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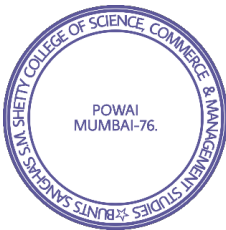
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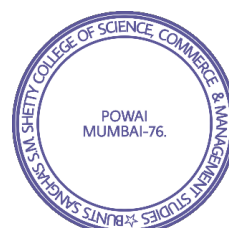
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# **E-Commerce and Digital Marketing**

*(As per the Revised Syllabus 2018-19 of Mumbai University  
for T.Y.BMS, Semester V)*

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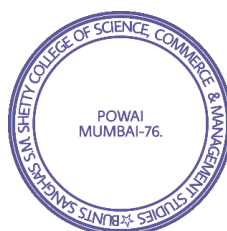
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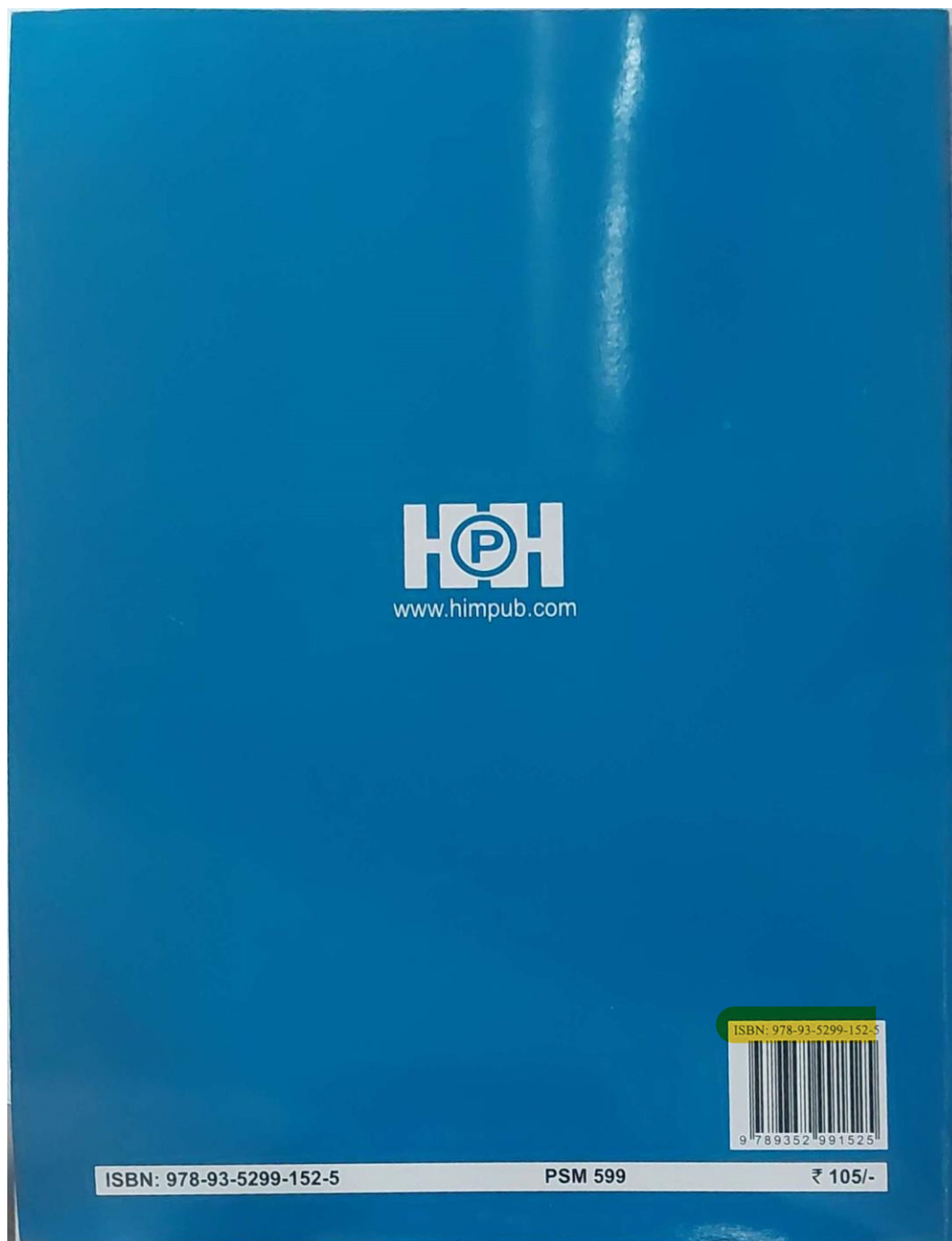
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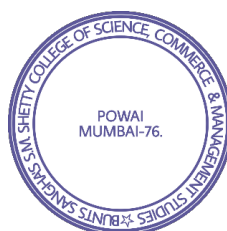


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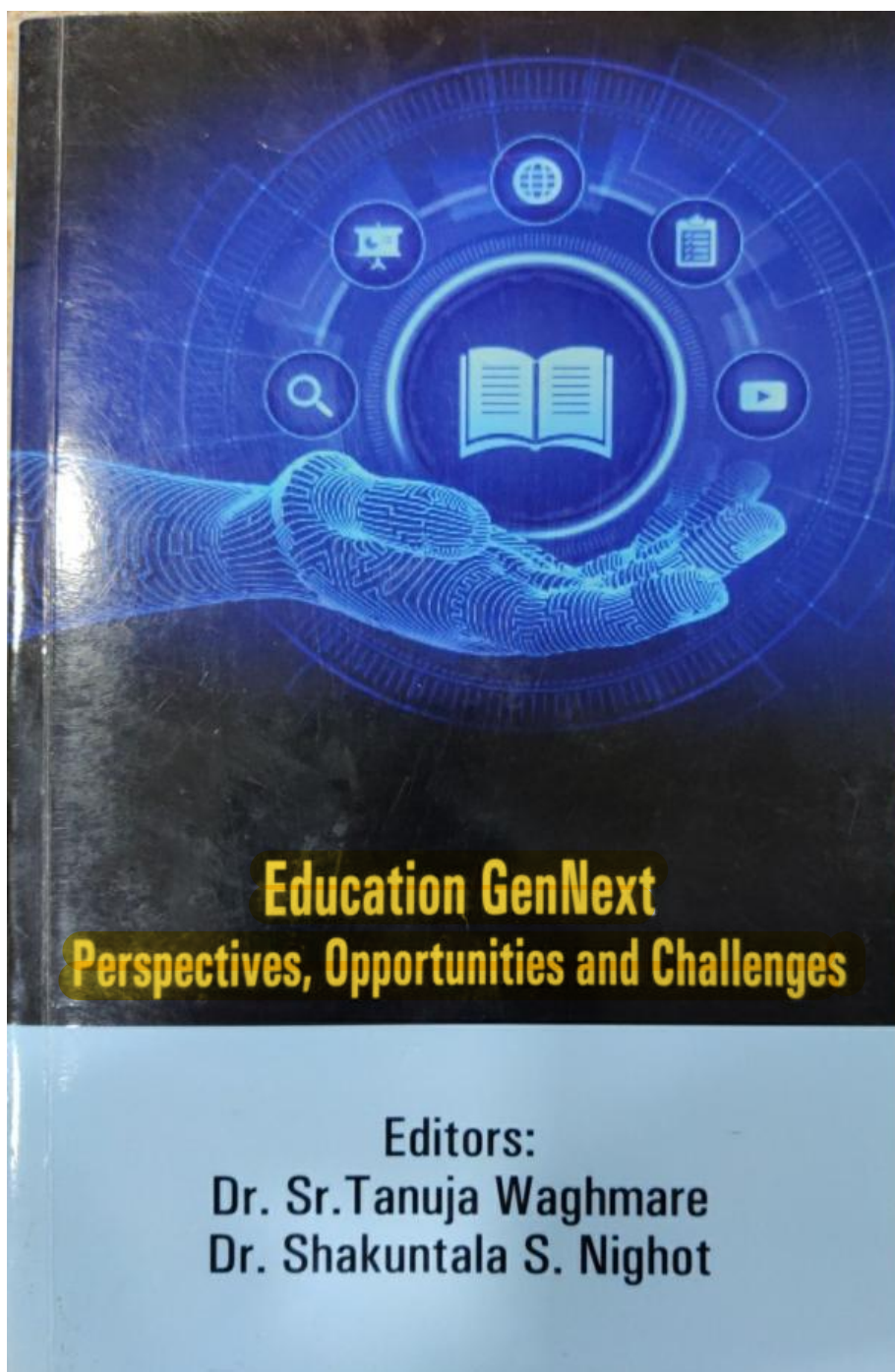
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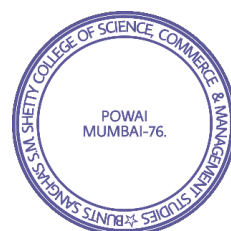
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Dr. Sr. Tanuja is currently the Principal of St. Teresa's Institute of Education, one of the pioneering and prestigious Teacher Education College in Mumbai. She holds 19 years of vast experience as Teacher Educator and five years of expertise in school administration as principal of St. Paul's Convent High School, Dadar and Queen of Angels, Bharuch. She also has been a member of several Committees of various colleges and University of Mumbai such as Syllabus Revision Committee for Sociology and English Method, Co-ordination Committee for BOS in Education, FIP Selection Committee etc. Dr. Sr. Tanuja has authored a book titled 'Honing Your Writing Skills' and several research papers published in National as well as International Journals. She has been awarded with the prestigious Jamunabai Govinji Madhaviji Prize for her doctoral research titled Development of a Program for Enhancing English Composition Skills of Students of Std. IX. Institution is moving towards excellence with her dynamic and motivating administration.



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Dr. Shakuntala Nighot holds 16 years of professional experience comprising of initial seven years in corporate and special libraries. Since January 2011 she is perusing academic librarianship at St. Teresa's Institute of Education. Dr. Nighot has also worked as a visiting faculty, paper setter and Examiner at SNDT Women's University. She is instrumental in serving as a Library Supervisor for MLISc Trainees of University of Mumbai and SNDT women's University. She has been a resource person for various workshops, training programs and lectures conducted at various colleges. She has authored a number of research papers in national and international journals. Mrs. Nighot is recipient of three prestigious awards namely Smt. Malati Dalal Prize, Prof. Vidyut Khandwala Prize and M.A. Master Memorial Prize for securing first rank in the SNDT Women's University in her post-graduation. She had also secured 5th rank in University of Mumbai in her B.Ed. examination. ICT in Library Management, Internet Search Strategies and Citation Analysis are her areas of interest.

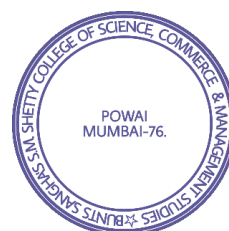
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**An Empirical Study to Analyze the  
Effect of Visual & Social Media  
on Cognitive Abilities & Active Reading of Youth**

*Sujit Tilak\*, Kailas More\*\* and Raveena Shetty\*\*\**

**ABSTRACT**

Human is a social animal, so he has accepted social media as integral part of his life. But here we need to understand its role and effect on our learning process. There is gradual revolution in our learning processes such as from a) Reading extensively i.e. mugging-up, chanting etc. b) Using different reading strategies such as skimming, summarizing, etc. c) Using visual media i.e. picture, animation video etc. to d) Using visual social media (VSM) e.g. YOUTUBE, BLOG etc. However new learning process i.e. VSM has underestimated the importance of active reading, and it has become the topmost medium of learning rather than reading. Today VSM plays very important role in learning process, as (Visual Media) VM are more impressive than book, so that authors blog on website also transformed, as printed words became shorter and became more visual into microblog, multi-media microblog, Vlog etc. but using VSM for learning goes hand-in-hand with using mobile devices more for

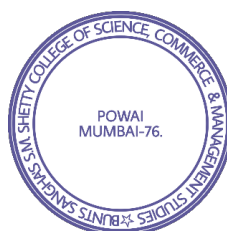
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other activities e.g. facebook as one kind of addiction, which affecting human physically and mentally for e.g. distraction, anxiety, mind volatility etc. the above research paper is attempt to understand the impact of VSM on cognitive ability and active reading of youths, the finding of which can help us developing and designing techniques and corrective measures to enhance active reading.

**Keywords:** Cognitive abilities, Visual Social Media, Active reading, Multimedia blogs, Learning Process

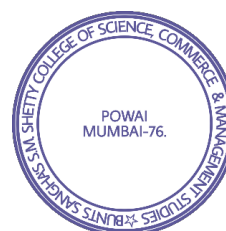
### INTRODUCTION

According to one research in Cuban (2001), we remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% to 90% of what we say while doing things. This proves that Visual Social Media (VSM) impacts our cognitive function but we practice reading medium for cognition very scarcely. However when VSM was not available, that time reading was only medium available for learning. But majority of youth have accepted that they read less. The hours spent for active reading decreases as youth stated using VSM more for learning process. It is quick and instant to use the VSM for learning and understanding the toughest subject and improve the cognition. But at the same time excessive use of VSM also adversely affected the youth in so many different ways. Such as patience and determination level of youth are diminishing, reading seems to be very tedious and boring activity for them, they remain distracted, unfocused, volatic etc. reason for that is as we use electronic devices more we became addicted to it and they can also lead to cognitive impairment, affecting nervous system etc. and further it affecting our reading culture.

### OBJECTIVES

1. To study and analyse the impact of VSM on cognitive abilities and active reading of youth.
2. To discuss about the corrective measures to be followed for reducing negative impact of VSM.

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3. To create awareness among youth about problem connected with excessive use of VSM and its repercussions.

### RESEARCH METHODOLOGY

The data for the research collected through primary and secondary research. The primary data collection is processed and divided into two parts, which is used for two different purposes. One is 'review analysis of study' second is to support conclusion through 'five point rating scale questionnaire'. Responses of 100 youths has been collected for research through google form and personal talk. Secondary data collected through previous research work, textbook, articles etc.

#### PART A) REVIEW ANALYSIS

##### Sampling

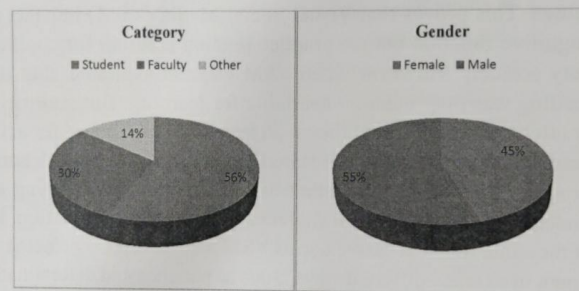


Fig.1

Fig.2

The sample size for the research was 100 youths from different field including 56 students, 14 teachers, and 30 others. The given graphs show that 55% participants are male and 45% participants are female.

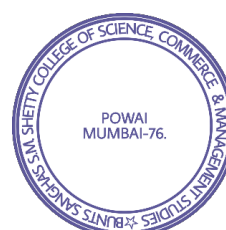
##### Hypothesis

Hypothesis tested during the present study

H1 Participant who uses VSM for learning actively read less.

H2 Participant who uses VSM excessively for learning becomes volatic.

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H3 Participant leastly or scarcely evaluates, critically analyse, and summarize the information gained through VSM as compared through reading.

### Analysis

#### Unpaired t test results

Questionnaire includes 10 questions with option 'YES', 'NO', and 'MAYBE'. Reply of population i.e. in 'YES' for question 1 to 10 has been taken in to consideration for calculation of T Score, for e.g. 32% female and 47% male say 'YES' to that, they spend more time on computer and other devices for different purpose and so on. Mean Score of reply 'YES' for Group 1 (female) and Group 2 (male) are 23 and 32.8 respectively.

#### P value and statistical significance

The two-tailed p value equals = 0.03361134

By conventional criteria, this difference is statistically significant.

#### Confidence interval

The mean of group one minus group two = -9.8

95% confidence interval of this difference from -16.3546 to -3.24538

#### Intermediate values used in calculation

T=2.3

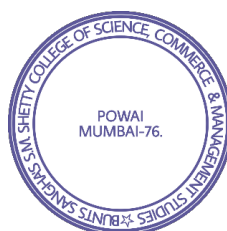
Df = 18 (2.10)

Standard error of difference = 6.5546

### Data review

Group	G 1	G 2
Mean	23	32.8
SD	5.944	12.0904
SEM	1.879716	3.82332

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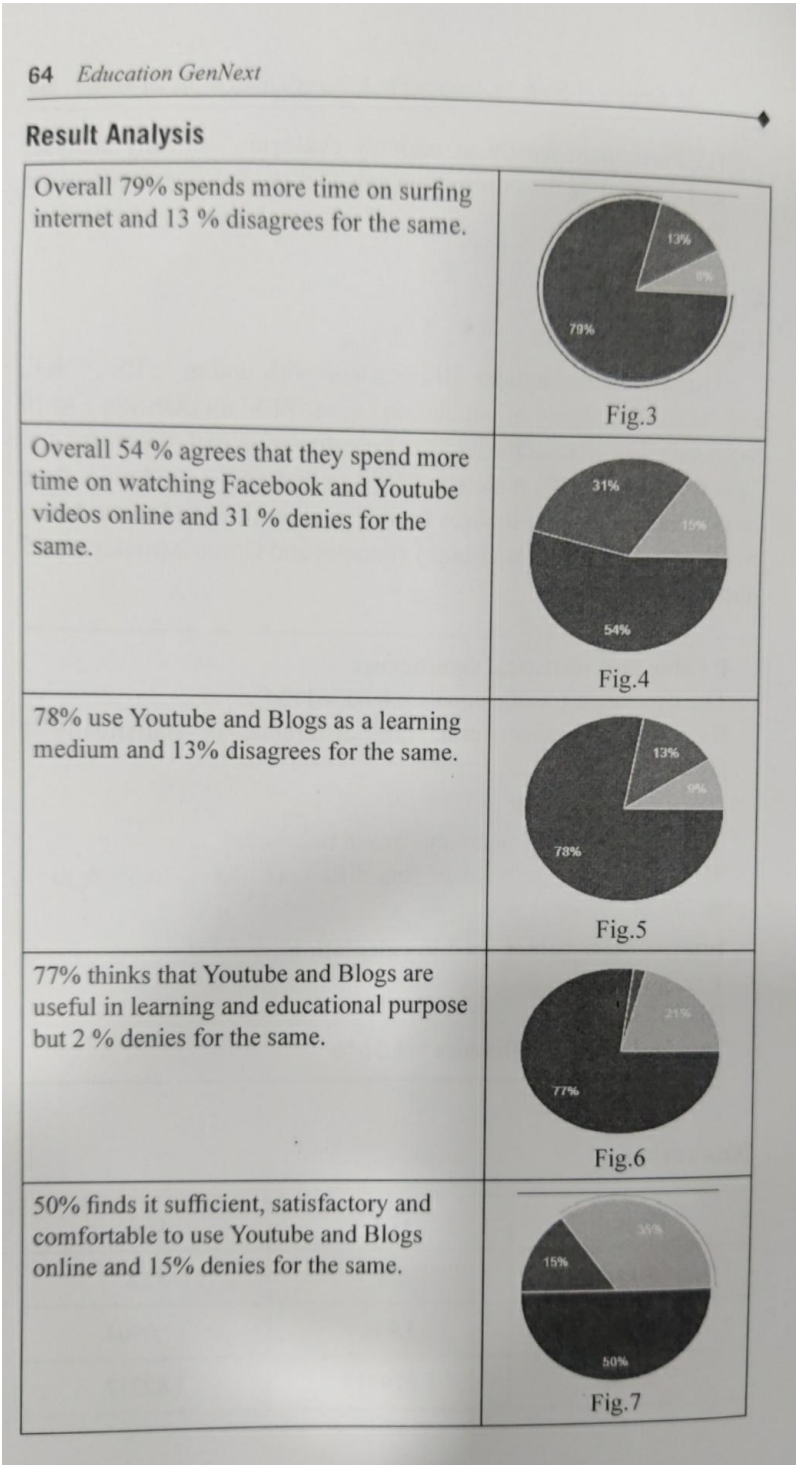
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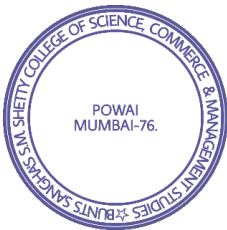




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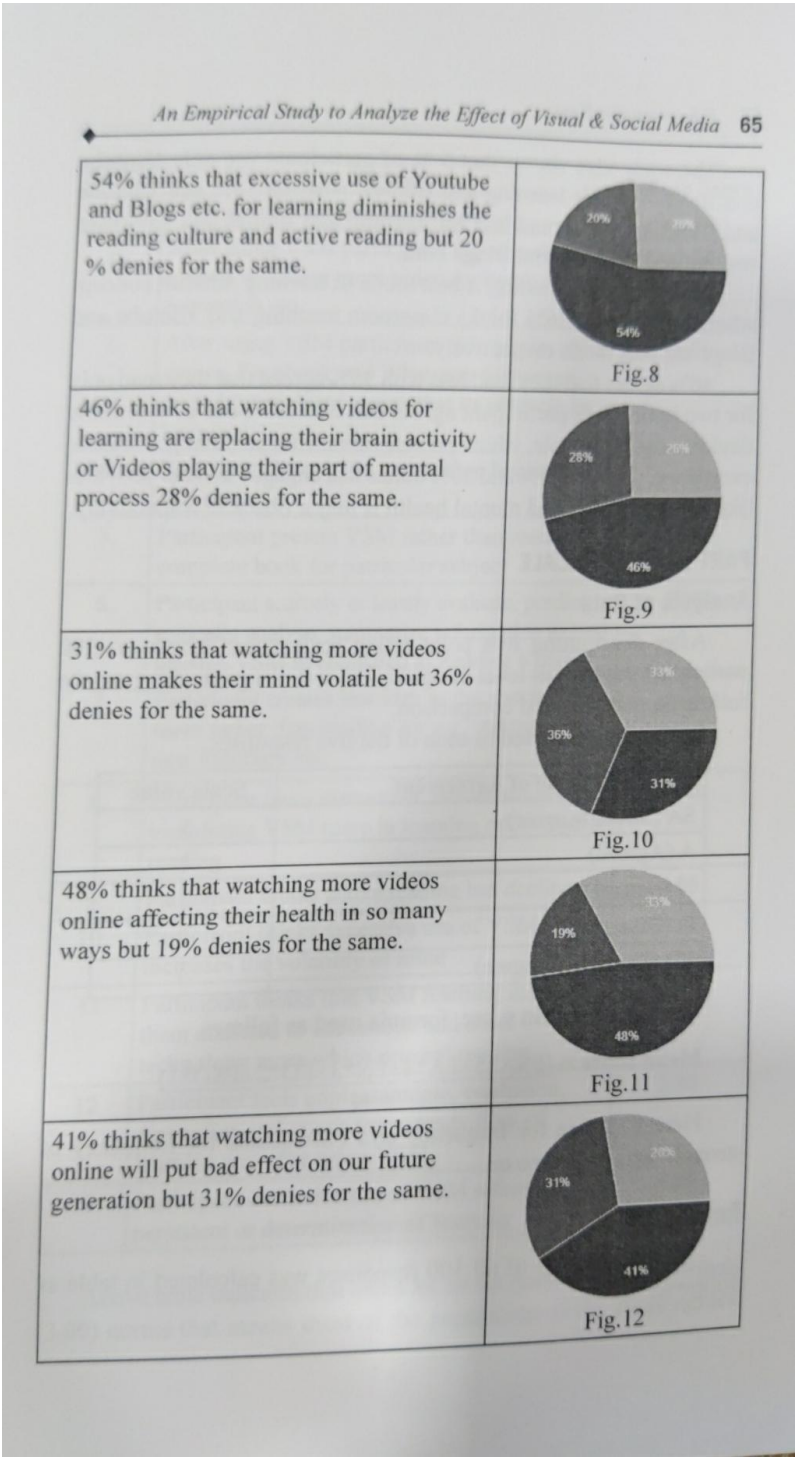
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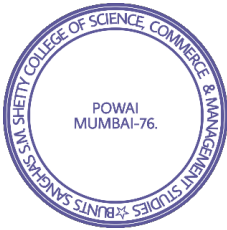
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The study also shows that 5 % of participant use only Youtube and Blogs for their learning and studies, whereas 15% use Youtube and Blogs more but read less for learning and studies and 53% uses reading and Youtube and Blogs both.

26% thinks that reading is best mode of learning difficult concept where as 39% and 26% thinks classroom teaching and Youtube and Blogs are best mode respectively.

46% agrees that they read less with 36% agreed that they read only for two hours. 28% participant agrees that excessive use of electronic device is main obstacle, which prevent them from achieving academic excellence, whereas 24% and 20% thinks that engaged in other activities like dance, job etc. and mental health is major obstacle respectively.

### PART B) LIKERT SCALE

#### Analysis of Data

After distributing five point rating scale questionnaire to 100 participant the overall level of agreement and disagreement gave the following outcome and comparison.

Scale value assigned to each of the five responses.

Level of Agreement	Scale value
SA (Strongly agree)	5
A (Agreed)	4
N (Neutral)	3
D (Disagree)	2
SD (Strongly disagree)	1

To calculate mean score, formula used as follows.

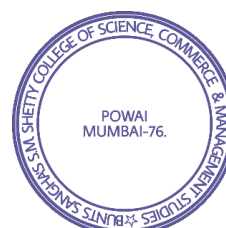
$$\text{Mean score} = \frac{(FSA*5+FA*4+FN*3+FD*2+FSD*1)}{N}$$

Here F stands for frequency and FSA stands for frequency of strongly agreed and so on.

#### Responses

The mean score of all 100 responses was calculated in table as follows:

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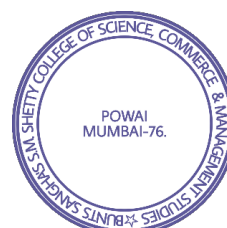
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Sr. No.	Statement	Mean Score
1.	VSM diminishes reading culture	3.67
2.	After using VSM participant impatiently turn toward watching more video for break or recreation etc.	3.74
3.	After using VSM participant skip to play video games, Facebook and Whatsapp for longer period (participant agrees that its obstacle in learning)	3.51
4.	Participant likes VSM rather than books for learning	3.36
5.	Participant prefers VSM rather than reading complete book for particular subject	3.34
6.	Participant scarcely or leastly evaluate, predict, critically analyse, summarize information gained through VSM as compared to Reading a book	3.30
7.	Participant creates less idea as the watch VSM more rather than reading for e.g. creation of new literature etc.	3.23
8.	Participant faces distraction, unfocused after visualizing VSM more in learning rather than reading	3.43
9.	Participant thinks active reading has declined	4.05
10.	Participant thinks excessive use of VSM increases the volatility of mind	3.51
11.	Participant thinks that VSM learning makes them addicted to use mobile and other technology more which prevent reading	3.78
12.	Participant feels unpleasantness, confusion, distraction and vomit from steady flow of learning etc. after using VSM	2.99
13.	Participant excessive use of VSM affect persistent or determination of learning	3.44

Above table indicates that mean for all the questions are more than (3.00) norms that means most of the population of the study agrees

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that there is negative impact of excessive use of VSM on cognitive abilities and active reading of the youth.

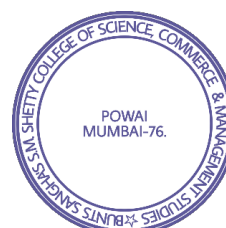
### CONCLUSION

We always evidence the certain level of transition and mutability in our society. That variability is inevitable and we have to accept it. Our education system has been transformed and has laid to many changes since modern period. Now time has come which supports the terminology i.e. 'Reading less libraries' or 'Reading less education', as importance of reading has been drastically declined in recent year. However VSM have the prospective to affect vast field of cognitive territory, but experimental research of impact of VSM on cognition is in the process. The potential impact of excessive use of VSM which leads to cognitive impairment is still uncertain. At present we can only predict that excessive use of VSM has the possibility of synthesizing or constructing the symptoms of initial stage of cognitive impairment such as dementia, Alzheimer etc. but it needs scientific base to draw certain kind of conclusion. However with this research we can ascertain that there is a negative impact such as volatility of mind, lack of determination and persistency etc. due to excessive use of VSM, moreover there is negative impact on cognitive abilities as well as on our active reading skills.

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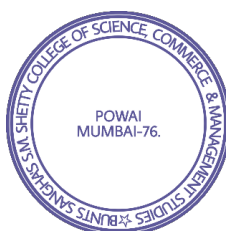


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