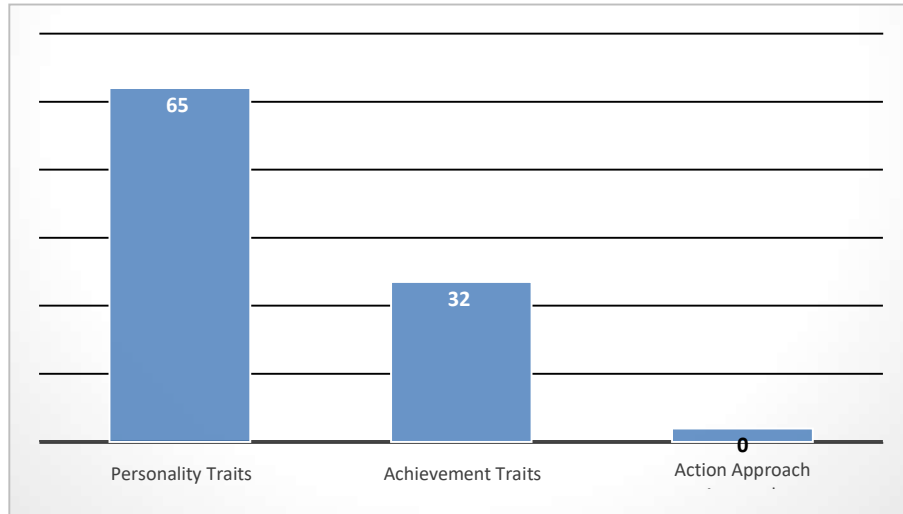
Respondents feel inspired by



On being asked about who the respondents feel most inspired with, it is seen that the students feel most inspired by their fathers and then by friends. It is also visible that mothers tend to inspire the students less than the friends and father. It can be primarily due to the fact that majority of the students who have responded to the survey are girls and it is a general perception that girls are inspired majorly by their fathers. Mothers being less inspiring in the eyes of the students is

worrisome.

Inspiring Traits



Again the personality traits are the most inspiring part about an individual. It is shown to be more inspiring than the achievements of an individual, and that too by a significantly big margin.

Personalities Inspiring the Students

Inspirations	Frequency
Sports Personalities	22
Family	22
Leaders	17
Teachers	17
Journalist	12
Actor	7
Peers	5
No-one	3
Total	105

The data presents the frequency of inspirations among a group of people. It reveals that sports personalities and family members are the most commonly cited sources of inspiration, with both having a frequency of 22. This suggests that individuals are often motivated and inspired by those closest to them and by successful individuals in the field of sports. Leaders and teachers follow with a frequency of 17, showing that people are also inspired by those in positions of authority and education. Journalists, actors, peers, and no one are less common sources of inspiration, with

frequencies of 12, 7, 5, and 3 respectively.

Preferred Discussion Partners for Academic Issues

Preferred Discussion Partner for Academic Issues	Frequency
Mother	46
Father	27
Friends	18
Both	14
Total	105

The data provides information on the preferred discussion partner for academic issues among a group of individuals. The majority of respondents, with a frequency of 46, prefer to discuss academic issues with their mother. The father is the next most preferred discussion partner with a frequency of 27, while friends have a frequency of 18. Both parents are preferred by 14 individuals. The total number of respondents is 105. This suggests that mothers are the most trusted and reliable source for academic advice and guidance, followed by fathers and friends, and that parents are preferred over friends for discussing academic issues.

Preferred Discussion Partners for Other Issues

Inspirations	Frequency
Mother	22
Father	41
Friends	31
Both	11
Total	105

The data presents the frequency of inspirations among a group of individuals, specifically in terms of the people they turn to for inspiration. Fathers have the highest frequency of 41, followed by friends at 31 and mothers at 22. Both parents are a source of inspiration for 11 respondents. The total number of respondents is 105. This suggests that fathers are the most common source of inspiration among this group, followed by friends and then mothers. Additionally, the fact that both parents are a source of inspiration for a relatively small number of respondents suggests that the respondents may have more varied sources of inspiration beyond their family.

Expectations of the Student

Expectations from Self	Frequency
Money	14
Fame	28
Contribution towards Society	11
Others	8
All	44
Total	105

The data presents the expectations from self among a group of individuals, in terms of what they hope to achieve or attain. The most common expectation from self is to achieve all of the listed options, with a frequency of 44. Fame is the next most common expectation with a frequency of 28, followed by money at 14 and contribution towards society at 11. Other expectations from self are cited by 8 respondents. The total number of respondents is 105.

These survey results suggest that the majority of individuals have a diverse range of expectations from themselves, and they hope to achieve success in multiple areas, rather than just one specific goal. However, fame is still a relatively common expectation, which may indicate a desire for recognition and validation from others. Additionally, the relatively low frequency of contribution towards society may indicate that this is not a high priority for many respondents, though it is still valued by a significant number of individuals. Overall, these results highlight the complex and multifaceted nature of personal expectations and goals.

Students' view of themselves a few years later

Students Idea of themselves a few years later	Frequency
Journalism	16
Actor	11
RJ	9
Rich	21
Luxury	20
Civil Servent	8
Content Creator	14
Others	6

The data presents the results of a survey on students' ideas of themselves a few years later. The most common idea is to be rich, with a frequency of 21, followed closely by luxury at 20. Journalism is the next most popular career path with a frequency of 16, followed by content creator at 14. Actors are also a relatively common idea with a frequency of 11, followed by RJ at 9 and civil servant at 8. Other ideas are cited by 6 respondents. The total number of respondents is 105.

These survey results suggest that many students have a desire for financial success and the associated luxuries that come with it. However, there is also a significant number of respondents who aspire to careers in creative fields, such as journalism, acting, and content creation. The relatively low frequency of civil servant and RJ may indicate that these are not as popular career paths among the surveyed students.

Overall, these results highlight the diversity of aspirations and goals among students, with a range of career paths and ideas of success. It is important to note that these aspirations may change over time as students gain more experiences and knowledge about their own strengths and interests.

Students' view of fulfilling life



On being asked about the kind of life, the students envision about themselves. It was witnessed that leading a rich, luxurious life is the most common vision of students' lives. Students also tend to live a life of excitement, travelling around.

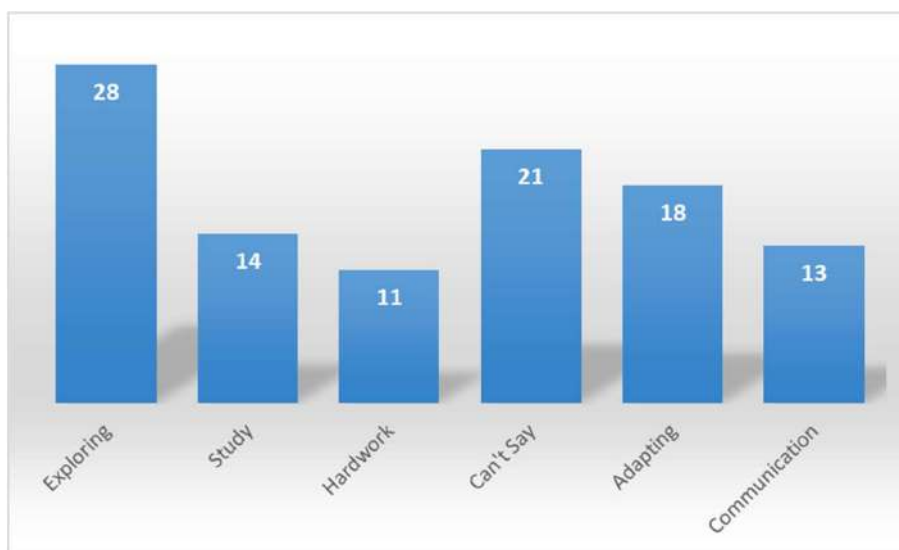
Rating of the students' efforts for achieving goals

Rating of students' own efforts for achieving their goals	Frequency
Unsatisfied	16
Somewhat Satisfied	20
Neutral	13
Satisfied	24
Extremely Satisfied	32
Total	105

Students were asked about rating their efforts in achieving their goals, and it was seen that they The data presents the rating of students' own efforts for achieving their goals. The largest frequency of responses is extremely satisfied, with 32 respondents indicating that they are very happy with their own efforts towards achieving their goals. This is followed by satisfied, with a frequency of 24. Somewhat satisfied and unsatisfied have frequencies of 20 and 16 respectively, and neutral has a frequency of 13. The total number of respondents is 105.

These survey results suggest that the majority of students are satisfied with their own efforts towards achieving their goals, with a significant number of respondents indicating that they are extremely satisfied. However, a notable proportion of respondents are also only somewhat satisfied or unsatisfied with their efforts. This may indicate that some students feel that they could be doing more to achieve their goals, or that they are facing challenges or obstacles that are hindering their progress. Overall, these results highlight the importance of self-reflection and self-evaluation for students, in order to identify areas where they can improve their efforts towards achieving their goals. It is also important for students to recognize their own strengths and accomplishments, and to celebrate their successes along the way.

Efforts being put by students to achieve the life of their dreams



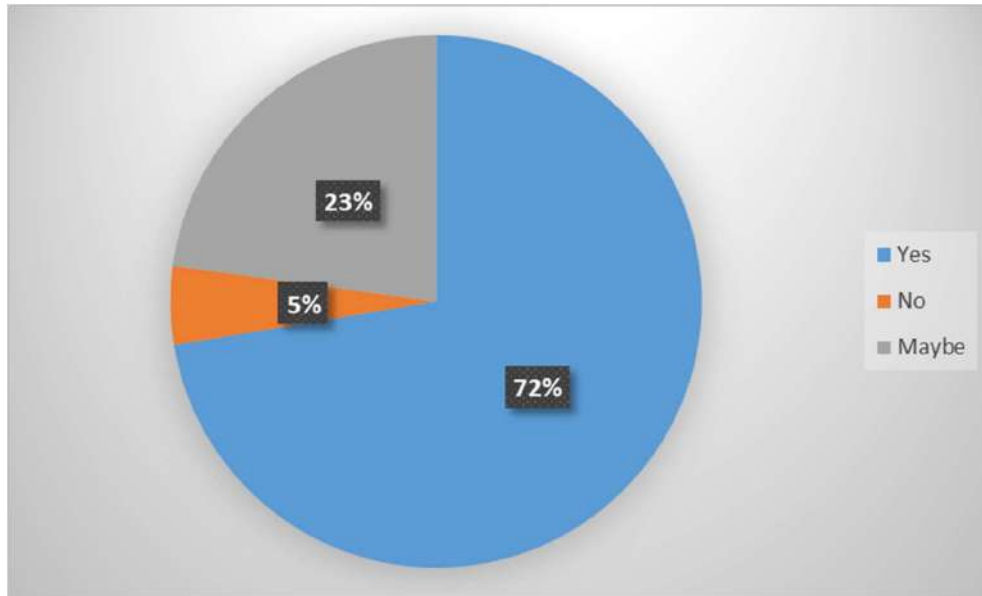
The data presents the areas in which efforts are being put by students to achieve the life of their dreams. The largest frequency of responses is exploring, with 28 respondents indicating that they are putting efforts into exploring opportunities and options that can help them achieve their dreams. Adapting and can't say are the next most common responses, with frequencies of 18 and 21 respectively. Study has a frequency of 14, hard work has a frequency of 11, and communication has a frequency of 13. The total number of respondents is 105.

These survey results suggest that many students are actively exploring different opportunities and avenues in order to achieve their dreams, while others are still unsure of the specific steps they need to take. Adapting is also a key area for students, suggesting that many recognize the need to be flexible and adaptable in order to succeed. Study, hard work, and communication are also important areas that students are focusing on in their efforts towards achieving their dreams.

Overall, these results highlight the diversity of efforts and approaches that students are taking in order to achieve their dreams. It is important for students to continue exploring different opportunities, and to be open to adapting their approach as needed. At the same time, it is also important for students to prioritize hard work, effective communication, and ongoing learning and growth in order to achieve success in their chosen endeavors.

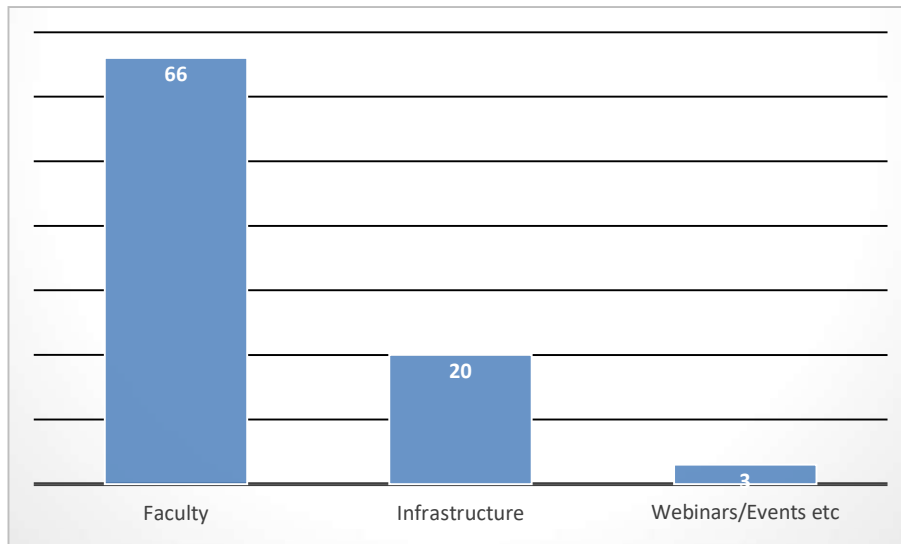
The students claim that they have been exploring different fields, trying to adapt to different challenges to prepare themselves for the future and achieve their dream.

Student's satisfaction with DME so far



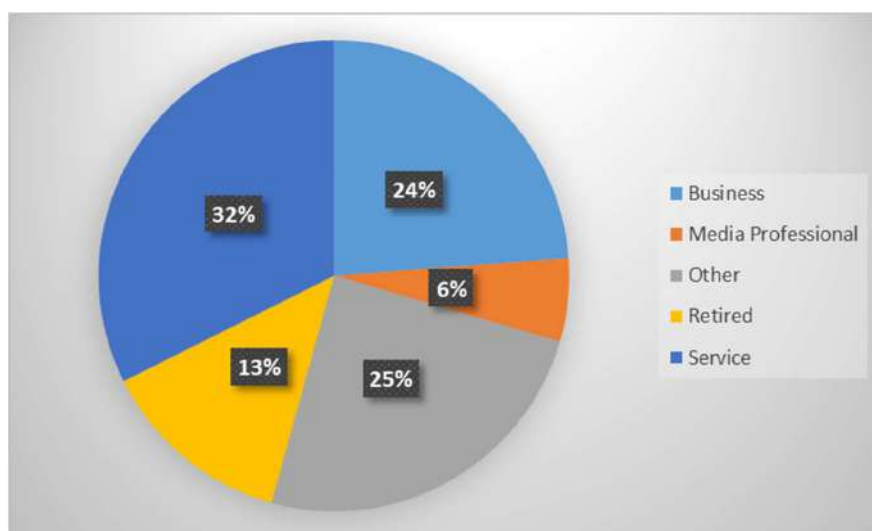
Out of 105 students, 76 responded positively when asked if they are satisfied with DME so far, 5 responded negatively, and 24 responded with maybe.

Aspects of DME liked most by the students



The students were asked about what they have liked the most about DME so far. Their response highlighted that their best experience was with the teachers at DME. After the Faculty, it was the infrastructure at DME they liked the most, but faculty was the most liked option of the students with a considerable margin.

Profession of Students Father



The data presents the working profiles of the fathers of students. The largest frequency of responses is service, with 34 respondents indicating that their fathers are employed in the service sector. This is followed by other, with a frequency of 26, and business, with a frequency of 25. Retired has a frequency of 14, and media professional has a frequency of 6.

These survey results suggest that the fathers of students have diverse working profiles, with a significant proportion employed in the service sector. Other sectors such as business and media are also represented, highlighting the diversity of careers and professions that exist within society. The number of retired fathers is also notable, indicating that many students may come from families where one or both parents have already retired from active employment. Overall, this data provides insight into the working backgrounds and profiles of the fathers of students, which can be useful for understanding the broader socioeconomic context in which these students are growing up.

Fathers Area of Specialization

Row Labels	Count of Fathers Area of Specialization
Agriculture	2
Arts	2
Commerce	12
Culinary	3
Customer Service	1
Engineering	19
Legal	3
Logistics	3
Management	4
Marketing	3
Media	2
Medicine	7
Not Mentioned	31
Oratory	1
Sales	7
Sports	2
Technical	3

On being asked about the father's area of specialization, most of the fathers were either engineers, from a commerce background or working in the sales divisions of the various companies. The data below shows the various famous and rare areas of specialization of the student's fathers.

Fathers interest areas apart from the work specialization

Row Labels	Count of Fathers interest areas apart from the work specialization
Arts	2
Astrology	1
Computer	1
Cooking	7
Current Affairs and Politics	15
Fitness	2
Gardening	2
Indulgence with Spirituality	3
Music	10
Not Mentioned	39
Reading	6
Researching	1
Sports	9
Story Narration	1
Travelling	2
Watching Films	1
Writing	2
Yoga	1
Grand Total	105

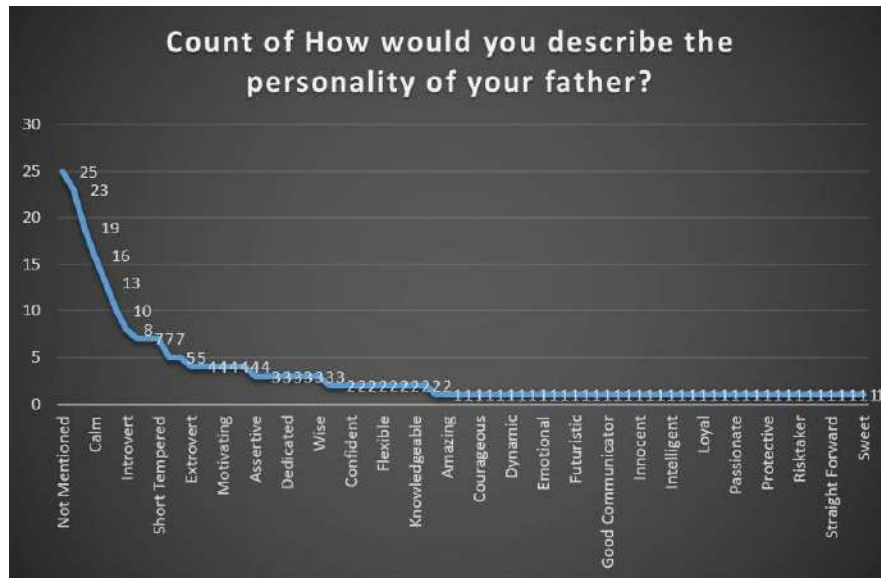
To create a network of like-minded parents, the students were asked about the interest areas of their fathers apart from their professional specialization domains. Current affairs & politics, music and sports emerged as the most popular interest areas. The remaining are shown in the table below.

Fathers Favourite Sport

Row Labels	Count of Fathers Favorite Sports
Athletics	2
Badminton	7
Basketball	5
Boxing	4
Carrom	3
Cricket	35
Football	7
Handball	2
Kabaddi	4
Lawn Tennis	3
Martial Arts	3
Not Mentioned	17
Swimming	7
Table Tennis	4
Wrestling	2
Grand Total	105

It was seen that the favorite sport of the majority of the fathers was cricket. It was the most popular choice with landslide margin, and badminton emerging is the second most popular choice but also liked by very few fathers.

Fathers personality as described by the students



The students were asked about expressing their fathers' personalities in one word. It was an important question as fathers are generally the ones who inspire their children the most. The children are most likely to see their fathers' traits as the most desirable ones. These desirable traits can then be incorporated amongst the students through rigorous mentoring and other kind of interpersonal interactions. It was seen that hard work, being humble, being calm, being kind and caring have been the most popular traits witnessed by the students in their respective father. The other responses are shown below.

Row Labels Fathers Expectations from Students

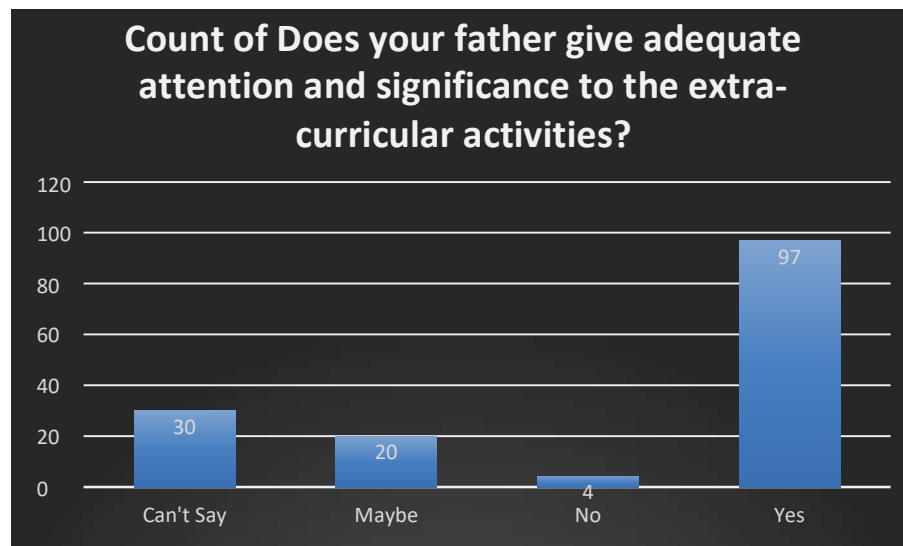
All	35
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Being successful and giving	3
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back to the society	
Character Formation	11
Good Grades in College	12
None	10
Overall Qualitative Improvement	25
Sizeable Placement	9
Grand Total	151

The students were asked about their fathers' expectations of them. The most common response was "Overall qualitative improvement", followed by "good placements" and other aspects. Though many fathers have all the expectations, an overall improvement is what the majority of fathers expect. It clearly shows that even the fathers believe that if there is a reasonable qualitative improvement, other expectations may automatically follow.

Fathers Paying Attention to Extra-curricular Activities

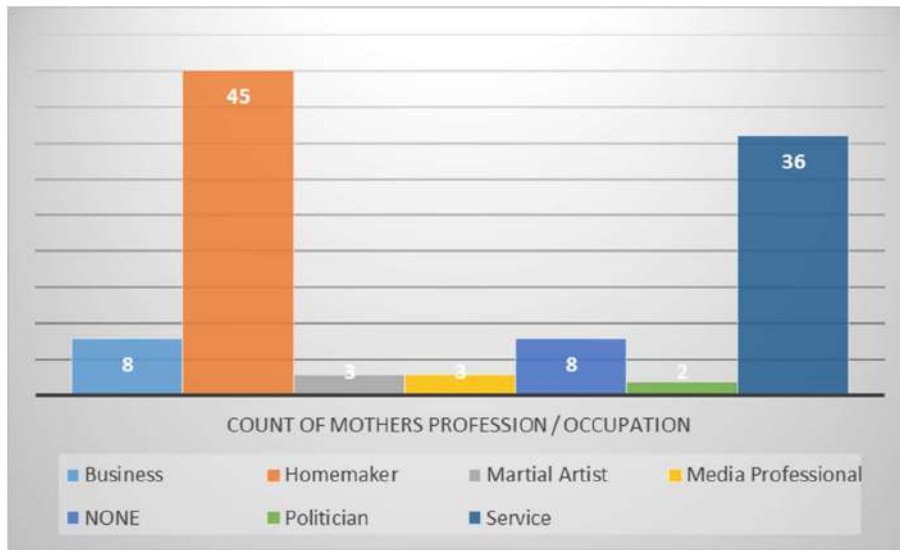


Also, a high number of fathers pay attention to the extra-curricular activities of the students. On the other hand, according to the students, a negligible number of fathers do not pay attention to it.

Row Labels	Count of Mothers Profession / Occupation
Business	8
Homemaker	45
Martial Artist	3
Media Professional	3
NONE	8
Politician	2
Service	36
Grand Total	105

On being asked about the mothers' profession, it was seen that a significantly high number of

mothers are homemakers.



Profession of Students' Mothers

Row Labels	Area of Specialization
Administration	4
Art	8
Business Development	2
Commerce	5
Customer Support	2
Embroidary	5
Fashion Design	2

Knitting	5
Makeup Desiging	8
Management	1
Maths and Science	0
Not Mentioned	33
Poetry Writing	1
Print and Design	1
Psychology	3
Social Sciences	1
Sports	3
Stitching	5
Teaching and Training	15
Writing	1
TOTAL	105

The specialization of the mothers appears to be very diverse, with teaching and training emerging as the most common specialization. The number, however is very small in comparison to the sample size.

Students Mothers' Hobbies

Row Labels	Count of Mothers Hobbies
Art	7
Baking	2
Cinema	4
Cooking	26
Craft	2
Current Affairs	2
Dance	8
Drawing	1
Embroidery	2
Fitness	1
Gardening	2
Knitting	7
Listening to Music	3
Singing	5
Networking	1

Not Mentioned	8
Painting	1
Sketching	1
Sports	4
Stitching	2
Travelling	5
Watching TV	7
Writing	2
Poetry	1
Yoga	1
Grand Total	105

The survey data shows the count of participants' mothers' hobbies. A total of 105 mothers' hobbies were mentioned. The most common hobby was cooking (26), followed by dance (8), watching TV (7), knitting (7), and art (7). Other hobbies mentioned include baking (2), cinema (4), craft (2), current affairs (2), drawing (1), embroidery (2), fitness (1), gardening (2), listening to music (3), networking (1), painting (1), poetry (1), sketching (1), sports (4), stitching (2), travelling (5), writing (2), and yoga (1). Additionally, 8 participants did not mention their mothers' hobbies.

Mothers Paying Attention and Significance to Extra-Curricular Activities

Row Labels	Mother gives adequate attention and significance to the extra-curricular activities
Can't Say	2
Maybe	18
No	15
Yes	70
Grand Total	105

The survey data shows participants' perception of their mothers' attitude towards their extra-curricular activities. Out of 105 participants, 70 felt that their mothers give adequate attention and significance to their extra-curricular activities. On the other hand, 15 participants felt that their mothers did not give enough importance to their extra-curricular activities. 18 participants were unsure about their mothers' attitude, while 2 participants could not say. This data suggests that a significant proportion of the participants felt that their mothers supported their extra-curricular activities, indicating the importance of parental support in promoting children's overall development.

Mothers Expectations from the Students

Row Labels	Count of Mothers Expectations from the Students
All	29
Character Formation	17
Good Grades in College	14
None	1
Overall Qualitative Improvement	24

Sizeable Placement	20
Grand Total	105

The survey data shows the count of participants' mothers' expectations from them. A total of 105 expectations were mentioned. The most common expectation was overall qualitative improvement (24), followed by sizeable placement (20), and character formation (17). Other expectations mentioned include good grades in college (14), all (29), and none (1). This data suggests that the majority of the participants' mothers had high expectations from them and had a desire to see them excel in their academic and professional pursuits.

Number of Siblings

Row Labels	Count of Number of Siblings
0	20
1	56
2	18
3	8
4	3
5	0
Grand Total	105

The survey data shows the count of participants based on the number of siblings they have. Out of 105 participants, 56 had one sibling, 18 had two siblings, and 8 had three siblings. A total of 20 participants did not have any siblings. The number of participants with four or more siblings was relatively low, with only 3 participants having four siblings and none having five or more siblings. This data suggests that the majority of the participants had at least one sibling.

Students Siblings Profile

Row Labels	r siblings do? Elaborate, giving referenceto their specialization and stream.
Artist	3
Business	14
Farmer	2
Gaming	4
Higher Studies	21
Not Applicable	15
Not Mentioned	7
Not Working	5
Preparing for Government Job	11
Preparing for Higher Studies	14
Preparing for USPC	2
Schooling	7
Entrepreneur	12

Self-Employed	7
Working	32
Grand Total	156

The survey data shows the participants' responses regarding what their siblings do. A total of 156 responses were recorded. The most common response was "working" (32), followed by "higher studies" (21) and "preparing for government job" (11). Some participants mentioned that their siblings were pursuing higher studies or preparing for competitive exams like UPSC (14), while others reported that their siblings were self-employed or entrepreneurs (7 and 12 respectively). Some participants mentioned that their siblings were artists (3), farmers (2), or into gaming (4). Additionally, 14 participants did not mention their siblings' specialization or stream, 15 participants selected "not applicable," and 5 participants reported that their siblings were not working. This data indicates the diverse career paths pursued by the siblings of the participants.

Row Labels

Peers Influencing Personalities as per DISC Personality Assessment

Dominance	23
Influence	36
Steadiness	21
Conscientiousness	25
Grand Total	105

The DISC personality assessment categorizes individuals into four main personality types based on their behavior and communication styles. Here are the four DISC personality types:

Dominance (D): Individuals who are assertive, direct, and confident in their communication and behavior. They tend to focus on achieving results and can be competitive and challenging in their approach.

Influence (I): Individuals who are outgoing, sociable, and enthusiastic in their communication and behavior. They tend to focus on building relationships and can be persuasive and emotional in their approach.

Steadiness (S): Individuals who are patient, supportive, and empathetic in their communication and behavior. They tend to focus on maintaining stability and can be accommodating and resistant to change in their approach.

Conscientiousness (C): Individuals who are analytical, precise, and systematic in their communication and behavior. They tend to focus on ensuring accuracy and can be critical and reserved in their approach.

These personality types are not mutually exclusive, and individuals may exhibit a combination of traits from multiple categories.

The survey data shows that out of 105 participants, 36 reported being influenced by their peers towards the influence personality type as per DISC personality assessment. 23 participants reported being influenced towards the dominance personality type, while 21 reported being influenced towards the steadiness personality type, and 25 towards the conscientiousness personality type. This data suggests that peers can have a significant impact on individuals' personality types, and the influence of peers can lead individuals towards exhibiting certain behavior and communication styles. It is important to note that these personality types are not fixed and can change over time based on various factors, including environmental influences like peer pressure.

Brother / Sisters Expectations from the Students

**Row Labels Count of What according to you
are your brothers/ sisters expectations from
you?**

All	35
Character formation	4
Good Academic Performance	23
None	15
Overall Qualitative Improvement	8
Sizeable Placement	20
Grand Total	105

The survey data shows that out of 105 participants, 35 reported that their siblings have all expectations from them. 23 participants reported that their siblings expect good academic performance from them, while 20 reported that their siblings expect a sizeable placement. 15 participants reported that their siblings have no expectations from them, and 8 participants reported that their siblings expect overall qualitative improvement. 4 participants reported that their siblings expect character formation from them. This data suggests that siblings' expectations from each other can vary significantly and may include various aspects of personal and professional growth.

Brother / Sister Giving Adequate Attention to Extra-Curricular Activities

Row Labels	Count of Do your brother / sister give adequate attention and significance to the extra-curricular activities?
Can't Say	12
Maybe	9
No	20
Yes	64
Grand Total	105

The survey data shows that out of 105 participants, 64 reported that their brothers/sisters give adequate attention and significance to extracurricular activities. 20 participants reported that their siblings do not give adequate attention to extracurricular activities, while 9 participants were unsure (maybe) and 12 participants could not say. This data suggests that siblings' attitudes towards extracurricular activities may vary, with some siblings actively encouraging and supporting such activities, while others may not attach as much importance to them.

Factors Influencing Decision to Choose Mass Communication

Row Labels	Reason for Choosing Mass Communication
Actually, I had a bit of interest, and I thought I would get to learn of lots of skills	8

Career opportunities	39
Challenge posed by media	9
Communication, Confidence and personality development	5
Fascination with the media	12
Fulfilling my career goals	4
Interest in the field of media and mass communication	19
Mass Communication and Societal Welfare	1
None of the Above	7
Vast connection that will help further in work and business	1

Based on the survey results, the primary reason for choosing mass communication among the students is for career opportunities. Other reasons include having a fascination with the media, interest in the field of media and mass communication, and wanting to develop communication, confidence, and personality. Some students also chose mass communication because they thought they would learn various skills, while others were motivated by the challenge posed by media. There were also a few students who were interested in using mass communication for societal welfare or for gaining vast connections to further their work and business.

Factors Influencing Selection of College

Row Labels	Factors Considered while choosing the college of your choice (Whether DME or any other college that may have been your first choice)
All	1
Building / Studio infrastructure	14
Connectivity with the metro line	9
Distance from Home	30
Locality	4
None	15
Placements & hands-on experience	10
Reputation	1
Seniors interaction	8
Teachers' profiles	7
Word of Mouth Praise from some friend / family member	6
Grand Total	105

The survey conducted on students revealed that while choosing a college, 30% of the students

considered the distance from home, followed by building/studio infrastructure (13%), and placements/hands-on experience (10%). Only a few students considered connectivity with the metro line (9%), seniors' interaction (8%), and teachers' profiles (7%). 15% of the students chose none of the above factors while making the decision. Word of mouth praise from friends or family members and reputation were the least considered factors, with only 6 and 1 students respectively considering them.

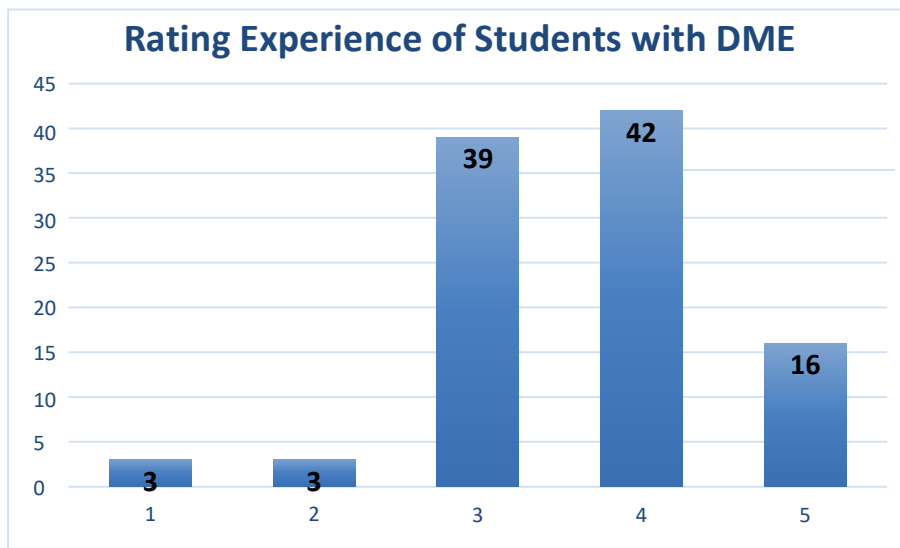
Row Labels	Count of From where did you get to know about DME?
Advertisement	8
By searching	5
Call from the College Representative	8
Counselling	5
E mail	5
From an alumni	8
From some friend or relative	30
Teacher	5
Website	22
You live nearby and hence knew about DME	9

already

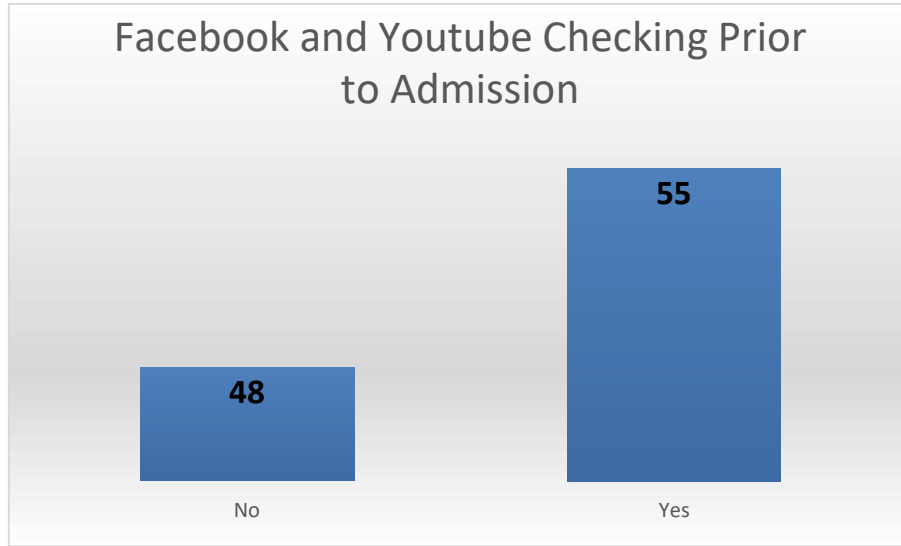
Grand Total	105
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The survey result shows that the majority of the students (30 out of 105) got to know about DME from their friends or relatives. The next most common source of information was the college website (22 out of 105). Other sources of information included call from college representatives, alumni, and email. Some students also found out about DME through advertisements, counseling, teachers, and by searching. A small number of students already knew about DME because they lived nearby.

Rating Students Experience with DME



Facebook and Youtube Checking Prior to Admission

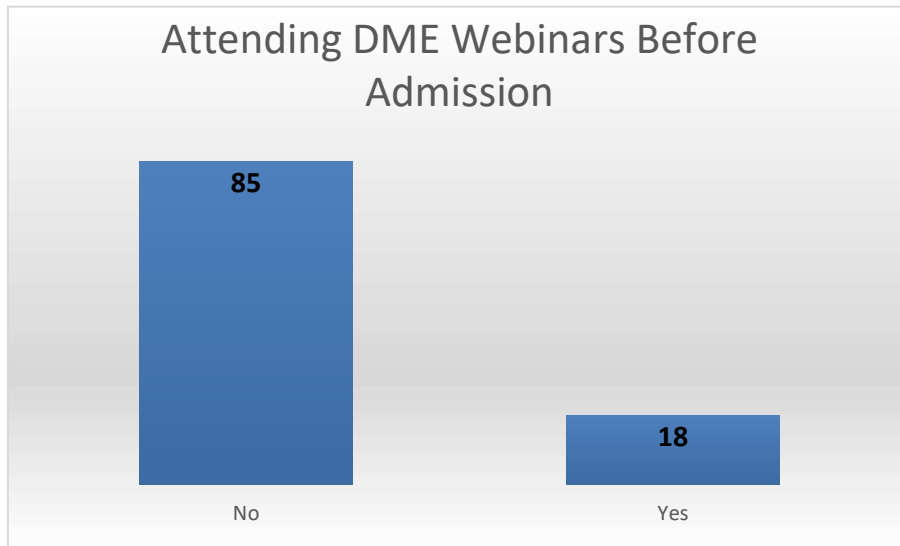


Website Surfing Prior to Admission

Row Labels	Count of Did you go through the DME website before seeking admission in DME?
No	18
Yes	85
Grand Total	103

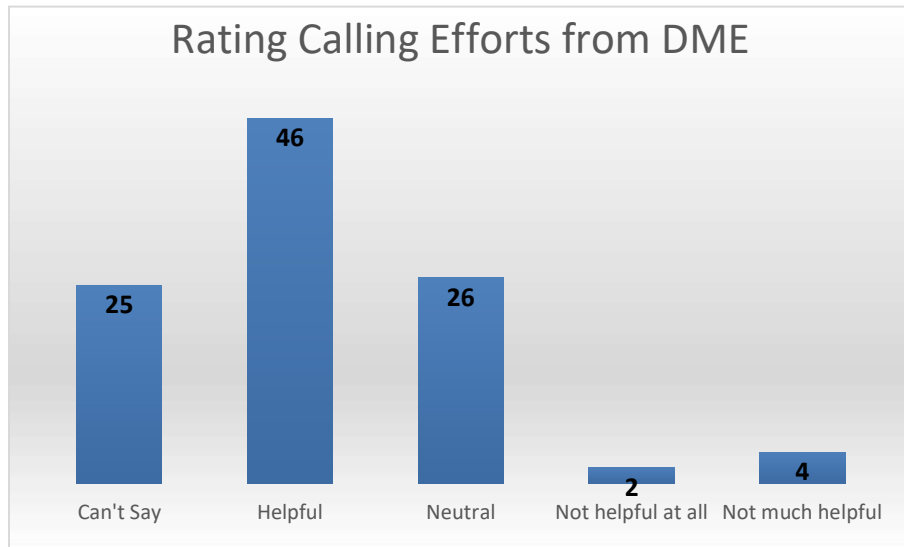
Out of 103 respondents, 85 individuals went through the DME website before seeking admission, while 18 did not. The data suggests that a majority of the respondents relied on the DME website for information before applying for admission. This highlights the importance of having an informative and user-friendly website for educational institutions. Having an accessible and up-to-date website can help potential students make informed decisions about their education and encourage them to apply for admission.

Row Labels	Count of Did you attend any DME webinar series before admission?
No	85
Yes	18
Grand Total	103



Based on the data provided, out of the 103 respondents, 85 did not attend any DME webinar series before admission, while 18 did. This suggests that a small percentage of respondents relied on DME webinars for information before applying for admission. However, it's important to note that the sample size is limited, and this data alone may not be sufficient to draw definitive conclusions. Further research and analysis may be required to better understand the impact of webinars on the admission process for educational institutions like DME.

Rating Calling Efforts from DME

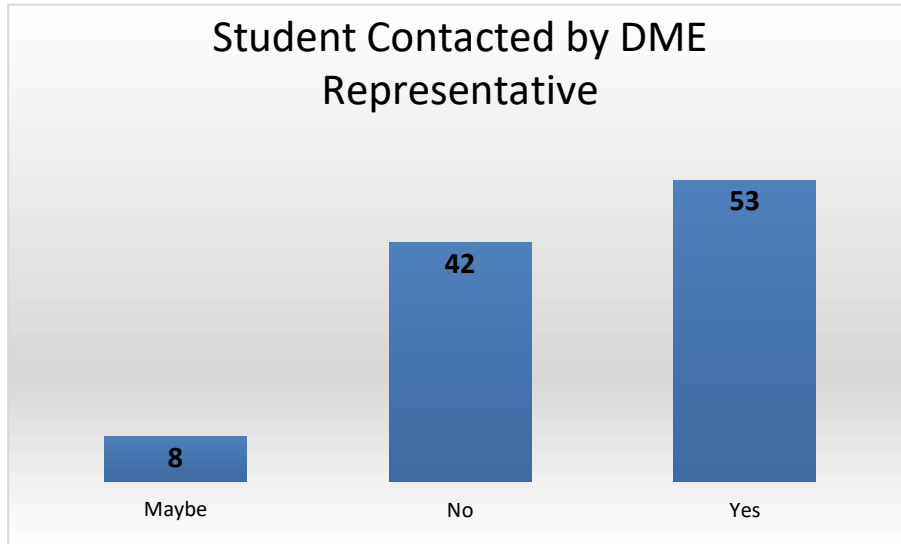


DME Representative Contacting Students Prior to Admission

Count of Did any representative from DME contact you?

Row Labels

Maybe	8
No	42
Yes	53
Grand Total	103

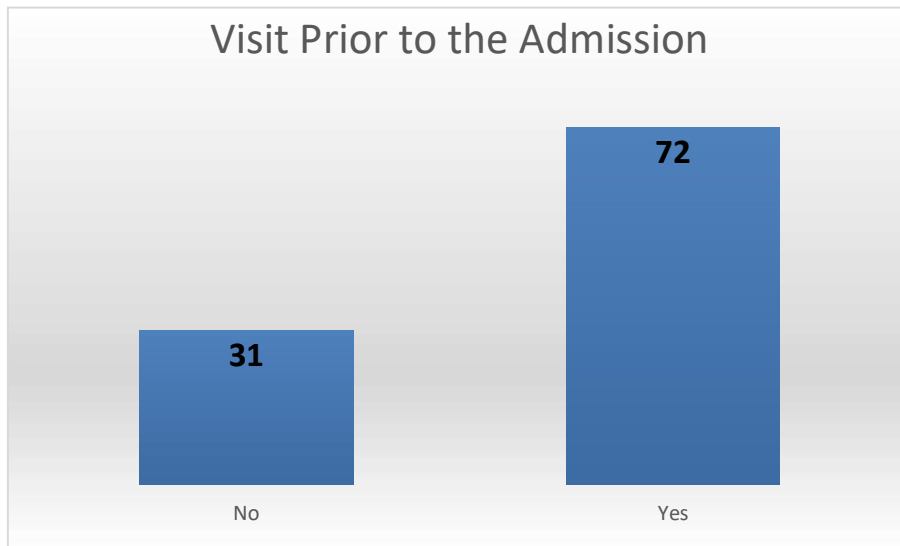


Based on the data provided, out of 103 respondents, 53 individuals were contacted by a representative from DME, while 42 were not. Additionally, 8 respondents were unsure whether they had been contacted or not. This data suggests that a significant percentage of potential students were contacted by DME representatives during the admission process. Personalized outreach and communication can be an effective way to engage with prospective students and encourage them to apply for admission. However, it's important to ensure that such communication is respectful and non-intrusive to avoid potential negative effects on the institution's reputation.

Count of Did you visit DME prior to the admission?

Row Labels

No	31
Yes	72
Grand Total	103

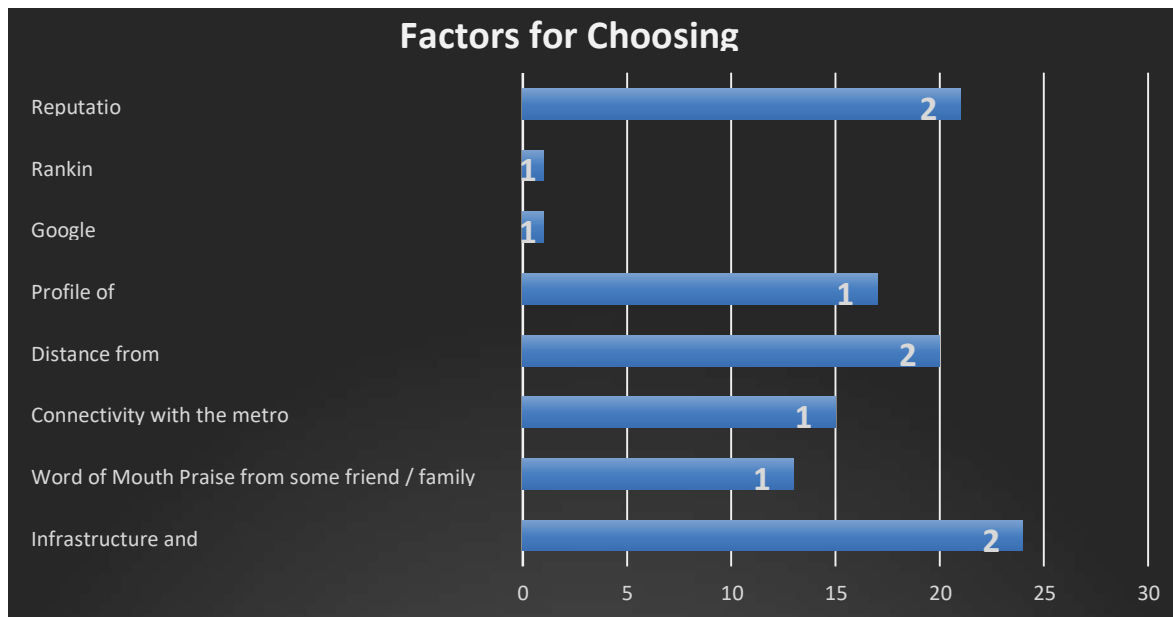


Based on the data provided, out of 103 respondents, 72 individuals visited DME prior to admission, while 31 did not. This data suggests that a majority of respondents visited DME before applying for admission, which could indicate the importance of campus visits for prospective students. Visiting a campus in person can provide valuable insights into the institution's culture, facilities, and academic programs. It can also help prospective students make informed decisions about their education and increase their likelihood of applying for admission.

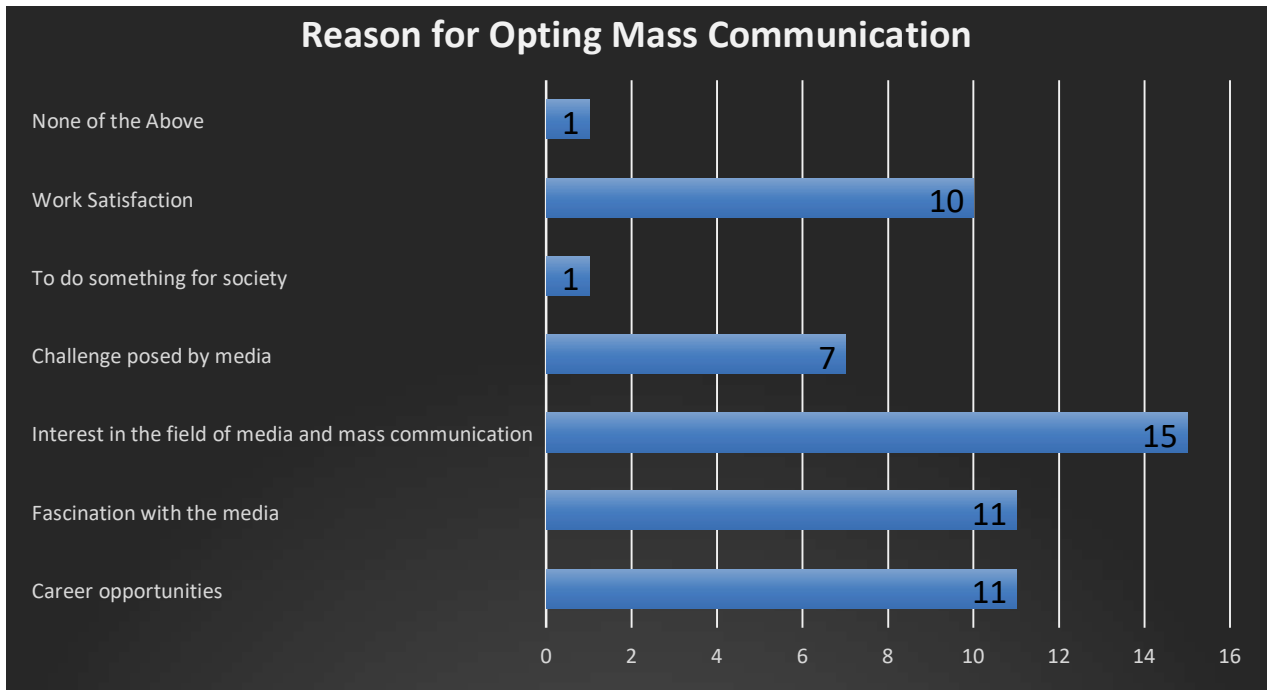
Source of Information for Admission

From IPU preference sheet	2
Advertisement	8
Call from the College Representative	12
From some friend or relative	34
Ipu site	1
Sibling in Same College	1
Website	43
Living Nearby and Knew about DME Already	2
Grand Total	103

Factors for Choosing DME



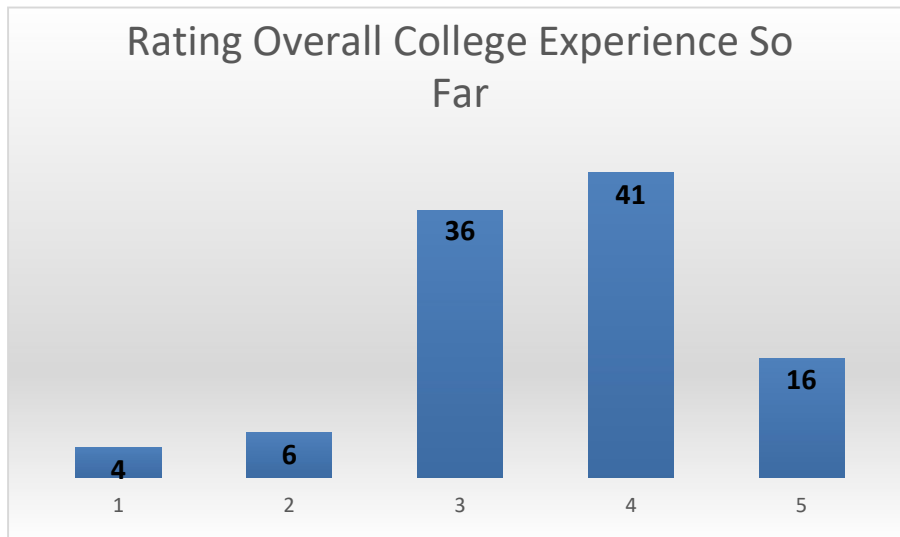
Reasons for Opting Mass Communication



Factors influencing college experience so far

Row Labels	Count of What factors have influenced your college experience so far?
Nothing influenced me in college	2
Infrastructure and Teachers	1
Infrastructure	15
Seniors	1
Teachers	84

Rating College Experience So Far



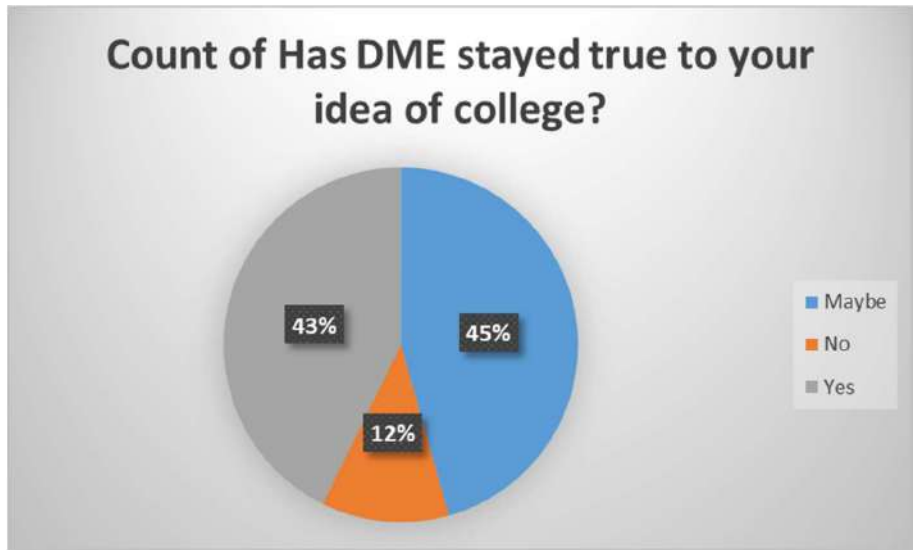
Here 1 stands for poor experience and 5 is the best experience so far. The data shows that majority have chosen 4 as the value to highlight their experience with college so far. 36 students chose the label 3 showing some degree of neutrality.

Has DME Stayed True to Your Idea of a College

Row Labels	Count of Has DME stayed true to your idea of college?
Maybe	47
No	12
Yes	44

Grand Total

103



Chapter 4

Recommendations

The survey aimed to evaluate the needs and expectations of students at DME Media School and their experiences. The responses obtained from the survey provided valuable insights into the activities that educational institutions should consider to improve students' experiences. These insights can be used to identify areas for improvement and implement strategies that create a more supportive learning environment. By prioritizing students' needs and expectations, educational institutions can enhance their overall attractiveness, leading to better student retention and academic success.

Learnings for Delhi Metropolitan Education:

- Maintaining an effective website is crucial for improving students' navigation experience, ensuring quick access to searchable information, and ensuring faster loading on both mobile and desktop devices.
 - Consistently updating social media content is essential as students are more likely to access these platforms to make informed admission decisions.
 - Planning outreach initiatives to nearby schools is critical, as these students represent a significant share of potential students at DME. Additionally, the college's reputation and proximity are key factors that shape students' preferences.
 - Calling is an important communication method for students, and hiring professionals for calling and follow-up can help resolve any queries and provide effective support.
 - The reputation of the college and students' awareness of the institution are key factors that influence admission decisions, and effective branding activities are necessary to maintain a positive image.
 - Academic quality is of paramount importance to students, and colleges should prioritize qualitative improvement through strategic planning and execution.
 - Engaging parents in the teaching-learning process can contribute significantly to students' effective learning, and involving parents in policy planning and implementation can lead to greater adherence and better results.
-

- Dance, music, sports, and photography are the most popular hobbies among students, and DME should pay attention to these societies and make them more diverse and functional by hiring outside professionals to develop more skilled individuals.
- Friends inspire students the most, and colleges should prioritize developing more peer-to-peer learning exercises and using established and scientifically tested methods.
- Although students responded positively to their experiences at DME, colleges should make constant efforts to understand their dynamic and evolving expectations and ensure that the college ecosystem is student-centric and conducive to dialogue.
- Better placement tactics and opportunities for students should be incorporated through professional support, either by enlisting agency support or hiring placement specialists, as placement opportunities significantly influence college preferences.
- Adopting better qualitative and quantitative measures for a more comprehensive evaluation of students is necessary since traditional exams alone are insufficient.

Recommendations for the University

1. To align with the industry scenario, colleges should consider dropping certain courses, introducing new contemporary courses, and combining courses with similar content.
 2. Apart from essential industry skills, students have identified certain personal characteristics that they believe contribute to success. The university can consider offering courses aimed at developing these characteristics, such as time and financial management, to better prepare students for future opportunities.
 3. The university can involve affiliated colleges more in curriculum planning and policy-making for a broader range of academic programs at the university level.
 - 4.
-



RADIO JOURNALISM IN INDIA



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5

Search for Campus Radio in Community Radio Policy Formulations

Dr. Susmita Bala

In 21st century the whole concept of mass communication has been challenged. It is believed that there could be no such communication which can cater to the masses, and which can be within the reach of masses. Mass is difficult to define; and reaching out the masses with a single communication through a single media platform seem impossible.

So, scholars agree that communication has to be targeted and for this purpose we need to do the segmentation of audience. With any available communication technology, the message has to be sent to the targeted group. The content and structuring of the message has to be as per the information needs and comprehension level of the targeted group.

Conceptualizing Campus Radio in Community Broadcasting

The conceptual changes in mass communication have taken us to the concept of community communication, which can

Dr. Susmita Bala is Professor and Head, Journalism and Mass Communication, Delhi Metropolitan Education (DME), Guru Gobind Singh Indraprastha University, Delhi. She has been teaching in Bhartiya Vidya Bhavan and India Today Media Institute (ITMI) for long.



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DME LAW SCHOOL



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Research plays a crucial role in the legal profession. It helps to shape the rule of law and enables the building of society on just principles of law. Legal research enhances the quality of legal education, strengthens the arguments of lawyers, enables judges to base their decisions on principles of law and natural justice, and provides thought-provoking material for academia. With this end in view, the Delhi Metropolitan Education (DME) has embarked upon a journey of conducting research in different branches of law. Research at DME 2018 is the first endeavour of DME to bring to the reader a compilation of research focusing on interdisciplinary and contemporary issues on media trial, Uniform Civil Code debate, statutory rape and patenting artificial intelligence among others.

The essays in this volume examine the historical perspective of law with respect to environmental law, intellectual property law, human rights law, criminal law and law relating to gender and sexuality and also the latest developments in law along with judicial decisions. Not only will Research at DME 2018 be useful for all members of the legal fraternity and legal scholars, but it will also cater to the interest of general readers.

PROFESSOR (DR.) MANJULA BATRA is Director, Research and Advanced Learning, Delhi Metropolitan Education, and former Dean of the Faculty of Law, Jamia Millia Islamia, New Delhi.

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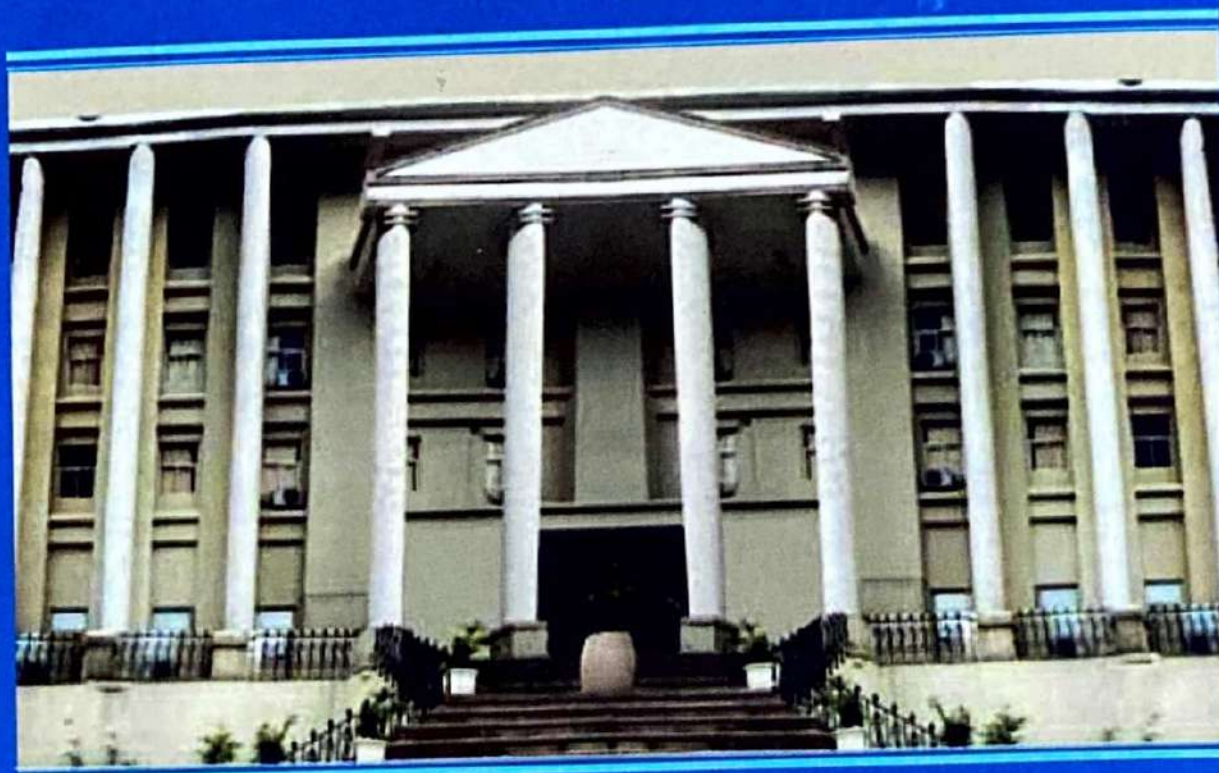
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Social Entrepreneurship Startup In India

Case Bank

Working Towards Socially Conscious Businesses



Prof. (Dr.) Ravikant Swami
Editors: Prof. (Dr.) Poorva Ranjan
Ms. Priyanshi Jain

Social Entrepreneurship Start-Up in India Case Bank

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PREFACE

An entrepreneur is an individual who has the passion to build a new venture and be their own boss, simultaneously bearing the risks and earning the rewards. The journey of an entrepreneur is similar to the extreme project management technique, which is full of ups and downs, losses and profits, optimism and pessimism but the hope that this venture is going to be successful makes the journey interesting and moving.

According to a recent report, more than 15 million entrepreneurs in India are working towards creating social impact through their ventures. The ventures which are created with an aim to benefit the society and humankind are known as social entrepreneurship ventures. The individuals who identify the gap in the welfare of the society and navigate it as a business opportunity that can not only have a positive impact on the society but planet as a whole, simultaneously helping entrepreneurs in creating a profitable venture are known as sociopreneurs.

The book honors the entrepreneurs from India who are working in the social sector creating huge impact towards the welfare of the society. The aim of the book is to enlighten the readers with the journey of the social entrepreneurs and the impact they are creating for the welfare of the society. The chapters contain the opportunities identified by the socio-preneurs, challenges faced by them in the development of the ventures and the journey of the development of their social venture.

Social entrepreneurship is becoming an integral part of a country's ecosystem as it contributes towards the economy of the country simultaneously benefitting the society and taking care of the environment. It is not a non-profit organization, rather it is a for profit endeavor which places its focus towards the social and environmental aspect of the society.

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To the publisher, for seamless coordination.

Prof. (Dr.) Ravikant Swami

Prof. (Dr.) Poorva Ranjan

Ms. Priyanshi Jain

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Social Entrepreneurship

Startup In India

Case Bank

Social entrepreneurship is a venture, the purpose of which is to explore business opportunity that has a positive impact in the community, society and the world. It is becoming an integral part of a country's ecosystem as it contributes towards the economy of the country simultaneously benefitting the society and taking care of the environment.

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Dr Ravikant Swami has a decorated and diverse educational background—a PhD in Management, MBA and Bachelors in Economics from prestigious universities in India, and certifications and trainings from B-schools like IIM Bangalore, IIM Calcutta and IIFT New Delhi. Dr Swami has an eclectic list of subjects at his command that credit him with the excellence of a multi-variate teaching style. He has published numerous research papers and supervised PhD thesis, dissertations at MPhil as well as MBA levels. He is the honorary director at Delhi Metropolitan Education and leads the management school with his guidance and inspiring style of teaching. He motivates a team of remarkable faculty to practise better teaching and assure better earning outcomes. His visionary attitude helps drive the institute a step closer to its mission each day.

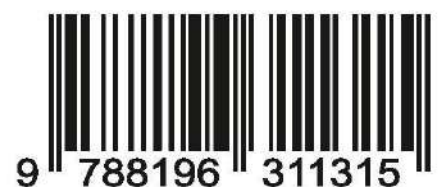


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Her key areas of research and academic interest include Finance, International Business and Entrepreneurship. She believes in the overall development of students, providing them with guidance and motivating them to excel in all aspects of life.



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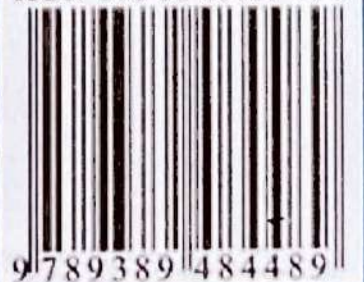
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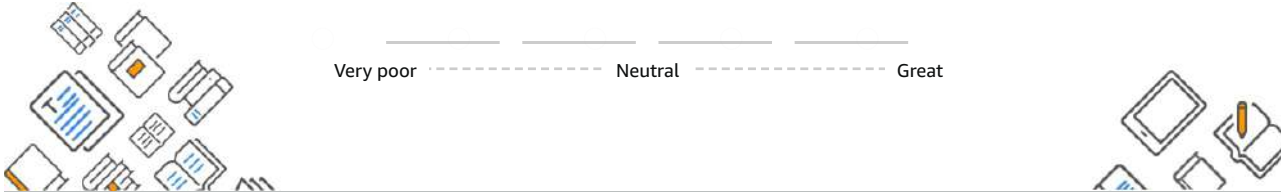
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Sustainable Entrepreneurship Startup in India

Case Bank

Exploring the Bay of Sustainability



START UP

Prof. (Dr.) Ravikant Swami
Editors: Prof. (Dr.) Poorva Ranjan
Ms. Shirly Rex

Sustainable Entrepreneurship Startup in India Case Bank

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PREFACE

Entrepreneurship has always been a driving force for economic growth and development, and in recent times, sustainable entrepreneurship has emerged as a critical aspect of the global economy. As the world becomes increasingly aware of the challenges posed by climate change and the need for a sustainable future, entrepreneurs are stepping up to create innovative solutions that are both profitable and environmentally friendly.

India has become the third-largest startup ecosystem in the world after the US and China. India, with its vast population, diverse culture, and rapidly growing economy, presents a unique opportunity for sustainable entrepreneurship. The country is home to a vibrant start-up ecosystem that is constantly evolving and adapting to new challenges. This book aims to explore the various aspects of sustainable entrepreneurship in India, including the challenges faced by start-ups in the country, the role of government policies and regulations, and the importance of innovation and technology in building a sustainable future. The book also highlights case studies of successful sustainable start-ups in India, providing insights and inspiration for budding entrepreneurs.

The chapters contain an interesting blend of various startup evolution stages and how they turned out to be sustainable business models. The authors hope that this book will serve as a valuable resource for entrepreneurs, policymakers, investors, and academicians interested in sustainable entrepreneurship in India. We believe that sustainable entrepreneurship is not only the key to economic growth but also to creating a better world for future generations.

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Honorable Justice (former) Bhanwar Singh, for his tireless mentoring;

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To the publisher, for seamless coordination.

Prof. (Dr.) Ravikant Swami

Prof. (Dr.) Poorva Ranjan

Ms. Shirly Rex

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Sustainable Entrepreneurship Startup in India

Case Bank

Sustainable Entrepreneurship Start-Up in India is a comprehensive guidebook for anyone looking to start a business in the country with an eye towards sustainability. In recent years, India has emerged as a hub for innovative and socially responsible start-ups, and this book provides readers with a detailed roadmap for creating a successful business in this dynamic and rapidly changing landscape.

The book covers all aspects of sustainable entrepreneurship, from identifying viable business opportunities to securing funding and navigating the legal and regulatory environment. The authors draw on their extensive experience working with successful start-ups in India to provide practical advice and real-world examples that will inspire and inform entrepreneurs at every stage of the journey.

In addition to practical advice, Sustainable Entrepreneurship Start-Up in India also provides a deep dive into the unique cultural, social, and environmental factors that shape the business landscape in India. From the importance of building strong relationships with local communities to the role of technology in driving sustainable development, this book provides readers with a nuanced understanding of the challenges and opportunities facing entrepreneurs in India.



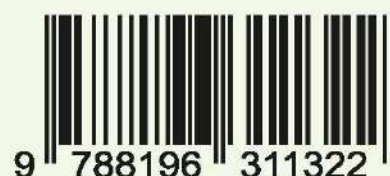
Dr Ravikant Swami has a decorated and diverse educational background—a PhD in Management, MBA and Bachelors in Economics from prestigious universities in India, and certifications and trainings from B-schools like IIM Bangalore, IIM Calcutta and IIFT New Delhi. Dr Swami has an eclectic list of subjects at his command that credit him with the excellence of a multi-variate teaching style. He has published numerous research papers and supervised PhD thesis, dissertations at MPhil as well as MBA levels. He is the honorary director at Delhi Metropolitan Education and leads the management school with his guidance and inspiring style of teaching. He motivates a team of remarkable faculty to practise better teaching and assure better earning outcomes. His visionary attitude helps drive the institute a step closer to its mission each day.



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Women Entrepreneurship Startup in India

Case Bank I

To Empower and Inspire Women Entrepreneurs

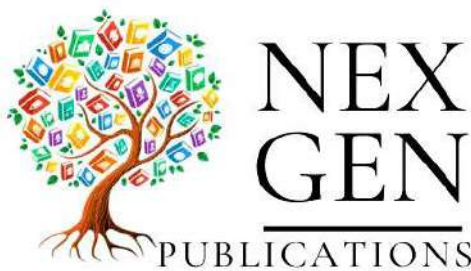


Editors: Prof. (Dr.) Ravikant Swami
Prof. (Dr.) Poorva Ranjan
Dr. Khushbu Khurana



Women Entrepreneurship Startup in India Case Bank-1

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PREFACE

India is on the verge of a revolution; while its startup environment today seems to be driving it ahead, the country's economic engine has already made ripples throughout the years. By 2025, the nation is expected to include more than 150 unicorns, according to many industry projections.

Despite the fact that more and more women are making attempts to enter the field, males still hold the majority of the entrepreneurial leadership positions. It is a well-known truth that women's entrepreneurship aids a nation's development in a number of ways and serves as a tool for empowerment. The potential to support, encourage, and develop women's entrepreneurial start-up in India is enormous.

This book explores the actions of women business owners and their enduring success. The study looks at the characteristics and results of female entrepreneurs. The challenges experienced at organizational and entrepreneurial levels are addressed in the book.

It covers successful women entrepreneurs start-ups in India ranging from the pharmaceutical to the beauty industry, from educational technology to clothing industry, from fashion industry to television industry, to name a few.

Particularly for students interested in female business or economic growth, this book would be the perfect reading material in an entrepreneurship class. Moreover, this book would be an excellent companion for all the aspiring entrepreneurs.

ACKNOWLEDGEMENT

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Women Entrepreneurship Startup in India

Case Bank I

The emergence of women's businesses and their significant impact on economic development has given women's entrepreneurship a boost in recent decades. Women entrepreneurs play a significant role in the effort to advance both economic and social sustainability in today's fast-paced society.

This book focuses on how business viewpoints and women entrepreneurs' social beliefs and way of life collide. With a focus on emerging entrepreneurial start up tendencies, evolving organizational design and workplace environments, frugal innovation and technology, and changes in market behavior, the characteristics of women entrepreneurs in India have been discussed.



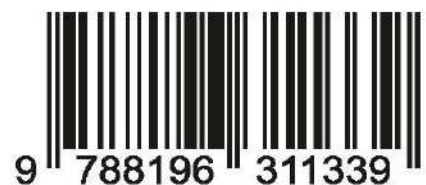
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Women Entrepreneurship Startup in India

Case Bank II

To Empower and Inspire Women Entrepreneurs



Editors: Prof. (Dr.) Ravikant Swami
Prof. (Dr.) Poorva Ranjan
Dr. Khushbu Khurana



Women Entrepreneurship Startup in India Case Bank-II

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PREFACE

Entrepreneurship is the act of starting a business with the intention of making a profit. The socio-economic advancements and transformations we are currently witnessing in the rising nations are being sparked by individuals or groups that are contributing to economic progress, such as women entrepreneurs.

The emergence of women's businesses and their significant impact on economic development has given women's entrepreneurship a boost in recent decades.

This book aims to know more about the strategic and multifaceted roles performed by women entrepreneurs in different start-ups in India. An effort is made to learn about their functional environment, inspiration sources, opportunities, and challenges they encounter in various functional departments, such as marketing, finance, production and sales.

It covers successful women entrepreneurs' start-ups in India ranging from the pharmaceutical to the beauty industry, from educational technology to clothing industry, from fashion industry to television industry, to name a few.

This book would be the ideal reading for an entrepreneurial lesson, especially for students interested in female business or economic development. Further, all budding entrepreneurs will benefit greatly from having this book on their side.

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To the faculty contributors of Management School, for their analysis and elaboration;

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To the publisher, for seamless coordination.

Prof. (Dr.) Ravikant Swami

Prof. (Dr.) Poorva Ranjan

Dr. Khushbu Khurana

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Women Entrepreneurship Startup in India

Case Bank II

Women entrepreneurs play a significant role in the effort to advance both economic and social sustainability in today's fast-paced society.

This book aims to capture the zeal, grit, commitment, and indomitable spirit of all women entrepreneurs. It covers the paths from adversity to success, from nine to five employment to becoming one's own boss, and from being a victim of domestic abuse to receiving major honors. In addition to serving as a motivational booster, most successful women entrepreneurs of India also serves as a resource manual for the readers. It aims to demonstrate through these women's experiences the obstacles and trials we must persevere through in order to achieve success.



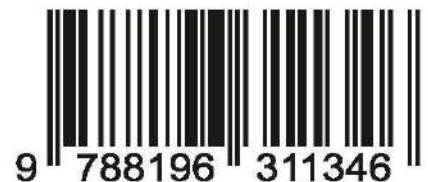
Dr Ravikant Swami has a decorated and diverse educational background - a PhD in Management, MBA and Bachelors in Economics from prestigious universities in India, and certifications and trainings from B-schools like IIM Bangalore, IIM Calcutta and IIFT New Delhi. Dr Swami has an eclectic list of subjects at his command that credit him with the excellence of a multi-variate teaching style. He has published numerous research papers and supervised PhD thesis, dissertations at MPhil as well as MBA levels. He is the honorary director at Delhi Metropolitan Education and leads the management school with his guidance and inspiring style of teaching. He motivates a team of remarkable faculty to practise better teaching and assure better earning outcomes. His visionary attitude helps drive the institute a step closer to its mission each day.

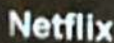


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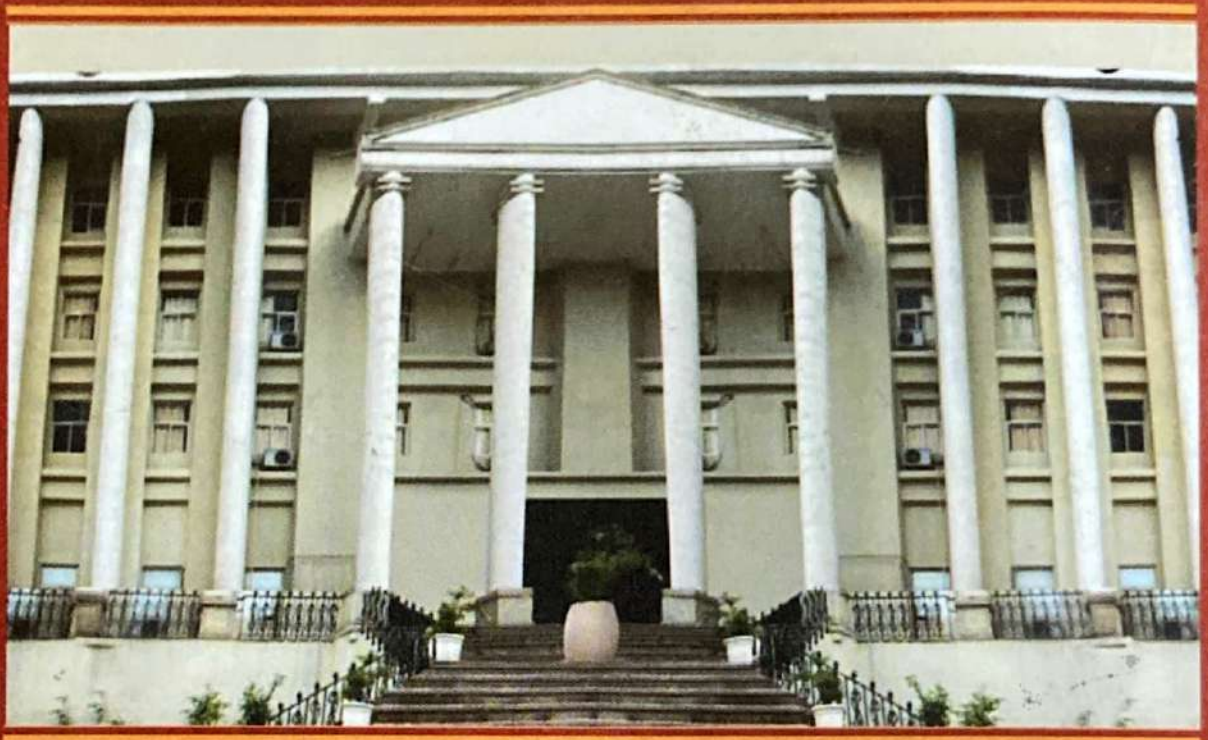
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About Delhi Metropolitan Education

Delhi Metropolitan Education (DME) is an 'A' grade premier educational institute affiliated to Guru Gobind Singh Indraprastha University, New Delhi and approved by Bar Council of India. The institute offers state of the art infrastructure with strong academic facilities to provide a dynamic and clinical grounding for success. DME offers course in Law, Journalism and Management.

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Essential Writing Skills

Dr. Sumedha Dhasmana
Dr. Pramod Kumar Pandey



Essential Writing Skills

A Guide *for* Students

Editors

Dr. Sumedha Dhasmana
Dr. Pramod Kumar Pandey



Writing is an essential component of communication and is extremely important in our daily lives. Writing makes it possible for us to share knowledge, viewpoints and experiences with others as well as communicate with them over time and distance. For those related with media, writing is a crucial talent required for fulfilling professional goals.

This book stresses the need for effective writing and encourages its readers to become better writers. It reinforces that it is important to experiment with different writing techniques.

Knowing where to start in the intricate and multidimensional process of writing can be difficult. This book intends to provide a thorough introduction to the most crucial writing techniques, from structure and punctuation to style and tone.

It carries chapters written by accomplished media expert Dr. Ambrish Saxena and other media faculty members having years of experience in media industry and academics. It provides an appropriate understanding of the writing process for various media and also explains the process of translation.

It imparts the skills and knowledge needed to write effective online content that engages the audience. Overall, this is an excellent book for media students, as it provides insights of essential tools and techniques that are required to learn the art of writing.

ESSENTIAL WRITING SKILLS
A Guide for Students

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Preface

The media is the most powerful and indispensable force that determines the growth of society. Media is present in varied forms including cinema, television, newspapers, magazines and new media platforms. There is no section of the society that is untouched from media and its impacts. Different media platforms require different kinds of content, but all kind of content have similar prerequisite, which is writing. Whether it is journalism, public relations, advertising or entertainment, writing plays a crucial role in creating the content that we consume through various platforms.

For instance, journalism mainly relies on writing as a means of informing the public of news and information. Newspapers, periodicals and the internet publish the news articles, features and editorials that journalists write. Similarly, Public relations professionals need to write effective press releases so that the desired media coverage is achieved. Advertising is another area of media where writing plays a critical role. Copywriters craft written messages that promote products and services and they work closely with designers to create engaging and persuasive advertisements.

The scripts for movies, television programmes and other forms of entertainment must also be written. The imagination of the audience is captured by the captivating stories and characters that playwrights and screenwriters create. In addition, writing is now more accessible

(vi)

and impactful than ever, thanks to social media and online content generating tools.

While content marketers use writing to develop and share information that increases traffic and engagement on websites and social media platforms, social media influencers and bloggers use writing to develop engaging content that draws followers. Writing, thus, is an essential tool for personal, academic and professional communication. It is a means of communication that enables people to convey their ideas, feelings, and thoughts. Additionally, it is used to keep records and recording significant information for later use.

Dr. Sumedha Dhasmana
Dr. Pramod Kumar Pandey

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हिन्दी सिनेमा और भारतीय समाज

सम्पादक
शुभता बाला



हिन्दी सिनेमा और भारतीय समाज

जामुख

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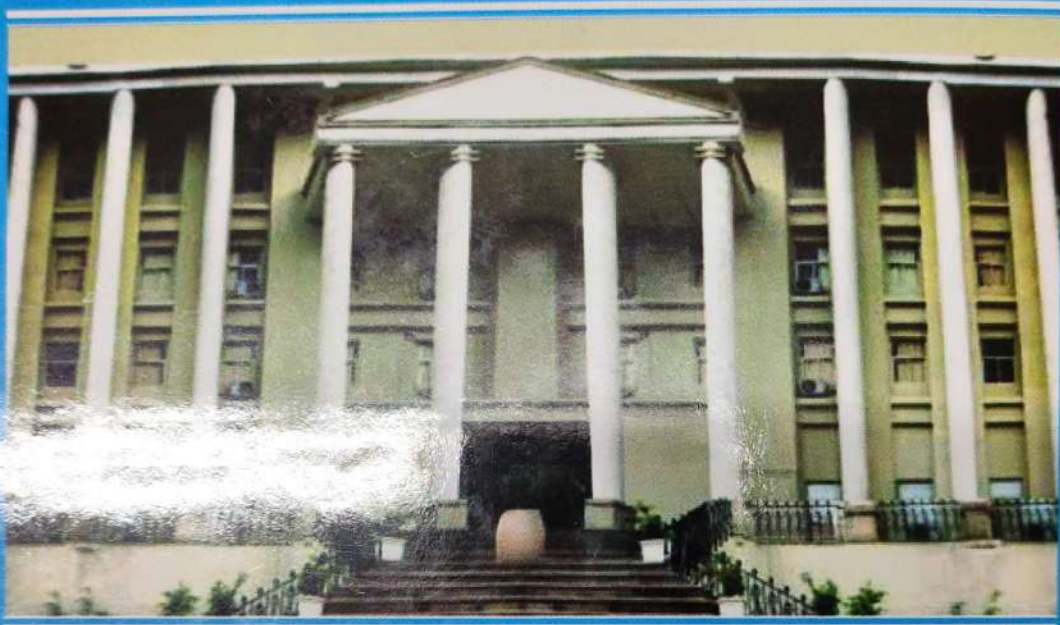
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नाइस प्रिंटिंग प्रेस, दिल्ली द्वारा मुद्रित।

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